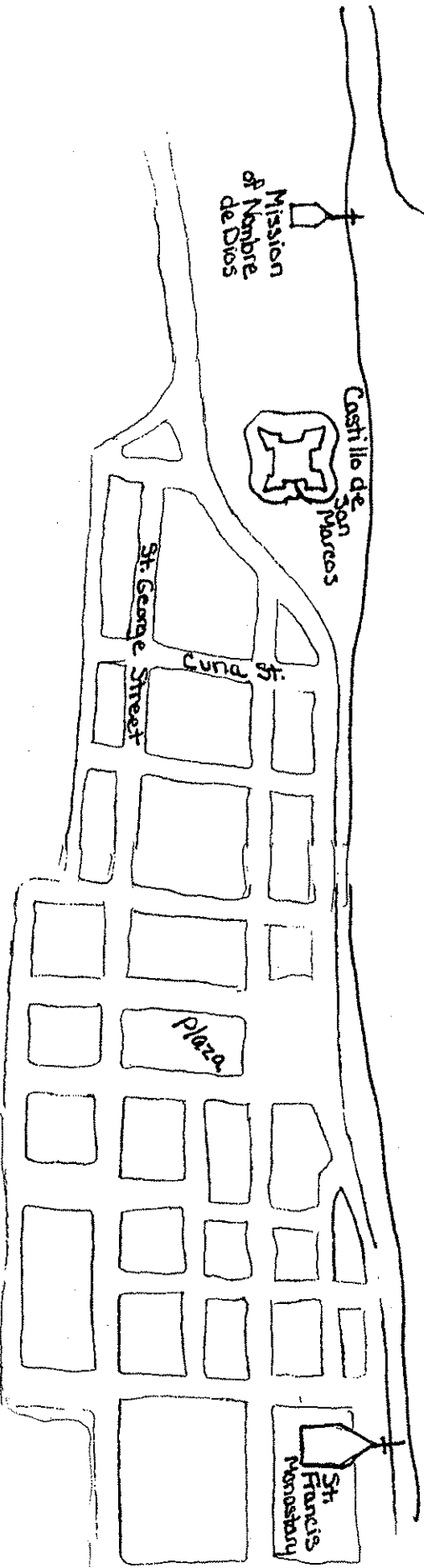


Atlantic Ocean

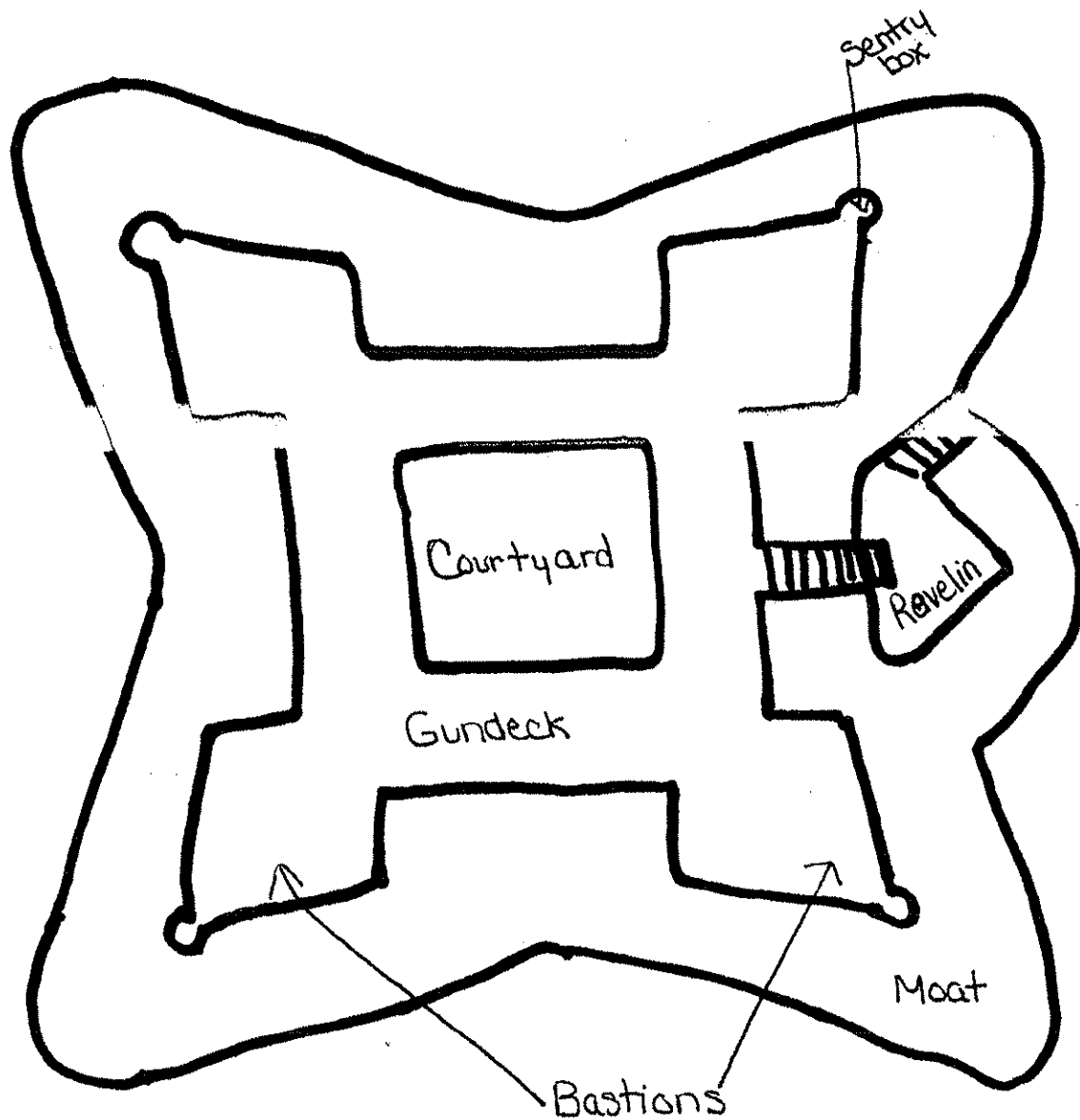
Matanzas Bay

Anastasia Island



San Sebastian River

# The Castillo de San Marcos



## **Saving Home**

By Judy Lindquist

Teacher's Note: It is important to differentiate between Level 3 vocabulary ( content specific words that students must know to fully understand the Social Studies/Historical information) and Level 2 words- those words in which students already have an understanding of the concept ( ie. happy), but can learn a better, more vivid way of expressing the concept ( ie. ecstatic, thrilled, etc.)

### **VOCABULARY:**

#### **Chapter 1-**

- garrison \*
- coquina \*
- brasero \*
- apprentice \*
- plaza \*
- pensive
- domesticated
- asset
- dissipated

#### **Chapter 2-**

- confrontation
- tradesmen \*
- dire
- precarious
- fluent
- barter \*
- Missions \*

#### **Chapter 3-**

- commissioned
- trepidation
- artillery \*
- intently

#### Chapter 4-

- sentry \*
- enormity
- distribution
- meager
- extended
- siege \*
- ravelin \*
- meticulous
- reinforcements
- mulattoes \*

#### Chapter 5-

- heathen
- bastion \*
- frigates \*
- jubilation

#### Chapter 6-

- magnitude
- emphatically
- sally \*
- musketeers \*
- indignation

#### Chapter 7-

- drastic
- futile
- spire
- permeate

#### Chapter 8-

- subdued
