

Spain and the American Revolution: Contributions to the Patriot Cause



Thomas Stackhouse, "North America in Its Present Divisions, Agreeable to the Peace," An Universal Atlas; Consisting of a Complete Set of Maps, Peculiarly Adapted to Illustrate and Explain Ancient and Modern Geography, 4th ed. (London, 1790), p. 10. (Birmingham Public Library)

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Spain and the American Revolution: Contributions to the Patriot Cause

BY MARIA MIRABALLES

Maria Miraballes is an eighteen-year veteran high school social studies teacher in Stamford, Connecticut, and a frequent contributor and professional development leader for the Gilder Lehrman Institute of American History.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary sources as well as sources that combine elements of primary and secondary sources.

The five lessons in this unit explore Spain’s contributions to the American Revolution. Students will read and examine correspondence, a royal order, a map, and a combat diary. You will assess the students’ understanding through an essay addressing Spain’s political, economic, and military contributions to the American Revolution. Sources and activity sheets are provided in both English and Spanish.

Students will be able to

- Analyze primary and secondary source documents using close-reading strategies
- Demonstrate an understanding of both literal and inferential aspects of text-based evidence
- Draw conclusions based on evidence found in the text
- Write an argumentative essay using text-based evidence
- Understand an important historical event and period (i.e., the American Revolutionary era)

ESSENTIAL QUESTIONS

- How did Spain provide monetary support for the patriot cause during the American Revolution?
- How did Spain provide diplomatic support for the patriot cause during the American Revolution?
- How did Spain provide tactical support for the patriot cause during the American Revolution?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

MATERIALS

- Source 1: Historical Background: “Spain and the American Revolution” by Gonzalo M. Quintero Saravia, SJD, PhD
- Activity Sheet 1: Important Phrases: “Spain and the American Revolution” by Gonzalo M. Quintero Saravia
- Source 2: Excerpts from a Letter from Joseph Gardoqui and Sons to Jeremiah Lee, February 15, 1775, *Naval Documents of the American Revolution*, ed. William Bell Clark (Washington, DC; Government Printing Office, 1964), 1:401. Available online at the Internet Archive, archive.org/details/NavalDocumentsOfTheAmericanRevolutionVolume1. The original of the letter included in *Naval Documents* can be found at the Massachusetts Archive Collection, vol. 193, sec.state.ma.us/divisions/archives/collections/mass-archives-volume-list.htm. Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 2: Critical Thinking: A Letter from Joseph Gardoqui and Sons, 1775
- Source 3: Excerpt from a Letter from Elbridge Gerry, for the Massachusetts Committee of Supplies, to Joseph Gardoqui and Sons, July 5, 1775, *Naval Documents of the American Revolution* (Washington, DC; Government Printing Office, 1964), 1:818. Available online at the Internet Archive, archive.org/details/navaldocumentsof01unit/page/818/mode/2up. The original of the letter included in *Naval Documents* can be found at the Massachusetts Archive Collection, vol. 194, pp. 57–58. Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 3: Critical Thinking: A Letter from Elbridge Gerry to Gardoqui and Sons, 1775
- Source 4: Excerpt from a letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, December 12, 1775, Founders Online, National Archives, founders.archives.gov/documents/Franklin/01-22-02-0177. [Original source: *The Papers of Benjamin Franklin*, vol. 22, *March 23, 1775, through October 27, 1776*, ed. William B. Willcox (New Haven and London: Yale University Press, 1982), pp. 298–299.] Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 4: Critical Thinking: A Letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, 1775
- Source 5: Excerpts from Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779

- o Spanish: Carlos III, *Real Cedula de S. M. en que manifestando los justos motivos de su Real resolución de 21 de junio de esta año, autoriza á sus vasallos Americanos, para que por via de represalias y desagravio hostilicen por mar y tierra á los súbditos del Rey de la Gran Bretaña*, Madrid, 1779, Biblioteca Virtual del Patrimonia Bibliográfico, bvpb.mcu.es/es/consulta/registro.do?id=447439
- o English translation: Appendix II in Carmen de Reparaz, *I Alone: Bernardo de Galvez and the Taking of Pensacola in 1781* (Madrid: Ediciones de Cultura Hispánica, 1993)
- Activity Sheet 5: Critical Thinking: Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779
- Source 6: Excerpt from a Letter from George Washington to Major General John Sullivan, September 3, 1779, Founders Online, National Archives, founders.archives.gov/documents/Washington/03-20-02-0661. [Original source: *The Papers of George Washington, Revolutionary War Series*, vol. 22, 1 August–21 October 1779, ed. Benjamin L. Huggins. Charlottesville: University of Virginia Press, 2013, pp. 345–346.] Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 6: SOAPStone: A Letter from George Washington, 1779
- Source 7: Map: *Vista de Panzacola y Su Baia Tomada por los Españoles año de 1781*, Librería de la Viuda de Miguel Escribano, Madrid, 1781, Biblioteca Nacional de España, bdh.bne.es/bnearch/detalle/bdh0000020264
- Activity Sheet 7: Analyze a Map: *Vista de Panzacola y Su Baia*, 1781, National Archives, [archives.gov/education/lessons/worksheets/analyze-a-map-intermediate](https://www.archives.gov/education/lessons/worksheets/analyze-a-map-intermediate)
- Source 8: Excerpts from Bernardo de Gálvez's Combat Diary for the Siege of Pensacola, 1781
 - o Spanish: Bernardo de Gálvez, *Diario de las Operaciones de la Expedicion contra la Plaza de Panzacola Concluida por las Armas de S. M. Católica, baxo las Órdenes del Mariscal de Campo D. Bernardo de Galvez*, [Havana, 1781,] The Gilder Lehrman Institute of American History, GLC00718
 - o English translation in "Diary of Bernardo de Galvez, Pansacola, May 13, 1781," *Louisiana Historical Quarterly* 1, no. 1 (January 8, 1917): 44–84. Available online at HathiTrust, babel.hathitrust.org/cgi/pt?id=hvd.32044097937734&seq=7.
- Activity Sheet 8: Critical Thinking: Bernardo de Gálvez's Combat Diary, 1781
- Activity Sheet 9: How to Organize Your Writing

HISTORICAL BACKGROUND

SPAIN AND THE AMERICAN REVOLUTION

by Gonzalo M. Quintero Saravia, SJD, PhD.

When the Seven Years' War ended in 1763, France disappeared from North America, leaving Spain and Britain as grudging neighbors. Spain had to give up the Floridas to Great Britain, losing control of the routes from the Caribbean to Europe, and had to accept Louisiana from the French in order to avoid having the British too close to the rich viceroyalty of New Spain.

The rebellion that began with the first shots at Lexington and Concord in 1775 became a revolution with the signing of the Declaration of Independence. With the intervention of France and then Spain and the Netherlands, the American fight to separate from Great Britain evolved into a global conflict fought not only in North America but also on the lands and seas of the Caribbean, Central America, Europe, Africa, and Asia.

At first, Spain welcomed the unrest in the British colonies as it weakened her centuries-old enemy. The government secretly or discreetly supported the United States by granting loans and supplying the Continental Army with matériel, including arms and munitions, and provisions.

Four months after the American victory at Saratoga, New York, in 1777, France decided to enter the war hoping for a quick victory. But the French and American forces suffered a series of setbacks, convincing the French government that it would only be possible to defeat Britain if Spain entered the war.

Despite having serious concerns about the influence of US independence on her own territories in the Americas (a preoccupation that prevented Spain from considering the United States as an ally), the Spanish government eventually decided that a new and most probably weak republic would be a more pliable neighbor than the British empire. On this assumption, accurate in the short term but completely erroneous in the medium and long run, Spain joined France against Britain in April 1779.

Spain tipped the balance of the conflict, giving France and Spain numerical superiority both on land and at sea, but also changed profoundly the general nature of the war. Britain was forced to adopt a defensive strategy since Spain's military actions in the Americas, the Caribbean, and Europe prevented the concentration of British forces against the North American "rebels."

The commitment by the Royal Spanish Navy to protect the French colonies in the Caribbean allowed the French fleet under Admiral Count de Grasse to confront the British at the battle of the Chesapeake. Although tactically inconclusive, it prevented the British from resupplying or reinforcing their troops at Yorktown, Virginia. Furthermore, the funds provided by Mexico City and Havana were used to pay some of the men of the Continental Army who had threatened George Washington with mutiny. The Franco-American victory at Yorktown in October 1781, combined with the threat of a French-Spanish invasion of Jamaica, by far the richest of all British possessions overseas, were powerful incentives for the British government to sue for peace in late 1782.

Spain became the third country, after France and the Netherlands, to recognize the independence of the United States and, until the early nineteenth century, all the territory of the present United States west of the Mississippi was under the Spanish crown.

A couple of little-known facts may highlight the importance of the role of Spain in the American Revolution. While the first battle was fought by the Americans at Lexington and Concord in 1775, the last one was waged by Spanish soldiers when they conquered the British-held Bahamas in May 1782. Finally, the largest military engagement of the conflict was not Yorktown, but rather the assault against Gibraltar in September 1782.

Gonzalo M. Quintero Saravia, SJD, PhD, a senior Spanish diplomat, was a fellow at the Weatherhead Center for International Affairs at Harvard University. He is the author of *Bernardo de Gálvez: Spanish Hero of the American Revolution*, which won the Society for Military History's Best Book Prize.



