

Teacher: H.Deslaurier

Title: Ft.Caroline DBQ

FLVS Course: AP World History

Topic: Ft. Caroline massacre (1565)

Grade level: 10-12

FLVS Turning Points Grant Lesson/ Activity/Content	
Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i>	Students will write an essay based on a Document Based Question (DBQ) about Ft. Caroline and the Spanish massacre of the French near St. Augustine in 1565. This DBQ will be used in AP World History as a “Practice” DBQ with a focus on student’s learning to incorporate the missing Document (Spanish POV).
National Standards for History Era: Link	Era 2 Colonization and Settlement (1585-1763) Standard 1 : Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean
State Standard(s): Link to SSS Link to Next Gen SSS	See AP themes listed below
Themes/Concept:	AP Style DBQ Essay Development and interactions between Cultures (AP Theme 2) Interaction of Belief Systems(AP Theme 2) Societies reactions to global problems (AP Habit of Mind 3)
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	<ol style="list-style-type: none">1. What caused conflict among European countries in the Americas?2. What was the result of the conflict over Florida?3. What role did religion play in the contest between Spain and France for the New World?
Learning Goal(s): <i>(What you want students to understand)</i>	Students will: <ol style="list-style-type: none">1. Write an AP Style “DBQ” essay2. Become more familiar with the Spanish Defeat of the French at Ft. Caroline3. Be guided to find the bias in the French Documents.4. Seek a Spanish Point of View (POV) document
Launch Activity (Hook)	N/A
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>AP skills:</u> DBQ, Point of View, Use of Groups for Documents, Primary Source Analysis <u>People:</u> Phillip II, Pedro Menendez de Aviles, Jean Ribault <u>Terms:</u> Protestant, Huguenots
Lesson <i>(The lesson itself; Procedure)</i>	
Directions: The following question is based on the accompanying Documents 1-6. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined	

pages of the Section II free-response booklet. This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

You may refer to relevant historical information not mentioned in the documents.

(The "DBQ" should take the student 40 Minutes.)

Background:

By the 1560s, the French Protestants - Huguenots - were looking to the New World to establish a Protestant state in which they could practice their religion. They sent an expedition to the St. Johns River area of modern-day Florida and began a colony near what is now the city of St. Augustine. It was not long before news of this French intrusion reached the Spanish court in Madrid. To Phillip II of Spain the French were not only trespassing on land assigned by the Holy Church to the Spanish Crown, but they were also heretics violating the faith he was sworn to uphold. His immediate reaction was to dispatch one of his most brutal commanders, Pedro Menendez de Aviles, at the head of a fleet of eleven ships and 1000 troops to uproot the French interlopers.

Question:

Using the following documents, justify or refute the actions of King Phillip II against the French. Identify an additional type of document and explain how it would help your analysis of the actions of the king.

Document One:

Father Francisco Lopez, the chaplain accompanying Menendez's expedition.

After having parleyed a long time, our brave captain-general answered 'that he would make no promises, that they must surrender unconditionally, and lay down their arms, because, if he spared their lives, he wanted them to be grateful for it, and, if they were put to death, that that there should be no cause for complaint.' Seeing that there was nothing else left for them to do, the sergeant returned to the camp; and soon after he brought all their arms and flags, and gave them up to the general, and surrendered unconditionally. Finding they were all Lutherans, the captain-general ordered them all put to death; but, as I was a priest, and had bowels of mercy, I begged him to grant me the favor of sparing those whom we might find to be Christians. He granted it; and I made investigations, and found ten or twelve of the men Roman Catholics, whom we brought back. All the others were executed, because they were Lutherans and enemies of our Holy Catholic faith. All this took place on Saturday (St. Michael's Day), September 29, 1565.

Document two:

Jacques le Moyne de Morgues, Artist of the Expedition (French):

When the day broke, nobody being seen about the fort, M. de la Vigne, who was the

officer of the guard, pitying the drenched and exhausted condition of the men, who were worn out with long watching, permitted them to take a little rest; but they had scarcely had time to go to their quarters and lay aside their arms when the Spaniards, guided by a Frenchman named François Jean, who had seduced some of his messmates along with him, attacked the fort at the double quick in three places at once, penetrated the works without resistance and, getting possession of the place of arms [armory], drew up their force there. Then parties searched the soldiers' quarters, killing all whom they found, so that awful outcries and groans arose from those who were being slaughtered.

Document three

Pedro Menendez de Aviles, leader of attack against Ft. Caroline:

"I am the General; my name is Pedro Menendez de Aviles. This is the armada of the King of Spain, who has sent me to this coast and country to burn and hang the Lutheran French who should be found there, and in the morning I will board your ships; and if I find any Catholics they will be well treated."

Document Four

Dominique de Gourgues, French Soldier:

"Yonder are the thieves who have stolen this land from our King. Yonder are the murderers to who have massacred our French. On! On! Let us avenge our King! Let us show that we are Frenchmen!

Document Five

French Soldier in Ft. Caroline:

They are men," said one; "it may be when their fury is spent they will spare our lives. Even if they slay us what of that? It is but a moment's pain. Better that than to starve here in the woods or be torn to pieces by wild beasts."

Document Six

Jean Ribault, French Commander:

"We are but dust," he said, "and to dust we must return: twenty years more or less can matter little." So with the words of a psalm upon his lips he met the sword-thrust.

Assessment Evidence: *What evidence will show that students met the learning goal?*

Students will be assessed using the Standard AP World History DBQ Rubric:

BASIC CORE (competence)	0-7 Points
1. Has acceptable thesis	1 Point
2. Addresses all documents. Understands the basic meaning of documents. (May misinterpret one document.)	1 Point
3. Supports thesis with appropriate evidence from all documents.	2 Points
(Supports thesis with appropriate evidence from all but one document)	(1 Point)
4. Analyzes point of view in at least two documents	1 Point
5. Analyzes documents by grouping them in two or three ways, depending on the question	1 Point
6. Identifies and explains the need for one type of appropriate additional document or source	1 Point
Subtotal	
EXPANDED CORE (excellence) (Historical skills and knowledge required to show excellence)	
Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area.	
Examples:	
<ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis • Shows careful and insightful analysis of the documents • Uses documents persuasively as evidence • Analyzes point of view in most or all documents • Analyzes the documents in additional ways - groupings, comparisons, syntheses • Brings in relevant "outside" historical content 	0-2 Points
Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy</i>	
http://www.nps.gov/foma/historyculture/the_massacre.htm	