- ornate
- unbearable
- dispersing
- unobtrusive

#### Chapter 9-

- furrowed
- agitated
- inquisitive
- speculate
- unobstructed

#### Chapter 10-

- frigid
- torrential
- haggard
- gabions \*
- intermittent
- impenetrable

#### Chapter 11-

- morale
- defeat
- consequences
- hygiene

#### Chapter 12-

- despair
- prevail
- steadfast
- optimistic
- succumbed
- solemn

### Chapter 13-

- sullen
- fitful
- symptom
- dehydrated
- parched
- rejuvenated
- imperative
- astonishing

### Chapter 14-

- agitated
- exasperated
- relayed
- cringe
- mesmerized

### Chapter 15-

- visibility
- scour
- salvaged
- winced

\*These are vocabulary words that are historically specific (level 3 vocabulary) and the definitions can be found in the Glossary of Historic Terms. The other words are Level 2 Vocabulary words.

- Prior to reading each chapter, introduce the challenging vocabulary. Put students in groups/pairs and assign words. Each group can put their word at the top of an index card and then the definition is written on one half of the card with a picture/illustration on the other half. Cards can be [posted on a “Word Wall” or kept handy for easy reference while reading. After reading the entire chapter, go back and find the sentence that contained the word. This sentence can be written on the bottom or back of the index card.