This map shows the division of North America in 1790: green represents Spain, red represents Great Britain, and yellow represents the United States. Thomas Stackhouse, "North America in Its Present Divisions, Agreeable to the Peace," An Universal Atlas; Consisting of a Complete Set of Maps, Peculiarly Adapted to Illustrate and Explain Ancient and Modern Geography, 4th ed. (London, 1790), p. 10. (Birmingham Public Library)

LESSON 1

THE AMERICAN REVOLUTION IN GLOBAL CONTEXT

BY MARIA MIRABALLES

OVERVIEW

In this lesson the students will do a close reading of the Historical Background essay. They will then examine a letter from the Gardoqui Company written in 1775 and draw conclusions from it. They will work on the letter as a whole class activity.

MATERIALS

- Source 1: Historical Background: “Spain and the American Revolution” by Gonzalo M. Quintero Saravia, SJD, PhD
- Activity Sheet 1: Important Phrases: “Spain and the American Revolution” by Gonzalo M. Quintero Saravia
- Source 2: Excerpts from a Letter from Joseph Gardoqui and Sons to Jeremiah Lee, February 15, 1775, *Naval Documents of the American Revolution*, ed. William Bell Clark (Washington, DC; Government Printing Office, 1964), 1:401. Available online at the Internet Archive, archive.org/details/NavalDocumentsOfTheAmericanRevolutionVolume1. The original of the letter included in *Naval Documents* can be found at the Massachusetts Archive Collection, vol. 193, sec.state.ma.us/divisions/archives/collections/mass-archives-volume-list.htm. Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 2: Critical Thinking: A Letter from Joseph Gardoqui and Sons, 1775

Maria Miraballes is an eighteen-year veteran high school social studies teacher in Stamford, Connecticut, and a frequent contributor and professional development leader for the Gilder Lehrman Institute of American History.

GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary sources as well as sources that combine elements of primary and secondary sources. The five lessons in this unit explore Spain’s contributions to the American Revolution.

PROCEDURE

1. Distribute Source 1, the historical background essay by Gonzalo M. Quintero Saravia. Students should be familiar with the global conflicts that helped create alliances during the American Revolution. You may choose to have the students read the essay independently or “share read” it. To do this, have the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few lines while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
2. You may choose to use Activity Sheet 1, which asks students to select three important or informative phrases or sentences from the essay.
3. Distribute Source 2, excerpts from a 1775 letter from the Joseph Gardoqui and Sons company to Jeremiah Lee, a member of the Massachusetts Provincial Congress and a wealthy merchant who had had a business relationship with Gardoqui before the Revolution. Share read the excerpts with the class as described in Procedure 1 above.

4. Distribute Activity Sheet 2 and display a copy in a format large enough for the whole class to see (an overhead projector, Elmo projector, or similar device). The students will complete this activity sheet as a class with your guidance.
 - a. For the first question, have students use their prior knowledge, including what they may recall about previous lessons on the American Revolution and what they learned from the Historical Background to make inferences about why Spain might have been willing to assist the patriots during the American Revolution.
 - b. Students may highlight or underline words in the text to help them identify the materials Gardoqui and Sons was looking to acquire for the Americans.
 - c. The students may underline or highlight specific words in the text to identify how Gardoqui and Sons was going to get the resources to the Americans and use the evidence from the text to answer the question.
 - d. The students can then make inferences about why Holland would be a willing collaborator with Spain in aiding the patriots. Recalling prior knowledge or referring to the historical background may help them answer this question.
5. Wrap-up: Discuss vocabulary that the students found confusing or difficult. They may record these words and their definitions on the back of the activity sheet or on a separate piece of paper.

LESSON 2

SUPPLYING THE REVOLUTION: SPAIN PROVIDES EQUIPMENT AND FUNDS (1775)

BY MARIA MIRABALLES

OVERVIEW

In this lesson the students will continue to do close readings of correspondence between representatives of Spain and patriots such as Elbridge Gerry and Benjamin Franklin and draw conclusions about Spain's support. They will analyze these excerpts with partners or in small groups and demonstrate their understanding of the main ideas by answering the accompanying questions.

MATERIALS

- Source 3: Excerpt from a Letter from Elbridge Gerry, for the Massachusetts Committee of Supplies, to Joseph Gardoqui and Sons, July 5, 1775, *Naval Documents of the American Revolution*, ed. William Bell Clark (Washington, DC: Government Printing Office, 1964), 1:818. Available online at the Internet Archive, archive.org/details/navaldocumentsof01unit/page/818/mode/2up. The original of the letter included in *Naval Documents* can be found at the Massachusetts Archive Collection, vol. 194, pp. 57–58, sec.state.ma.us/divisions/archives/collections/mass-archives-volume-list.htm. Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 3: Critical Thinking: A Letter from Elbridge Gerry to Gardoqui and Sons, 1775
- Source 4: Excerpt from a Letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, December 12, 1775, Founders Online, National Archives, founders.archives.gov/documents/Franklin/01-22-02-0177. [Original source: *The Papers of Benjamin Franklin*, vol. 22, *March 23, 1775, through October 27, 1776*, ed. William B. Willcox (New Haven and London: Yale University Press, 1982), pp. 298–299.] Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 4: Critical Thinking: A Letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, 1775

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PROCEDURE

1. Lead a discussion about what the class learned in the previous lesson and what the first letter between the Gardoqui company and Jeremiah Lee conveyed. Explain that the class will continue with two more letters addressing Spain's participation in the American Revolution.
2. Pair students up or create small groups and distribute Source 3, an excerpt from a 1775 letter from Elbridge Gerry, for the Massachusetts Committee of Supplies, to Joseph Gardoqui and Sons, and Activity Sheet 3. Share read the text with the class as described in Lesson 1.

3. Remind students that they will engage with the documents directly to answer the questions. After the students have collaborated in answering the three questions, they should write their answers in the activity sheet. Circulate to ensure the pairs/groups are successfully completing their responses and citing evidence from the text.
4. Ask the pairs/groups to share out their responses.
5. Distribute Source 4, excerpts from the letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, and Activity Sheet 4. Share read the text with the class.
 - a. Each individual student will choose three key statements from the letter and rewrite the statements in their own words. They will then choose the one statement that best represents the essence of the letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon and explain why they chose that statement.
 - b. Now allow each member of the pair/group to share their choices. Allow for students to negotiate which of all the statements shared might be the best statement. Circulate among the pairs/groups to monitor their progress and to ensure all students are contributing.
6. Have the pairs/groups share out their final negotiated responses and lead a class discussion on the reasons for the different choices.
7. Wrap up: Discuss vocabulary that the students found confusing or difficult. They can record these words and their meaning on the back of the activity sheet or on a separate piece of paper.

LESSON 3

DIPLOMACY: SPAIN DECLARES WAR ON BRITAIN (1779)

BY MARIA MIRABALLES

OVERVIEW

In this lesson the students will continue to use close-reading strategies as they examine Carlos III's royal order authorizing reprisals against Great Britain and a letter from George Washington recognizing Spanish aid to the American revolutionaries. They will draw conclusions about Spain's support and demonstrate their understanding of the main ideas by answering the accompanying questions.

MATERIALS

- Source 5: Excerpts from Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779
 - Excerpts from Carlos III, *Real Cedula de S. M. en que manifestando los justos motivos de su Real resolución de 21 de junio de esta año, autoriza á sus vasallos Americanos, para que por via de represalias y desagravio hostilicen por mar y tierra á los súbditos del Rey de la Gran Bretaña*, Madrid, 1779, Biblioteca Virtual del Patrimonia Bibliográfico, bvpb.mcu.es/es/consulta/registro.do?id=447439
 - English translation: Appendix II in Carmen de Reparaz, *I Alone: Bernardo de Galvez and the Taking of Pensacola in 1781* (Madrid: Ediciones de Cultura Hispánica, 1993)
- Activity Sheet 5: Critical Thinking: Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779
- Source 6: Excerpt from a Letter from George Washington to Major General John Sullivan, September 3, 1779, Founders Online, National Archives, founders.archives.gov/documents/Washington/03-20-02-0661. [Original source: *The Papers of George Washington, Revolutionary War Series*, vol. 22, 1 August–21 October 1779, ed. Benjamin L. Huggins. Charlottesville: University of Virginia Press, 2013, pp. 345–346.] Spanish translation provided by the Queen Sofía Spanish Institute.
- Activity Sheet 6: SOAPStone: A Letter from George Washington, 1779

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

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PROCEDURE

1. Lead a discussion about what the class learned in the previous lessons and what the messages between representatives of Spain and American revolutionaries have revealed.
2. Pair students up or create small groups and distribute Source 5, the excerpt from Carlos III's authorization to retaliate against Great Britain, and Activity Sheet 5. Share read the text with the class as described in Lesson 1.

3. Review the process of close-reading strategies including using context clues to define terminology that may be confusing. Explain to students that, since the document is an official royal order, it projects a formality not seen in the letters.
4. Review the procedure from Lesson 1, reminding students that they will engage with the document directly to answer the questions. Circulate among the pairs/groups to ensure all are successfully choosing evidence from the text.
5. Have students focus directly on each passage provided in Activity Sheet 5 and encourage students to annotate the text by underlining or highlighting keywords or important phrases to help them answer the questions. Circulate around the classroom to monitor their progress and to ensure all students are contributing.
6. Have the pairs/groups share out their answers.
7. Distribute Source 6, an excerpt from a letter from George Washington, and Activity Sheet 6, the SOAPStone activity. Share read the text with the class as described in Lesson 1.
8. Review the process of close-reading strategies using the SOAPStone analysis technique. The objective is for students to address the skills associated with each letter of the SOAPStone acronym. Guide students as they identify the speaker/author of the document, the occasion or historical context of the document, the audience or who the document may have been created for, the purpose behind the creation of the document, the subject, and the tone or attitude the author is trying to convey. Review how an author's tone may be represented through their choice of words, the sentence structure used, and any visual imagery that is provided.
9. Have students focus directly on each portion of the acronym and encourage them to annotate the text by underlining or highlighting keywords or important phrases to help guide them in answering the questions. Circulate to monitor progress and to ensure all students are contributing.
10. Have the pairs/groups share out their answers.

LESSON 4

MILITARY AID: CLEARING BRITAIN FROM FLORIDA (1781)

BY MARIA MIRABALLES

OVERVIEW

In this lesson the students will continue to use close-reading strategies as they examine a map of Pensacola as well as an entry from a combat diary focusing on the Battle of Pensacola in 1781. They will draw conclusions about the importance of the Battle of Pensacola and the sacrifices made by the Spanish military to provide assistance to the patriots. They will demonstrate their understanding of the main ideas by completing the activity sheets.

MATERIALS

- Source 7: Map: *Vista de Panzacola y Su Baía Tomada por los Españoles año de 1781*, Librería de la Viuda de Miguel Escribano, Madrid, 1781, Biblioteca Nacional de España, bdh.bne.es/bnearch/detalle/bdh0000020264
- Activity Sheet 7: Analyze a Map: *Vista de Panzacola y Su Baía*, 1781, National Archives, archives.gov/education/lessons/worksheets/analyze-a-map-intermediate
- Source 8: Excerpts from Bernardo de Galvez’s Combat Diary for the Siege of Pensacola, 1781
 - Spanish: Excerpts from Bernardo de Gálvez, *Diario de las Operaciones de la Expedición contra la Plaza de Panzacola Concluida por las Armas de S. M. Católica, baxo las Órdenes del Mariscal de Campo D. Bernardo de Galvez*, [Havana, 1781,] The Gilder Lehrman Institute of American History, GLC00718
 - English translation in “Diary of Bernardo de Galvez, Pansacola, May 13, 1781,” *Louisiana Historical Quarterly* 1, no. 1 (January 8, 1917): 44–84. Available online at HathiTrust, babel.hathitrust.org/cgi/pt?id=hvd.32044097937734&seq=7.
- Activity Sheet 8: Critical Thinking: Bernardo de Gálvez’s Combat Diary, 1781

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PROCEDURE

1. Lead a discussion about what the class learned in the previous lessons and what Carlos III’s royal order reveals about Spain’s willingness to collaborate and Washington’s response.
2. Pair students up or create small groups and distribute Source 7, the map representing the Battle of Pensacola in 1781, and Activity Sheet 7. You may display the map in a format large enough for the whole class to see. Review the title of the map and the language that is used in the source and work together to identify what the Spanish words mean in English.

- a. Review the process of close-reading strategies using the Analyze A Map activity from the National Archives. Model for students how to answer the first section: Meet the Map.
 - b. Have students continue in their pairs or small groups to complete the rest of the activity sheet. Encourage students to annotate the map by underlining or highlighting identifying markers or phrases. Circulate to monitor progress and to ensure all students are contributing.
3. Distribute Source 8, the excerpt from the combat diary following the action in the Battle of Pensacola, 1781, and Activity Sheet 8. You may choose to share read the text as described in Lesson 1.
 4. Have students focus directly on each passage provided in the activity sheet and encourage them to annotate by underlining or highlighting important keywords or phrases as evidence for the answers to the questions. Circulate to monitor progress and to ensure all students are contributing.
 5. Have the pairs/groups share out their responses.
 6. Wrap up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their definitions on the back of the activity sheet or on a separate piece of paper.

LESSON 5

SPAIN BECOMES A CRITICAL ALLY FOR AMERICAN PATRIOTS

BY MARIA MIRABALLES

OVERVIEW

This lesson has two objectives. First, the students will synthesize the work of the last four lessons and demonstrate that they understand the various ways Spain provided aid to the patriot cause during the American Revolution. Second, they will write a brief informative essay in response to a prompt that requires them to make inferences from the text and support their conclusions with explicit information from the text.

MATERIALS

- Source 1: Historical Background: “Spain and the American Revolution” by Gonzalo M. Quintero Saravia, SJD, PhD
- Source 2: Excerpts from a Letter from Joseph Gardoqui and Sons to Jeremiah Lee, February 15, 1775
- Source 3: Excerpt from a Letter from Elbridge Gerry, for the Massachusetts Committee of Supplies, to Joseph Gardoqui and Sons, July 5, 1775
- Source 4: Excerpt from a letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, December 12, 1775
- Source 5: Excerpts from Carlos III’s Royal Order Authorizing Retaliation against Great Britain, 1779
- Source 6: Excerpt from a Letter from George Washington to Major General John Sullivan, September 3, 1779
- Source 7: Map: *Vista de Panzacola y Su Baia Tomada por los Españoles año de 1781*, Librería de la Viuda de Miguel Escribano, Madrid, 1781
- Source 8: Excerpts from Bernardo de Gálvez’s Combat Diary for the Siege of Pensacola, 1781
- Completed Activity Sheets 1–8
- Activity Sheet 9: How to Organize Your Writing

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GRADE LEVELS: 7–12

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PROCEDURE

1. Have students take out all the primary sources they read throughout the unit along with the completed activity sheets.
2. Ask students to revisit each document. Allow for follow-up questions about anything that might have been forgotten or unclear, including content or vocabulary.

3. Ask students to group the documents according to the following categories: Economic Aid, Diplomatic Aid, Military Aid.
4. Distribute Activity Sheet 9, the essay organizer. You may display it in a format large enough for the whole class to see.
5. Model the first category, “Economic Aid,” asking students to identify sources and cite direct textual evidence that is associated with this category. They should identify at least one direct quotation for this category. Circulate to monitor progress and to ensure they are placing the sources in the correct categories.
6. Ask students to find and cite evidence for Diplomatic Aid and Military Aid.
7. When they have worked through the categories and sources, each student will write a brief informative essay in response to the prompt: Evaluate the significance of Spain’s contributions to the patriot cause in the American Revolution.

Source 1: Historical Background Spain and the American Revolution

by Gonzalo M. Quintero Saravia, SJD, PhD.

When the Seven Years' War ended in 1763, France disappeared from North America, leaving Spain and Britain as grudging neighbors. Spain had to give up the Floridas to Great Britain, losing control of the routes from the Caribbean to Europe, and had to accept Louisiana from the French in order to avoid having the British too close to the rich viceroyalty of New Spain.

The rebellion that began with the first shots at Lexington and Concord in 1775 became a revolution with the signing of the Declaration of Independence. With the intervention of France and then Spain and the Netherlands, the American fight to separate from Great Britain evolved into a global conflict fought not only in North America but also on the lands and seas of the Caribbean, Central America, Europe, Africa, and Asia.

At first, Spain welcomed the unrest in the British colonies as it weakened her centuries-old enemy. The government secretly or discreetly supported the United States by granting loans and supplying the Continental Army with matériel, including arms and munitions, and provisions.

Four months after the American victory at Saratoga, New York, in 1777, France decided to enter the war hoping for a quick victory. But the French and American forces suffered a series of setbacks, convincing the French government that it would only be possible to defeat Britain if Spain entered the war.

Despite having serious concerns about the influence of US independence on her own territories in the Americas (a preoccupation that prevented Spain from considering the United States as an ally), the Spanish government eventually decided that a new and most probably weak republic would be a more pliable neighbor than the British empire. On this assumption, accurate in the short term but completely erroneous in the medium and long run, Spain joined France against Britain in April 1779.

Spain tipped the balance of the conflict, giving France and Spain numerical superiority both on land and at sea, but also changed profoundly the general nature of the war. Britain was forced to adopt a defensive strategy since Spain's military actions in the Americas, the Caribbean, and Europe prevented the concentration of British forces against the North American "rebels."

The commitment by the Royal Spanish Navy to protect the French colonies in the Caribbean allowed the French fleet under Admiral Count de Grasse to confront the British at the battle of the Chesapeake. Although tactically inconclusive, it prevented the British from resupplying or reinforcing their troops at Yorktown, Virginia. Furthermore, the funds provided by Mexico City and Havana were used to pay some of the men of the Continental Army who had threatened George Washington with mutiny. The Franco-American victory at Yorktown in October 1781, combined with the threat of a French-Spanish invasion of Jamaica, by far the richest of all British possessions overseas, were powerful incentives for the British government to sue for peace in late 1782.

Spain became the third country, after France and the Netherlands, to recognize the independence of the United States and, until the early nineteenth century, all the territory of the present United States west of the Mississippi was under the Spanish crown.

A couple of little-known facts may highlight the importance of the role of Spain in the American Revolution. While the first battle was fought by the Americans at Lexington and Concord in 1775, the last one was waged by Spanish soldiers when they conquered the British-held Bahamas in May 1782. Finally, the largest military engagement of the conflict was not Yorktown, but rather the assault against Gibraltar in September 1782.