## **Comprehension Questions:**

Chapters 1 & 2-

- 1) What is it about St. Augustine that causes the English to want to get control of the city? (Cause/effect)
- 2) Explain some differences between your family's home and Luissa's family's home? (Compare/contrast)
- 3) It has been a week since Governor Zuniga has sent for assistance. Why do you think help has not yet arrived? (Making inferences)
- 4) Explain the relationship between the Spanish and the Indians at the missions at this time. (Main idea/detail)



## Comprehension Questions:

Chapters 3 & 4-

- 1) Why does the governor order all of the people of St. Augustine into the Castillo de San Marcos? (Cause/effect)
- 2) What is it about the fort that makes the governor think that it would be a safe place in a possible battle? ( Main idea/detail)
- 3) What do you think may happen to Lobo since he was not able to go into the fort with the de Cuevas? ( predicting)
- 4) Why are some of the Indians from the mission leaving and rejoining their tribes? (Making inferences)

## **Comprehension Questions:**

Chapters 5 & 6-

- 1) Explain why the governor ordered that the Spanish sink their own ship.  
( Sequence of events)
- 2) What caused the cannon in the northwest bastion to explode? (Cause/effect)
- 3) Why did the governor order that some of the Spanish homes be burnt down?  
( Problem/solution)
- 4) Describe how Luissa's parents react to the governor's orders? How was that different than how Luissa expected them to react?  
(Compare/contrast)

## Comprehension Questions:

Chapters 7 & 8-

- 1) What do you think Junco was trying to tell Luissa about the difference between a house and a home? Do you agree or disagree? Why or why not? ( Making inferences/ Supporting opinions)
- 2) Explain how the siege impacted the families of Luissa, Diego and Junco. ( Main idea/ detail)
- 3) Do you agree with Diego when he said that sometimes laughing about things makes them seem less bad? Why or why not? ( Supporting opinions)
- 4) Why do you think the English Army has burned down some of the buildings in the southern part of town? (Making inferences/ predictions)

## **Comprehension Questions:**

Chapters 9 & 10-

- 1) Explain what Juan Lorenzo's plan was to help the English Army. ( Main idea/detail)
- 2) What do you think would have happened if he had been successful? ( Making inferences)
- 3) Why was it important for the Spanish to destroy the English gabions that were to the north of the fort? ( Cause/effect)
- 4) What do you think will happen to the latest group of soldiers that the governor is sending for help? ( Making predictions)

## Comprehension Questions:

Chapters 11 & 12-

- 1) Explain how the outlook of the people of St. Augustine changes when they discover that the ships on the horizon are English.  
(Compare/contrast)
- 2) Why did the governor order that they have a Christmas Eve celebration? Do you think it was a good idea? Why or why not? ( Making inferences)
- 3) How would you describe Governor Zuniga's attitude? ( vocabulary)
- 4) Have you ever been in a situation where you felt as discouraged as the people of St. Augustine? ( text to self connections)

## Comprehension Questions:

Chapters 13, 14 &15-

- 1) Why did Diego think the Christmas Eve celebration was dumb? Do you agree with him? Why or why not? ( Detail/ supporting opinions)
- 2) When the fleet of Spanish ships finally arrived and it looked like the English might not win the siege, Luissa had “mixed emotions”. What does that mean? What feelings was Luissa having and why? ( Main idea/details)
- 3) Why do you think the English torched everything as they left St. Augustine? ( Making inferences)
- 4) Explain what the people of St. Augustine won and what they lost because of the Siege of 1702. ( Main idea/detail/drawing conclusions/inferences)

## Reading Response Log

Have students keep a spiral notebook or other kind of journal in which to respond. After each chapter, put up the prompt and allow students to respond in their journals. These can be shared as a whole class or students can be put into smaller groups to share their responses.

### Chapter 1:

Reread pages 5-6 that describes Luissa's house and her yard. In your journal, write a paragraph describing your house, yard or your bedroom. Be sure to use location/place words and vivid adjectives.

### Chapter 2:

On Oct. 28, 1702, the Governor ordered that no one was to leave the city walls without permission. Have you ever been restricted in your movements? ( limited in where you could go?) Write about it, being sure to include your feelings about the situation.