Gonzalo M. Quintero Saravia, SJD, PhD, a senior Spanish diplomat, was a fellow at the Weatherhead Center for International Affairs at Harvard University. He is the author of Bernardo de Gálvez: Spanish Hero of the American Revolution, which won the Society for Military History's Best Book Prize.



This map shows the division of North America in 1790: green represents Spain, red represents Great Britain, and yellow represents the United States. Thomas Stackhouse, "North America in Its Present Divisions, Agreeable to the Peace," An Universal Atlas; Consisting of a Complete Set of Maps, Peculiarly Adapted to Illustrate and Explain Ancient and Modern Geography, 4th ed. (London, 1790), p. 10. (Birmingham Public Library)

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Activity Sheet 1: Important Phrases
“Spain and the American Revolution” by Gonzalo M. Quintero Saravia

Important Phrases

Which phrases or sentences in this essay are the most important or informative? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase important or informative?

Phrase 2:

Why is this phrase important or informative?

Phrase 3:

Why is this phrase important or informative?

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Actividad 1: Frases Importantes

“Guerra de Independencia de Estados Unidos” escrito pro Gonzalo M. Quintero Saravia

Frases Importantes

¿Qué frases u oraciones de este ensayo son las más importantes o informativas? Elija tres y justifique su elección.

Frase 1:

¿Por qué es importante o informativa esta frase?

Frase 2:

¿Por qué es importante o informativa esta frase?

Frase 3:

¿Por qué es importante o informativa esta frase?

**Source 2: Excerpts from a Letter from Joseph Gardoqui and Sons
to Jeremiah Lee, February 15, 1775**

English (Original)

. . . We were determind at all events to assist you accordingly, we found out means to procure as many Musketts & pistols as were ready made on the parts for the Kings Army, the quantity was but small having only 300 Muskets & Bayonetts, & about double the number of Pair of Pistols ready. . . . They must be got, with a good deal of Caution & Ship on the very same manner; as to secrecy you may depend it is as much our Interest as any ones as the English Ambassador will look sharp in every port. . . . By having timely advise we can bring them [arms and powder] from Holland on Reasonable Terms & ship them as you desire. We see with the utmost concern the difficulties You labour under . . . But hope the Present Parliament will look into them with clearer light . . . allowing you your just Rights & Libertys, which we do assure you [we] long to see it settled with all our hearts but should it be otherwise (which God forbid) command freely and you will find us at your service.

Spanish (Translation)

Estábamos decididos en todo caso a ayudarle, encontramos los medios para procurar todos los Mosquetes y pistolas a medida que estuviesen listos en las partes para el Ejército del Rey, la cantidad era meramente pequeña conteniendo sólo 300 Mosquetes y Bayonetas, y aproximadamente el doble del número de Pares de Pistolas listas. . . . Deben conseguirse, con mucha Precaución y Barco, de la misma manera; en cuanto al secreto, podéis estar seguros de que nos interesa tanto como a los demás, ya que los ingleses estarán atentos en todos los puertos . . . Si nos avisan a tiempo, podemos traerlas [armas y pólvora] de Holanda en Condiciones Razonables y enviarlas como deseéis. Vemos con la mayor preocupación las dificultades a las que se enfrenta... Pero esperamos que el Parlamento actual las estudie con más claridad... concediéndole sus justos derechos y libertades, lo cual le aseguramos [que] anhelamos ver resuelto de todo corazón, pero si no fuera así (que Dios no lo quiera), ordene libremente y nos encontrará a su servicio.

From: Joseph Gardoqui and Sons to Jeremiah Lee, February 15, 1775, Naval Documents of the American Revolution, ed. William Bell Clark (Washington, DC; Government Printing Office, 1964), 1:401. Spanish translation provided by the Queen Sofía Spanish Institute.

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Activity Sheet 2: Critical Thinking
A Letter from Joseph Gardoqui and Sons, 1775

A. Why do you think Spain was willing to assist the patriots during the American Revolution?

B. Identify the materials Spain was willing to provide.

C. Describe how Spain planned to supply Lee with additional arms and gunpowder.

D. Why do you think Holland might have been willing to cooperate with Spain in helping the patriots?

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Actividad 2: Pensamiento Crítico
Carta de Joseph Gardoqui e hijos, 1775

A. ¿Por qué cree que España estaba dispuesta a ayudar a los patriotas durante la Revolución Americana?

B. Identifique los materiales que España estaba dispuesta a proporcionar.

C. Describa cómo planeaba España suministrar a Lee con armas y pólvora adicionales.

D. ¿Por qué cree que Holanda podría estar dispuesta a cooperar con España para ayudar a los patriotas?

**Source 3: Excerpt from a Letter from Elbridge Gerry, for the Massachusetts
Committee of Supplies, to Joseph Gardoqui and Sons, July 5, 1775**

English (Original)

. . . The Friendship of foreign Factors in this Matter cannot fail of making them respectable & securing to themselves the Interest of these Colonies; And We shall be glad of your utmost Exertions to dispatch this Vessel, & Information how fully You can supply Us with Military Stores of every kind in future

We suppose that no Ammunition can at present be procured in Spain, but doubtless It may be obtained from France Holland Denmark Sweden or some of the northern Kingdoms either by Land or Sea, in spanish Bottoms, notwithstanding some Objections at present appear to have taken place, against a direct Importation of the same by our own Vessels from some of those Kingdoms. . . .

Spanish (Translation)

. . . La Amistad de los Actores extranjeros en este Asunto no puede dejar de hacerlos respetables y asegurar para ellos mismos el Interés de estas Colonias; Y estaremos contentos con sus mayores Esfuerzos para despachar este Buque y la Información sobre en qué medida Ustedes pueden suministrarnos en el futuro con Provisiones Militares de toda clase

Suponemos que ninguna Munición puede ser obtenida actualmente en España, pero sin duda puede ser obtenida de Francia Holanda Dinamarca Suecia o algunos de los Reinos del Norte, ya sea por Tierra o por Mar, en las bodegas de las naves españolas, a pesar de algunas Objeciones que actualmente parecen haber tenido lugar, en contra de una Importación directa de la misma por nuestros propios Buques de algunos de esos Reinos . . .

From: Elbridge Gerry, for the Massachusetts Committee of Supplies, to Joseph Gardoqui and Sons, July 5, 1775, Naval Documents of the American Revolution, ed. William Bell Clark (Washington, DC; Government Printing Office, 1964), 1:818. Spanish translation provided by the Queen Sofía Spanish Institute.

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Activity Sheet 3: Critical Thinking
A Letter from Elbridge Gerry to Gardoqui and Sons, 1775

A. Based on the first paragraph, describe Elbridge Gerry's reaction to hearing of Spain's commitment to the colonies.

B. Explain Gerry's suggestion about how to acquire ammunition that couldn't be "procured in Spain."

C. Based on the two letters you have read, how would you describe the relationship between the Massachusetts colony and Spain?

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Actividad 3: Pensamiento Crítico
Carta de Elbridge Gerry a Gardoqui e Hijos, 1775

- A. Basándose en el primer párrafo, describa la reacción de Elbridge Gerry al enterarse del compromiso de España con las colonias.

- B. Explique la recomendación de Gerry sobre cómo adquirir munición que no se podía “conseguir en España”.

- C. Basándose en las dos cartas que ha leído, ¿cómo describiría la relación entre la colonia de Massachusetts y España?

**Source 4: Excerpt from a Letter from Benjamin Franklin to
Don Gabriel Antonio de Bourbon, December 12, 1775**

English (Original)

I am extremely sensible of the honor done me, and beg you would accept my thankful acknowledgements. I wish I could send from hence any American Literary Production worthy of your perusal; but as yet the Muses have scarcely visited these remote Regions. Perhaps however the Proceedings of our American Congress, just published, may be a subject of some Curiosity at your Court. I therefore take the Liberty of sending your Highness a Copy, with some other Papers which contain Accounts of the successes wherewith Providence has lately favoured us. Therein your wise Politicians may contemplate the first efforts of a rising State, which seems likely soon to act a part of some Importance on the stage of human affairs, and furnish materials for a future Salust. I am very old and can scarce hope to see the event of this great Contest: but looking forward I think I see a powerful Dominion growing up here, whose interest it will be to form a close and firm alliance with Spain, (their Territories bordering) and who being united, will be able, not only to preserve their own people in peace, but to repel the Force of all the other powers in Europe. It seems therefore prudent on both sides to cultivate a good understanding, that may hereafter be so useful to both; towards which a fair Foundation is already laid in our minds, by the well founded popular Opinion entertained here of Spanish Integrity and Honour. I hope my presumption in hinting this will be pardoned. If in any thing on this side the Globe I can render either service or pleasure to your Royal Highness, your commands will make me happy.

Spanish (Translation)

Estoy summamente halagado con el honor que se me hace, y le ruego acepte mi agradecido reconocimiento. Desearía poder enviarle desde aquí alguna Producción Literaria Americana digna de su lectura, pero hasta ahora las Musas apenas han visitado estas remotas Regiones. Tal vez, sin embargo, las Actas de nuestro Congreso Americano, recién publicadas, puedan ser objeto de cierta Curiosidad en su Corte. Por lo tanto, me tomo la Libertad de enviar a Su Alteza una copia, junto con otros Documentos que contienen Relatos de los éxitos con los que la Providencia nos ha favorecido últimamente. En ellos sus sabios Políticos podrán contemplar los primeros esfuerzos de un Estado en ascenso, que parece que pronto desempeñará un papel de cierta Importancia en el escenario de los asuntos de los pueblos, y proporcionará materiales para un futuro Salustio. Soy muy anciano y tengo escasa esperanza de ser testigo del desenlace de esta gran contienda, pero mirando hacia el futuro creo ver un poderoso Dominio creciendo aquí, cuyo interés será formar una estrecha y firme alianza con España (sus Territorios son limítrofes) y que estando unido, será capaz no sólo de mantener la paz de su propio pueblo, sino de repeler la Fuerza de todas las demás potencias de Europa.

From: Benjamin Franklin to Don Gabriel Antonio de Bourbon, December 12, 1775, Founders Online, National Archives, <https://founders.archives.gov/documents/Franklin/01-22-02-0177>. Spanish translation provided by the Queen Sofía Spanish Institute.

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Activity Sheet 4: Critical Thinking
A Letter from Benjamin Franklin to Don Gabriel Antonio de Bourbon, 1775

A. Identify which three statements are the most important statements made by Benjamin Franklin in this letter.

1. _____

2. _____

3. _____

B. In your own words, summarize the three statements chosen above.

1. _____

2. _____

3. _____

C. Choose the one statement that best represents the message of this letter and explain why it is best.

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Actividad 4: Pensamiento Crítico
Carta de Benjamin Franklin a Don Gabriel Antonio de Borbón, 1775

A. Identifique cuáles son las tres declaraciones más importantes que Benjamin Franklin hace en esta carta.

- 1. _____

- 2. _____

- 3. _____

B. Con sus propias palabras, resume las tres afirmaciones elegidas anteriormente.

- 1. _____

- 2. _____

- 3. _____

C. Elija la afirmación que mejor represente el mensaje de esta carta y explique por qué es la mejor.

Source 5: Excerpts from Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779

Spanish (Original)

Uno de los principales objetos á que he atendido desde mi exaltacion al Trono de España, ha sido mantener quanto ha estado de mi parte de la tranquilidad de Europa y America, tan intimamente unidas con la felicidad de los habitantes de ambas regiones. Para cortar las calamidades de la guerra actualmente encendida entre la Francia y la Inglaterra, y prevenir que sus fatales efectos se estendiesen á mis dominios, usé de quantos medios que dictan la humanidad y la sana política. . . .

Para dar peso á la negociacion, abrí mis tesoros, y dispuse un respetable armamento marítimo que aseguraba mis posesiones de todo insulto, y ponía en mi mano la balanza entre las naciones armadas. . . .

Así lo ha acreditado la experiencia, pues no solo me ha suscitado con varios artificios . . . sus súbditos repetidos insultos contra la vándera española, han reconocido y robado baxeles, han acometido otros que tubieron la precision de defenderse, han hecho presas injustas, han abierto y despedazado los registros y pliegos de oficio en mis paquebotes correos, executando otros actos de hostilidad y de violencia contra mis vasallos. . . .

Me he visto en la dura y sensible necesidad de mandar retirar de la Corte de Londres á mi Embaxador; cortar toda comunicacion, trato ó comercio entre mis vasallos y los del Rey Británico . . . y emplear los medios que me ha confiado el Todo-Poderoso para hacerme la justicia. . . .

English (Translation)

One of the principal objectives that I have attended to since my rise to the Spanish Throne has been to maintain insofar as I am able the tranquility of Europe and America, so intimately connected to the happiness of the inhabitants of both regions. To reduce the calamities of the war presently ignited between France and England, and to prevent its fatal consequences from extending to my dominions, I have used all the means that humanity and healthy politics dictate.

To give weight to negotiations, I opened up my treasury and made considerable naval armament available to my possessions so that they would be protected from any attack, and, among the armed nations, took the scales in my hands.

Experience has thus proved it, since their various schemes . . . her subjects have repeatedly committed offenses against the Spanish flag, have scouted and robbed ships, attacked others which had to defend themselves, taken booty unjustly, opened up and torn apart registers and sheets of communications in my mail packet boats, and carried out other acts of hostility and violence. . . .

I have found myself with the difficult and delicate need to withdraw my Ambassador from the Court of London. I have been forced to cut off all communication, contact or commerce between my subjects and those of the British King . . . and to employ the means that God Almighty has confided in me to obtain the justice. . . .

From: Carlos III, Real Cedula de S. M. en que manifestando los justos motivos de su Real resolución de 21 de junio de esta año, autoriza á sus vasallos Americanos, para que por via de represalias y desagravio hostilicen por mar y tierra á los súbditos del Rey de la Gran Bretaña, Madrid, 1779, Biblioteca Virtual del Patrimonio Bibliográfico, bvpb.mcu.es/es/consulta/registro.do?id=447439. English translation from Appendix II in Carmen de Reparaz, I Alone: Bernardo de Galvez and the Taking of Pensacola in 1781 (Madrid: Ediciones de Cultura Hispánica, 1993).

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Activity Sheet 5: Critical Thinking

Carlos III's Royal Order Authorizing Retaliation against Great Britain, 1779

Read the text on the left and answer the questions in the boxes on the right citing evidence from the primary source.

Excerpt from the Primary Source	Question
<p>One of the principal objectives that I have attended to since my rise to the Spanish Throne has been to maintain insofar as I am able the tranquility of Europe and America, so intimately connected to the happiness of the inhabitants of both regions. To reduce the calamities of the war presently ignited between France and England, and to prevent its fatal consequences from extending to my dominions, I have used all the means that humanity and healthy politics dictate.</p>	<p>How did Carlos III depict his role in international affairs?</p>
<p>To give weight to negotiations, I opened up my treasury and made considerable naval armament available to my possessions so that they would be protected from any attack, and, among the armed nations, took the scales in my hands.</p>	<p>What do you think is meant by the phrase “took the scales in my hands”?</p>

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<p>Experience has thus proved it, since their various schemes . . . her subjects have repeatedly committed offenses against the Spanish flag, have scouted and robbed ships, attacked others which had to defend themselves, taken booty unjustly, opened up and torn apart registers and sheets of communications in my mail packet boats, and carried out other acts of hostility and violence. . . .</p>	<p>What evidence did the king present to support declaring war against Great Britain?</p>
<p>I have found myself with the difficult and delicate need to withdraw my Ambassador from the Court of London. I have been forced to cut off all communication, contact or commerce between my subjects and those of the British King . . . and to employ the means that God Almighty has confided in me to obtain the justice. . . .</p>	<p>Describe what Great Britain could expect from Carlos III's order.</p>

From: Appendix II in Carmen de Reparaz, I Alone: Bernardo de Galvez and the Taking of Pensacola in 1781 (Madrid: Ediciones de Cultura Hispánica, 1993).

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Actividad 5: Pensamiento Crítico

Carlos III, *Real Cedula de S. M. en que manifestando los justos motivos . . . por via de represalias . . . á los súbditos del Rey de la Gran Bretaña*

Lee el texto de la izquierda y responde a las preguntas de los recuadros de la derecha citando pruebas de la fuente primaria.

Extracto de los documentos primarios	Pregunta
<p>Uno de los principales objetos á que he atendido desde mi exaltacion al Trono de España, ha sido mantener quanto ha estado de mi parte de la tranquilidad de Europa y America, tan intimamente unidas con la felicidad de los habitantes de ambas regiones. Para cortar las calamidades de la guerra actualmente encendida entre la Francia y la Inglaterra, y prevenir que sus fatales efectos se estendiesen á mis dominios, usé de quantos medios que dictan la humanidad y la sana política. . . .</p>	<p>¿Cómo representaba Carlos III su papel en los asuntos internacionales?</p>
<p>Para dar peso á la negociacion, abrí mis tesoros, y dispuse un respetable armamento marítimo que aseguraba mis posesiones de todo insulto, y ponía en mi mano la balanza entre las naciones armadas. . . .</p>	<p>¿Qué crees que significa la frase “tomé la balanza en mis manos”?</p>

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<p>Asi lo ha acreditado la experiencia, pues no solo me ha suscitado con varios artificios . . . sus súbditos repetidos insultos contra la vandra española, han reconocido y robado baxeles, han acometido otros que tubieron la precision de defenderse, han hecho presas injustas, han abierto y despedazado los registros y pliegos de oficio en mis paquebotes correos, executando otros actos de hostilidad y de violencia contra mis vasallos. . . .</p>	<p>¿Qué pruebas presentó el rey para apoyar la declaración de guerra contra Gran Bretaña?</p>
<p>Me he visto en la dura y sensible necesidad de mandar retirar de la Corte de Londres á mi Embaxador; cortar toda comunicacion, trato ó comercio entre mis vasallos y los del Rey Británico . . . y emplear los medios que me ha confiado el Todo-Poderoso para hacerme la justicia. . . .</p>	<p>Describe lo que Gran Bretaña podía esperar de la orden de Carlos III.</p>

From: Carlos III, Real Cedula de S. M. en que manifestando los justos motivos de su Real resolución de 21 de junio de esta año, autoriza á sus vasallos Americanos, para que por via de represalias y desagravio hostilicen por mar y tierra á los súbditos del Rey de la Gran Bretaña, Madrid, 1779, Biblioteca Virtual del Patrimonia Bibliográfico.