### Chapter 3:

On Nov. 4, 1702 the Governor ordered that all men, 14 years of age and older, report to the fort to be commissioned as a soldier. Do you think 14 is ready to be a soldier? Why or why not? Be sure to defend your answer as specifically as you can.

### Chapter 4:

On Nov. 6, 1702 all the citizens of St. Augustine were ordered to the fort for protection. If you were in Luissa's or Diego's position, make a list of all the things you would want to bring with you to the fort. Be sure they would fit into a backpack!

### Chapter 5:

Explain in your own words why the Spanish sank their own ship.

### Chapter 6:

Luissa's house is one of the buildings that will have to be destroyed for the good of all the people of St. Augustine. Can you think of any other situations in which the safety/good of the majority ( most people) is more important than the rights of an individual?

#### Chapter 7:

When the governor ordered that all of the houses within a musket shot of the fort be burned down, why do you think Luissa's parents did not object when they realized one of those houses would be their house?

#### Chapter 8:

After being in the fort for several weeks, a routine was beginning to be established for the citizens of St. Augustine. Explain what a typical school day is like for you. Be sure to use time/order words so your reader can clearly understand your day.

#### Chapter 9:

In Dec. 1702, Luissa and Diego witnessed several events that seemed very mysterious to them. What is the most mysterious thing you have ever seen? Did you ever find an answer to the mystery? How?

#### Chapter 10:

While in the Castillo de San Marcos, the people of St. Augustine had to deal with many types of severe weather. What is the most extreme weather situation you have ever experienced? Describe it in such a way that your reader will understand what it was like.

#### Chapter 11:

On Dec. 24, 1702, after spotting more English ships on the horizon, the Governor ordered a Holiday celebration. Why? Do you think holding a celebration during such a serious situation was a good idea? Why or why not?

#### Chapter 12:

When help for the Spanish finally arrived on Dec. 26, 1702, how do you think the people of St. Augustine felt? List as many words as you can that might describe how they felt.

#### Chapter 13:

When Luissa's mother became very sick, she began to feel scared. Has someone you loved ever become sick? How did that make you feel? Why?



Chapter 14:

As the English retreat in defeat, they set fire to everything in St. Augustine. Why do you think they did that?

Chapter 15:

Imagine you are a citizen of St. Augustine and you have just emerged from the fort after the 51 day siege. There is nothing left of your town but piles of rubble. Make a list of the things you think you need to do. Order them in priority order. ( order of importance)

## **Glossary of Historic Terms**

**Apprentice-** a person under a legal agreement to work for a length of time for a master craftsman in return for training and instruction in that trade.

**Artillery-** firearms and ammunition typically used by the military

**Barter-** to trade for goods and services instead of using money

**Bastion-** a projecting part of a fortification, usually at the corners

**Brasero-** large metal pans filled with hot coals and used to heat homes

**Coquina-** a natural limestone composed of crushed shells compressed over thousands of years. Mined out of the ground, it was used to construct buildings like the Castillo de San Marcos.