**Source 6: Excerpt from a Letter from General George Washington to
Major General John Sullivan, September 3, 1779**

English (Original)

. . . I have the pleasure to inform you that Spain has at length taken a decisive part. In the enclosed paper, you will find her Manifesto delivered to the Court of Great Britain on the 16th of June last, with the message of the King to Parliament thereupon.

It is to be hoped that this formidable junction of the House of Bourbon will not fail of establishing the Independance of America in a short time.

Spanish (Translation)

Tengo el placer de informarle de que España ha tomado por fin una posición decisiva. En el documento adjunto encontrará su Manifiesto entregado a la Corte de Gran Bretaña el 16 de junio pasado, con el mensaje del Rey al Parlamento al respecto.

Es de esperar que esta formidable unión de la Casa de Borbón no defraudará en establecer la Independencia de América en poco tiempo.

From: George Washington to Major General John Sullivan, September 3, 1779, Founders Online, National Archives, founders.archives.gov/documents/Washington/03-20-02-0661. Spanish translation provided by the Queen Sofía Spanish Institute.

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Activity Sheet 6: SOAPStone
A Letter from George Washington, 1779

Speaker	Identify the speaker/author. Include any knowledge you may have about this speaker/author.
Occasion	Identify the time and place and what was happening when this letter was written. What motivated this author to write the letter?
Audience	Identify the recipient of the letter. Why was the letter sent to this person?

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Purpose	Identify why the author may have written this letter. Consider what the author may have wanted the recipient to think or do as a result of receiving this communication.
Subject	Summarize the general message of the letter.
Tone	Identify the attitude of the author.

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Actividad 6: Estrategia de lectura SOAPStone
Carta de George Washington, 1779

Orador / Autor	Identifique al orador/autor. Incluye cualquier conocimiento que puedas tener sobre este orador/autor.
Ocasión	Identifique la época, el lugar y lo que ocurría cuando se escribió esta carta. ¿Qué motivó al autor a escribir la carta?
Audiencia	Identifica al destinatario de la carta. ¿Por qué se envió la carta a esta persona?

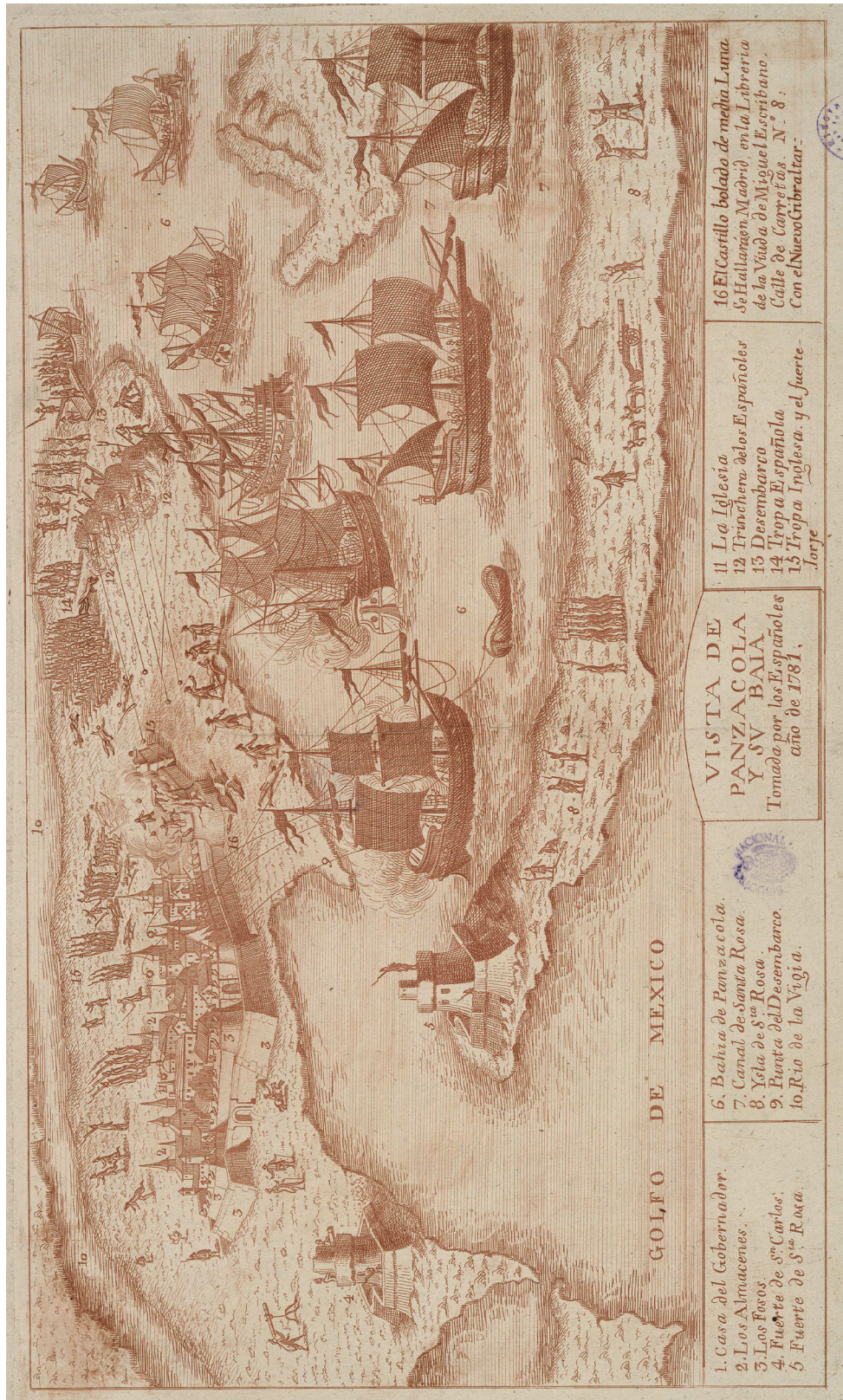
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Propósito / Objetivo	Identifica por qué el autor puede haber escrito esta carta. Piensa en lo que el autor quería que el destinatario pensara o hiciera al recibir esta comunicación.
Sujeto	Identifique el mensaje general de la carta.
Tono	Identificar la actitud del autor.

Source 7: *Vista de Panzacola y Su Baia Tomada por los Españoles año de 1781*



Vista de Panzacola y Su Baia Tomada por los Españoles año de 1781, *Librería de la Viuda de Miguel Escribano, Madrid, 1781.*
(Biblioteca Nacional de España)

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Activity Sheet 7: Analyzing a Map

Analyze a Map

Meet the map.

What is the title?

Is there a scale and compass?

What is in the legend?

Type (check all that apply):

- | | | | |
|--------------------------------------|---|---|--|
| <input type="checkbox"/> Political | <input type="checkbox"/> Topographic/Physical | <input type="checkbox"/> Aerial/Satellite | <input type="checkbox"/> Relief (Shaded or Raised) |
| <input type="checkbox"/> Exploration | <input type="checkbox"/> Survey | <input type="checkbox"/> Natural Resource | <input type="checkbox"/> Planning |
| <input type="checkbox"/> Land Use | <input type="checkbox"/> Transportation | <input type="checkbox"/> Military | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Census | <input type="checkbox"/> Other | | |

Observe its parts.

What place or places are shown?

What is labeled?

If there are symbols or colors, what do they stand for?

Who made it?

When is it from?

Try to make sense of it.

What was happening at the time in history this map was made?

Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.

Write one sentence summarizing this map.

How does it compare to a current map of the same place?

Use it as historical evidence.

What did you find out from this map that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



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Actividad 7: Analizar un mapa

Analizar un mapa

Conozca el mapa.

¿Cuál es el título?

¿Hay una balanza y una brújula?

¿Qué hay en la leyenda?

Tipo (marque todas las opciones que correspondan):

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Político | <input type="checkbox"/> Topográfico/Físico | <input type="checkbox"/> Aéreo/Satelital | <input type="checkbox"/> Relieve (sombreado o elevado) |
| <input type="checkbox"/> Exploración | <input type="checkbox"/> De mensura | <input type="checkbox"/> Recursos naturales | <input type="checkbox"/> Planificación |
| <input type="checkbox"/> Uso de la tierra | <input type="checkbox"/> Transporte | <input type="checkbox"/> Militar | <input type="checkbox"/> Población/Asentamiento |
| <input type="checkbox"/> Censo | <input type="checkbox"/> Otro | | |

Observe sus partes.

¿Qué lugar o lugares se muestran?

¿Qué está etiquetado?

Si hay símbolos o colores, ¿qué representan?

¿Quién lo hizo?

¿De cuándo es?

Trate de darle sentido.

¿Qué sucedía en esa época de la historia en la que se creó este mapa?

¿Por qué se creó? Enumere la evidencia del mapa o de su conocimiento sobre el creador del mapa que lo llevó a su conclusión.

Escriba una frase que resuma este mapa.

¿Cómo se compara con un mapa actual del mismo lugar?

Úselo como evidencia histórica.

¿Qué ha descubierto en este mapa que no podría aprender en ningún otro sitio?

¿Qué otros documentos o evidencia histórica usará para ayudarse a comprender este evento o tema?



Los materiales creados por la Administración Nacional de Archivos y Registros son de dominio público.

Source 8: Bernardo de Gálvez's Combat Diary for the Siege of Pensacola, 1781

Spanish (Original)

El 22 [de abril] por la mañana el Mariscal de Campo Cagigal, el Mayor General, y el Quartel-maestre salieron á reconocer el punto de ataque de la media luna, y siendo descubiertos por el enemigo les hizo algun fuego de cañon hasta que se retiraron.