**Frigates-** a square-rigged warship

**Gabions-** trenches dug into the ground to allow soldiers to get closer to the structure being attacked

**Garrison Town-** a town whose existence is due to military presence.

**Missions-** a place run by a church and used to teach and convert others to their religious beliefs

**Musket-** a heavy, large-caliber shoulder firearm

**Mulattoes-** a person of mixed-race parents

**Plaza-** a public square in the center of town, used as a market and place to get and receive information.

**Ravelin-** a guard house, stationed as the first stop into a fortified structure like the Castillo de San Marcos

**Sally-** a rushing attack by troops of a place under siege

**Sentry-** a guard or lookout

**Siege-** an attack by an enemy trying to take control of a place

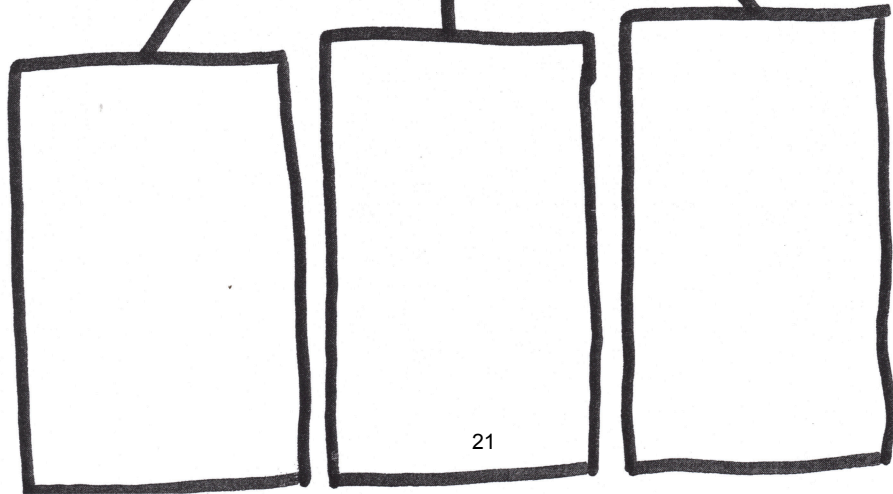
**Tradesmen-** a person who works in a trade or craft

## During Reading Activity Ideas

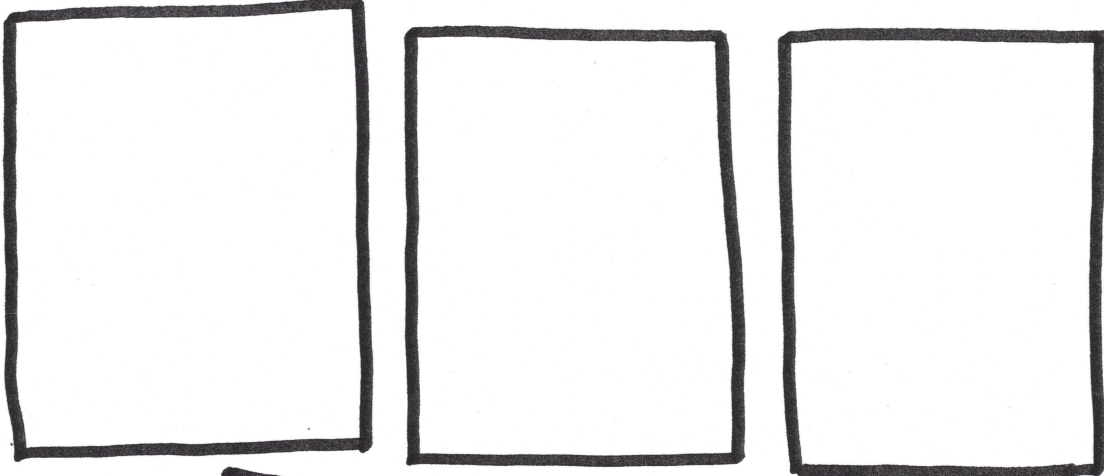
- After reading each chapter, discuss the actual historical event that occurred ( refer to the Historical Timeline at the end of the book and in the Teacher's Guide) and have a student draw an illustration showing the event on an index card or a half sheet of paper. Add these to a Timeline/Flow Map on a Project Board or a Bulletin Board somewhere in the classroom.
- Have a student draw the illustration for each historical event on a piece of paper, adding a caption summarizing the event on the bottom. These can be saved and put together into a booklet that becomes a class-produced Picture Book of the Siege of 1702.
- Keep the map of St. Augustine and the diagram of the Castillo de San Marcos handy and visible during reading. Refer to the maps/diagrams to clarify events and support student comprehension.
- Compare/Contrast Activities: Students choose one of the characters ( Luissa, Diego, Junco) and compare the character's life to theirs using a Venn Diagram. A Triple Venn Diagram can be introduced and used to compare the three children in the story.
- Cause/effect Activity: Use a Multi-Flow Map to help students identify the reason's the English Attacked St. Augustine ( causes) and what the results of the siege were ( effects).

causes

effects



The English attack  
the City of  
St. Augustine in  
hopes of gaining  
control



Multi-Flow Map

## After Reading Writing Activities

- At several points in the story, Governor Zuniga sent dispatches to other Spanish outposts, asking for help. Imagine you are the Governor. Write a letter asking for assistance. Be sure to write it so that the person reading it knows how difficult and dangerous your situation is.
- Select one of the children in the story ( Luissa, Diego or Junco) and write several diary/journal entries explaining the siege. Be sure to look at the events from their point of view.
- Lobo, Luissa's dog, was not in the safety of the Castillo de San Marcos during the siege. Imagine what he may have seen, heard or felt during the weeks that the battle raged. Imagine you are Lobo and write a story about what you saw.