En la propia mañana entraron en el Campo dos compañías de cazadores Franceses, y las de artillería de la misma nacion, á quienes se les señaló el terreno que les correspondia para acampar.

En el resto del dia fue llegando la demás tropa del Ejército y Marina con sus respectivos Gefes, á la que se le dió destino; y para que se hiciese el servicio con toda exactitud mandó el General que se formasen 4 Brigadas de todo el ejército: la primera al mando del Brigadier D. Gerónimo Girón: otra al del Coronél D. Manuel de Pineda: otra al de D. Francisco Longoria; la 4.a al del Capitan de navio D. Felipe Lopez Carrizosa, y la division Francesa al del Capitan de navio Mr. de Boiderout. . . .

El 26 [de abril] á las 4 de la tarde salieron los Ingenieros con 5 compañías de granaderos y cazadores para hacer el último reconocimiento de la media luna, y trazar la trinchera que aquella noche habia de abrirse; pero quando yá estaban á mitad de su operacion, se vieron precisados á suspenderla á causa de que muchas partidas de Indios sostenidos por 200 hombres de tropa comenzaron á hacer fuego; los nuestros les correspondieron y los atacaron con dos cañones de campaña que llevaban, obligándolos a retirarse precipitadamente á la media luna; pero ésta comenzó á jugar la artillería de grueso calibre y varios obuces, evitando por entonces la continuacion del expresado reconocimiento; sin embargo se dexaron señales nada equívocas para distinguir por la noche dónde debia comenzarse á abrir la trinchera. . . .

El día 3 [de mayo] al amanecer, que descubrieron los enemigos la nueva trinchera á distancia del primer Fuerte 225 toesas, rompió su fuego de mortero y obuz contra los trabajadores que continuaban su fatiga, pero nuestra batería, le hizo igualmente con tanta viveza que obligó á callar á la media luna por mas de dos horas.

A las 9 de la mañana llegaron 4 desertores, y exáminados por el General dixeron que varias bombas que habian caido en la media luna y Fuerte Jorge habian originado muchas desgracias, y que el cañon nuestro desmontó 2 de aquella, destruyendo al mismo tiempo los merlones que la noche anterior compusieron.

El resto del dia continuó el fuego de la batería entreteniendo el de la media luna y la circular con bastante buen suceso en la puntería. . . .

[El 8 de mayo] continuó el fuego intermision hasta las 3 de la tarde que el Fuerte Jorge puso bandera blanca y llegó un Ayudante del General Campbell á proponer de su orden una suspension hasta el siguiente dia para capitular. . . .

El 9 se extendió y firmó la capitulacion. . . .

El 10 á las 3 de la tarde se formaron á 500 varas del Fuerte Jorge 6 compañías de granaderos y las de cazadores de la Brigada Francesa, á cuya distancia salió el General con su tropa, y despues de haber entregado las banderas del Regimiento de Waldek, y una de artillería con las ceremonias acostumbradas rindieron las armas. Seguidamente se destinaron dos compañías de granaderos para que tomasen posesion del Fuerte Jorge, y las compañías de cazadores de la Brigada Francesa pasaron á executar lo mismo en la batería circular. . . .

El número total de prisioneros asciende á 1113 hombres, á los que añadidos los 105 que volaron en la media luna, 56 desertores que se han presentado durante el sitio, y 300 que mientras se formaban las Capitulaciones se retiraron para la Georgia, resulta que el total de la guarnicion se componía de 1600 sin incluir los muchos Negros que ayudaban á la defensa, los muertos que tuvieron antes, y multitud de Indios que inundaban los bosques y la campaña. A mas de los prisioneros hay 101 mujeres y 123 niños, á quienes se ha acordado la racion por ser individuos de los mismos prisioneros, de modo que hoy asciende el número de los que se consideran como tales a 1347.

Las desgracias que nos han ocasionado los enemigos en el ejército durante el sitio son 74 muertos y 198 heridos, segun consta del estado del Mayor General que acompaña. La Marina ha perdido 21 hombres y 4 heridos.

Panzacola 12 de Mayo de 1781—Bernardo de Galvez.

From: Bernardo de Gálvez, Diario de las Operaciones de la Expedicion contra la Plaza de Panzacola Concluida por las Armas de S. M. Católica, baxo las Órdenes del Mariscal de Campo D. Bernardo de Galvez, [Havana, 1781,] The Gilder Lehrman Institute of American History, GLC00718.

English (Translation)

On the morning of [April] 22nd, Field Marshall Cagigal, the Major-General and the Quartermaster went out to examine the point of attack of the crescent battery, and being discovered by the enemy they were fired upon with cannon and compelled to retire.

On this same morning two companies of French light infantry, and those of the artillery of the same nation, entered the camp and were assigned a camping place.

During the rest of the day other troops of the Army and Navy, with their officers began to arrive and a place was assigned to them; and so that all services should be rendered with due exactitude the General ordered that the army be formed into four Brigades, the first under command of Brigadier D. Geronimo Giron, another under command of Colonel D. Manuel Pineda, another one under command of Colonel D. Francisco Longoria, the fourth under the command of the Captain of ship D. Felipe Lopez Carrizosa, and the French Division under command of the Captain of Ship Mr. de Boiderout. . . .

On [April] 26th at four in the afternoon the engineers set out with five companies of grenadiers and light infantry, to trace the trench that was to be dug that night and to examine the crescent for the last time; but when they had about half finished this operation they were compelled to stop on account of the many parties of Indians who, sustained by 200 troops, commenced to fire on them; our people replied and attacked them with two field pieces they carried, obliging them to retire precipitately to the crescent; but this battery began to fire with heavy artillery and several howitzers preventing for the time being the conclusion of the exploration; nevertheless unequivocal signs were left to distinguish during the night the place where the trench should begin to be dug. . . .

On the 3rd [of May] at day break, the enemy discovered the new trench situated 225 toises [400 meters] from the first Fort and began to fire mortars and howitzers against the workmen who continued their labors, but our battery replied with such vigor that it silenced the crescent during more than two hours.

At nine o'clock in the morning four deserters arrived and on being examined by the General said that the several bombs that had fallen in the crescent and Fort George had occasioned severe losses and that our cannons had dismounted two of those and at the same time destroyed two merlons that had been repaired the night before.

Our battery fire kept the crescent and circle busy for the rest of the day with its good aim. . . .

The firing continued [on May 8th] until three o'clock in the afternoon when Fort George hoisted the white flag and an Adjutant of General Campbell's came to propose a suspension until the following day in order to capitulate. . . .

On the 9th [of May] the capitulation was drawn up. . . .

On the 10th at three o'clock in the afternoon six companies of grenadiers and the light infantry of the French Brigade, formed 500 yards from Fort George, and at that distance the General came out with his troops and after having surrendered the flag of the Waldek Regiment and one from the artillery they laid down their arms with the usual ceremonies. Immediately two companies of grenadiers were told off to take possession of Fort George, and the light infantry from the French Brigade did the same with the circular battery. . . .

The total number of prisoners reaches the sum of 1113 men, who added to the 105 blown up in the crescent, 56 deserters that had presented themselves during the siege, and 300 who whilst the capitulation was being drawn up retired to Georgia, shows that the garrison was composed of about 1600 men, without counting the many negroes that helped in its defense, the dead they had before, and the multitude of Indians that inundated the woods and country. Besides the prisoners, there are 101 women and 123 children, to whom rations have been accorded as they are dependent on these; so that today the number that are considered such reaches 1347.

The losses the enemy has occasioned the army during the siege are 74 killed and 198 wounded. . . . The Navy has lost 21 men and has had 4 wounded. Pensacola, the 13th of May, 1781.

From: "Diary of Bernardo de Galvez, Pensacola, May 13, 1781," Louisiana Historical Quarterly 1, no. 1 (January 8, 1917): 44-84.

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Activity Sheet 8: Critical Thinking

Bernardo de Gálvez, *Diario de las Operaciones . . . Contra la Plaza de Panzacola, 1781*

The siege of Pensacola lasted from March 9 to May 10, 1781.

Excerpt from the Primary Source	Questions
<p>On the morning of [April] 22nd, Field Marshall Cagigal, the Major-General and the Quartermaster went out to examine the point of attack of the crescent battery, and being discovered by the enemy they were fired upon with cannon and compelled to retire.</p> <p>On this same morning two companies of French light infantry, and those of the artillery of the same nation, entered the camp and were assigned a camping place.</p> <p>During the rest of the day other troops of the Army and Navy, with their officers began to arrive and a place was assigned to them; and so that all services should be rendered with due exactitude the General ordered that the army be formed into four Brigades, the first under command of Brigadier D. Geronimo Giron, another under command of Colonel D. Manuel Pineda, another one under command of Colonel D. Francisco Longoria, the fourth under the command of the Captain of ship D. Felipe Lopez Carrizosa, and the French Division under command of the Captain of Ship Mr. de Boiderout. . . .</p> <p>On [April] 26th at four in the afternoon the engineers set out with five companies of grenadiers and light infantry, to trace the trench that was to be dug that night and to examine the crescent for the last time; but when they had about half finished this operation they were compelled to stop on account of the many parties of Indians who, sustained by 200 troops, commenced to fire on them; our people replied and attacked them with two field pieces they carried, obliging them to retire precipitately to the crescent; but this battery began to fire with heavy artillery and several howitzers preventing for the time being the conclusion of the exploration; nevertheless unequivocal signs were left to distinguish during the night the place where the trench should begin to be dug. . . .</p>	<p>What other nation joined forces with Spain to take Pensacola from the British?</p> <p>Identify the additional British ally General Gálvez's army encountered.</p>

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On the 3rd [of May] at day break, the enemy discovered the new trench situated 225 toises [400 meters] from the first Fort and began to fire mortars and howitzers against the workmen who continued their labors, but our battery replied with such vigor that it silenced the crescent during more than two hours.

At nine o'clock in the morning four deserters arrived and on being examined by the General said that the several bombs that had fallen in the crescent and Fort George had occasioned severe losses and that our cannons had dismounted two of those and at the same time destroyed two merlons that had been repaired the night before.

Our battery fire kept the crescent and circle busy for the rest of the day with its good aim. . . .

The firing continued [on May 8th] until three o'clock in the afternoon when Fort George hoisted the white flag and an Adjutant of General Campbell's came to propose a suspension until the following day in order to capitulate. . . .

On the 9th [of May] the capitulation was drawn up. . . .

On the 10th at three o'clock in the afternoon six companies of grenadiers and the light infantry of the French Brigade, formed 500 yards from Fort George, and at that distance the General came out with his troops and after having surrendered the flag of the Waldek Regiment and one from the artillery they laid down their arms with the usual ceremonies. Immediately two companies of grenadiers were told to take possession of Fort George, and the light infantry from the French Brigade did the same with the circular battery. . . .

What was warfare like during the siege of Pensacola?

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The total number of prisoners reaches the sum of 1113 men, who added to the 105 blown up in the crescent, 56 deserters that had presented themselves during the siege, and 300 who whilst the capitulation was being drawn up retired to Georgia, shows that the garrison was composed of about 1600 men, without counting the many negroes that helped in its defense, the dead they had before, and the multitude of Indians that inundated the woods and country. Besides the prisoners, there are 101 women and 123 children, to whom rations have been accorded as they are dependent on these; so that today the number that are considered such reaches 1347.

The losses the enemy has occasioned the army during the siege are 74 killed and 198 wounded. . . . The Navy has lost 21 men and has had 4 wounded.

Pensacola, the 13th of May, 1781—Bernardo de Galvez.

What is the total number of Spanish deaths attributed to the Battle of Pensacola?

From: Translation in "Diary of Bernardo de Galvez, Pensacola, May 13, 1781," Louisiana Historical Quarterly 1, no. 1 (January 8, 1917): 44–84.

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Actividad 8:

Bernardo de Gálvez, *Diario de las Operaciones . . . Contra la Plaza de Panzacola, 1781*

El asedio de Pensacola duró del 9 de marzo al 10 de mayo de 1781.

Extracto de los documentos primarios	Pregunta
<p>El 22 [de abril] por la mañana el Mariscal de Campo Cagigal, el Mayor General, y el Quartel-maestre salieron á reconocer el punto de ataque de la media luna, y siendo descubiertos por el enemigo les hizo algun fuego de cañon hasta que se retiraron.</p> <p>En la propia mañana entraron en el Campo dos compañías de cazadores Franceses, y las de artillería de la misma nacion, á quienes se les señaló el terreno que les correspondia para acampar.</p> <p>En el resto del dia fue llegando la demás tropa del Ejército y Marina con sus respectivos Gefes, á la que se le dió destino; y para que se hiciese el servicio con toda exactitud mandó el General que se formasen 4 Brigadas de todo el ejército: la primera al mando del Brigadier D. Gerónimo Girón: otra al del Coronél D. Manuel de Pineda: otra al de D. Francisco Longoria; la 4.a al del Capitan de navio D. Felipe Lopez Carrizosa, y la division Francesa al del Capitan de navio Mr. de Boiderout. . . .</p> <p>El 26 [de abril] á las 4 de la tarde salieron los Ingenieros con 5 compañías de granaderos y cazadores para hacer el último reconocimiento de la media luna, y trazar la trinchera que aquella noche habia de abrirse; pero quando yá estaban á mitad de su operacion, se vieron precisados á suspenderla á causa de que muchas partidas de Indios sostenidos por 200 hombres de tropa comenzaron á hacer fuego; los nuestros les correspondieron y los atacaron con dos cañones de campaña que llevaban, obligándolos a retirarse precipitadamente á la media luna; pero ésta comenzó á jugar la artillería de grueso calibre y varios obuces, evitando por entonces la continuacion del expresado reconocimiento; sin embargo se dexaron señales nada equívocas para distinguir por la noche dónde debia comenzarse á abrir la trinchera. . . .</p>	<p>¿Qué otra nación unió sus fuerzas a las de España para arrebatar Pensacola a los británicos?</p> <p>Identifique al aliado británico adicional con el que se encontró el ejército del General Gálvez.</p>

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El día 3 [de mayo] al amanecer, que descubrieron los enemigos la nueva trinchera á distancia del primer Fuerte 225 toesas, rompió su fuego de mortero y obuz contra los trabajadores que continuaban su fatiga, pero nuestra batería, le hizo igualmente con tanta viveza que obligó á callar á la media luna por mas de dos horas.

A las 9 de la mañana llegaron 4 desertores, y exáminados por el General dixeron que varias bombas que habian caido en la media luna y Fuerte Jorge habian originado muchas desgracias, y que el cañon nuestro desmontó 2 de aquella, destruyendo al mismo tiempo los merlones que la noche anterior compusieron.

El resto del dia continuó el fuego de la batería entreteniendo el de la media luna y la circular con bastante buen suceso en la puntería. . . .

[El 8 de mayo] continuó el fuego intermision hasta las 3 de la tarde que el Fuerte Jorge puso bandera blanca y llegó un Ayudante del General Campbell á proponer de su orden una suspension hasta el siguiente dia para capitular. . . .

El 9 se extendió y firmó la capitulacion. . . .

El 10 á las 3 de la tarde se formaron á 500 varas del Fuerte Jorge 6 compañías de granaderos y las de cazadores de la Brigada Francesa, á cuya distancia salió el General con su tropa, y despues de haber entregado las banderas del Regimiento de Waldek, y una de artillería con las ceremonias acostumbradas rindieron las armas. Seguidamente se destinaron dos compañías de granaderos para que tomasen posesion del Fuerte Jorge, y las compañías de cazadores de la Brigada Francesa pasaron á executar lo mismo en la batería circular. . . .

¿Cómo fue la guerra durante el asedio de Pensacola?

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El número total de prisioneros asciende á 1113 hombres, á los que añadidos los 105 que volaron en la media luna, 56 desertores que se han presentado durante el sitio, y 300 que mientras se formaban las Capitulaciones se retiraron para la Georgia, resulta que el total de la guarnicion se componía de 1600 sin incluir los muchos Negros que ayudaban á la defensa, los muertos que tuvieron antes, y multitud de Indios que inundaban los bosques y la campaña. A mas de los prisioneros hay 101 mujeres y 123 niños, á quienes se ha acordado la racion por ser individuos de los mismos prisioneros, de modo que hoy asciende el número de los que se consideran como tales a 1347.

Las desgracias que nos han ocasionado los enemigos en el ejército durante el sitio son 74 muertos y 198 heridos, segun consta del estado del Mayor General que acompaña. La Marina ha perdido 21 hombres y 4 heridos.

Panzacola 12 de Mayo de 1781—Bernardo de Galvez.

¿Cuál es el número total de muertes españolas atribuidas a la Batalla de Pensacola?

From: Bernardo de Gálvez, Diario de las Operaciones de la Expedicion contra la Plaza de Panzacola Concluida por las Armas de S. M. Católica, baxo las Órdenes del Mariscal de Campo D. Bernardo de Galvez, [Havana, 1781,] The Gilder Lehrman Institute of American History, GLC00718.

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Activity Sheet 9: How to Organize Your Writing

Essay Prompt:

Evaluate the significance of Spain's contributions to the patriot cause in the American Revolution.

Support your essay by providing evidence from the primary sources for each of these statements:

1. Economic Aid: Spain provided supplies, equipment, and funds to the patriots during the American Revolution.
2. Diplomatic Aid: Spain declared war on Great Britain, becoming an official ally of the patriots in the American Revolution.
3. Military Aid: Spain provided tactical support throughout the military campaigns in North America.

Topic Sentence or Paragraph

Evidence

NAME

PERIOD

DATE

Evidence

Evidence

Concluding Sentence or Paragraph

NAME

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DATE

Actividad 9: Cómo organizar sus escritos

Ensayo:

Evalúe la importancia de las contribuciones de España a la causa patriota en la Revolución Americana.

Apoye su ensayo aportando pruebas de las fuentes primarias para cada una de estas afirmaciones:

1. Ayuda económica: España proporcionó suministros, equipamiento y fondos a los patriotas durante la Revolución Americana.
2. Ayuda diplomática: España declara la guerra a Gran Bretaña, convirtiéndose en aliado oficial de los patriotas en la Revolución Americana.
3. Ayuda militar: España proporcionó apoyo táctico a lo largo de las campañas militares en Norteamérica.

Frase o párrafo principal

Evidencia

NAME

PERIOD

DATE

Evidencia

Evidencia

Frase o párrafo final