## “What If” Activity

In order to help students strengthen their Cause/Effect Skills, as well as building their understanding of how historical events of the past have impacted life today, have them select one of the following “what if” scenarios and write ( or explain) how that would have changed the story and the outcome of the siege.

- What if the Spanish soldiers had not been able to herd the cattle into the dry moat?
- What if the Governor had not ordered the people of St. Augustine into the Castillo de San Marcos for protection?
- What if the citizens of St. Augustine had convinced the Governor not to burn down the houses within a musket shot of the fort?
- What if Juan Lorenzo’s plan to blow up the powder room had been successful?
- What if the people of St. Augustine did not celebrate on Christmas Eve?
- What if the Spanish reinforcements never came?
- What if the English did not torch the city as they retreated in defeat?

## Extension Inquiry Activities

Below are topics that are briefly mentioned in the book that could be researched more in depth by the students. Included are some questions to get them started and activity ideas. These could be used as enrichment work for your higher achieving students or you could divide the class into 4 groups and each group can work on one of the topics and present to the rest of the class.

- The Spanish Mission System
  - What was it?
  - How did the missions affect the Native Tribes?
  - Where were the missions located in Florida?
  - Are they still standing today? Where?
  - Using a Florida Map, draw the mission locations and make models of what they looked like.
- The Castillo de San Marcos
  - How long did it take to build?
  - What was it made out of and where did they get that material?
  - Using sugar cubes to represent coquina block, build a model of the Castillo de San Marcos.
- The Battles of St. Augustine
  - The Siege of 1702 was only one of several attacks the city of St. Augustine survived.
  - When were the other attacks?
  - Who attacked?
  - What was the outcome of each battle?
- The Flags of Florida
  - The flags of 5 countries have flown over Florida
  - In the years since Ponce de Leon discovered La Florida.
  - Draw pictures of each of the flags and put the appropriate dates on the back.



## Historical Timeline of Actual Events in the 1702 Siege of St. Augustine

**October 27, 1702-** Governor Jose de Zuniga y Cerda gets word that the English forces are planning to attack St. Augustine. He sends for help, informs the people of St. Augustine and readies the soldiers.

**October 28, 1702-** The Governor orders all soldiers to the fort and gives orders that no one in St. Augustine is to leave the city walls without permission.

**November 3, 1702-** The English, lead by Governor Moore, land on Amelia Island north of St. Augustine and burn the Spanish Missions there.

**November 4, 1702-** Governor Zuniga issues an order that all men over the age of 14 are to report to the fort to be armed and put on duty.

**November 6, 1702-** Governor Zuniga, receiving word that English ships have been spotted and troops are approaching by land as well, orders all 1,500 people of St. Augustine into the Castillo de San Marcos for protection.

**November 9, 1702-** The Spanish sink their own ship when it gets stuck on a sand bar in Matanzas Bay and they are unable to get away from the approaching English soldiers.

**November 10, 1702-** A cannon in the northwest bastion of the fort explodes due to a crack in it. The explosion kills 3 soldiers and injures 5 others.

**November 11, 1702-** Governor Zuniga orders that all homes and buildings within cannon fire of the fort be burned down so the English cannot use them as cover.

**December 14, 1702-** Juan Lorenzo, a Yamasee Indian, and his family come into the fort for safety. It is discovered that he was trying to sabotage the Spanish position by setting fire to the powder room where the ammunition is stored.

**December 19, 1702-** Spanish soldiers leave the fort to destroy English gabions surrounding the fort. They have some success.

**December 24, 1702-** A lookout spots two ships on the horizon. They turn out to be English ships. The people of St. Augustine are devastated and begin to lose hope. The Governor orders a holiday celebration to cheer everyone up.

**December 26, 1702-** Four ships are spotted out in the ocean. They turn out to be Spanish ships. The people of St. Augustine are hopeful that this will mean victory for them.

**December 27, 1702-** The English ships try to sail out of Matanzas Bay but are blocked. They are forced to turn back, unload soldiers and arms and set fire to their own ship.

**December 29, 1702-** The English retreat from St. Augustine, leaving by land heading north. As they leave they set fire to every building in St. Augustine.

**December 30, 1702-** The gates of the Castillo de San Marcos open and the people of St. Augustine leave after 51 days. They find a city completely destroyed, but still Spanish.