

Changing Flags in Colonial Mobile

1. Grade Level

4th and 5th

2. Time Needed

45 minutes to 1 hour

3. Objectives

After completing this lesson, students will be able to:

- Identify the location of British and French colonial territories in North America on a map.
- Understand the change that occurred in Mobile after the French and Indian War and the choice that the residents of the city faced as a result of the change in government.
- Identify and analyze a primary source.

This activity supports the following Alabama Course of Study Content Standards for Social Studies.

4th Grade (2010)

1. Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.
2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.
 - Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims.

5th Grade (2010)

5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.
 - Identifying influential leaders in colonial society.
 - Describing emerging colonial government.

4. Materials Required

- Printed or projected version of the *North American, Spanish, French and British Territories Circa 1700 map* and the *Land Ceded to Britain as a Result of the French and Indian War map**
- Printed or projected version of Robert Farmar's original announcement and translation*
- French and British flag handout*
- Writing Activity Handout*

*Materials can be found on the History Museum of Mobile Primary Sources Lesson Plan disk

5. Background Information

This lesson will provide students with information about colonial Mobile's shift from French to British control in 1763. Students will learn about North American territories, colonial Mobile, and how the outcome of the French and Indian War affected Mobile. Students will look at and discuss a

primary source document written by Major Robert Farmar during this time period. The History Museum of Mobile has this document in its collection.

6. Lesson Outline

A. Introduction (10 min.)

Tell students:

In 1682, the French explorer, Rene Robert Cavalier de La Salle traveled down the Mississippi river and found that it emptied into the Gulf of Mexico. He claimed the whole river and the surrounding region for France, and named it Louisiana in honor of King Louis the 14th. La Salle's discovery was important because this river system connected the French colonies in Canada to the Gulf of Mexico.

The French wanted to control the vast interior of North America by controlling the Mississippi River system. In 1699, the king of France sent a French Canadian ship captain named Pierre Le Moyne d'Iberville and some of his brothers to build forts along the Gulf Coast. They began building a wooden fort at a place on the Mobile River about 20 miles north of the present site of the city. They called it Fort Louis de la Mobile.

Iberville left the colony to get supplies and report to the king of France. Iberville's younger brother, Bienville was left in charge of the colony. He ended up serving as governor of the colony on and off for the next 22 years. He was on very good terms with the Native Americans, spoke several Native American languages and even had his body tattooed as they did.

The colony on the Mobile River had problems with flooding. In 1711, the French moved the colony south to the present day site of the city. In the 1720s, they built Fort Condé, a large defensive structure made of brick and stone.

Trade was important to the French. They wanted pelts and deerskins from the Native Americans. In exchange for the pelts and deerskins, the French fur traders brought guns, glass beads, tools, fabric, and knives. The French sent the deerskins back to France where they were made into hats, belts, and other items. The French also hosted large meetings called Congresses where the Native Americans and the French made trade agreements.

Let's look at the French flag that would have flown over Mobile at Fort Condé.

Show students the French Flag on Power Point on smart board or hand out copies of the printed flag handout.

B. Procedure (20 min.)

In 1754, a war broke out between France and Great Britain. It was known as the French and Indian War. This war was primarily fought on the frontiers of the French and British colonies in North America. Native Americans fought for both sides. By 1763, France was defeated and lost all of its colonies in North America in the treaty that ended the war. As a result of the treaty ending the war Mobile became part of British West Florida. The

British changed the flag at Fort Condé and renamed the Fort. The British called it Fort Charlotte after their queen.

Show students the British flag on Power Point on smart board or use printed flag handout.

Distribute copies or project the images of the North American, Spanish, French and British Territories Circa 1700 map and the Land Ceded to Britain as a Result of the French and Indian War map to illustrate how land in North America changed ownership.

Tell students:

Look at the map of called “North American, Spanish, French and British Territories Circa 1700.” What part of North America was controlled by Great Britain? What country’s territory is Mobile located in?

Now look at the map that is called “Land Ceded to Britain as a Result of the French and Indian War.” All of the land in green stripes was given to Great Britain as a result of the war. Spain also received a little land. The red striped territory was given to them. Which territory is Mobile in after the French and Indian War?

In October 1763, British Major Robert Farmar arrived and took command of Mobile for the British. Some French residents stayed and pledged their loyalty to the new ruler, King George III.

Distribute copies of Major Farmar’s Announcement and the translation or use smart board to project image and read aloud.

Today we are going to look at a primary source that tells us how things changed for the French people who were living here after end of the French and Indian War. A primary source is an original source of information about an event or period of history from the time when it happened. Primary sources provide firsthand evidence of historical events and are important because they tend to be more accurate. The more primary sources you have about a historic event, the better. Examples of primary sources include: letters, drawings, journals, photographs, artifacts, speeches, interviews, diaries, videos, autobiographies and announcements.

Which of the following is a primary source?

- A journal written during the Civil War, or
- A newspaper article written today about the Civil War.

The primary source we will be looking is a copy of an announcement that Major Robert Farmar made to the French people living in Mobile when the French and Indian War ended. He had copies printed and given out to people. The French people had been living in a French colony. After the war, it was under British control. In this document you will see the options that the British give the French people living in Mobile after they take over the city.

The original document is written in French, so that all of the French Mobilians could read it. Please look at the copy written in French. That is what the original document looked like. Now I am going to read the English translation. It is a formal document that has some challenging words in it, so I will explain it to you. Please follow along and read it silently, while I read it aloud.

(This is a formal document written in legal style language. You may want to read the document aloud and explain the meaning of each sentence or challenging word to the students.)

Tell students:

Now that we have seen and read the document let's try to answer some questions about it.

- What does the document say will happen to the French people? What about their rights and property?
According to the peace treaty, French citizens could stay if they swore an Oath of Allegiance, making them British. After swearing the oath, all property, religious rights, and legal rights will be protected by English Law, instead of French Law.
- How long did French citizens have to swear their Oath of Allegiance to England? Why do you think they gave them so long?
French citizens have three months to swear allegiance to England.
- What happened if the French Citizens decided not swear the Oath of Allegiance or live under British control?
If the French citizens decided they do not want to live in British Mobile, the peace treaty promises that they may leave with their property safely. After three months, if they have not left of sworn an Oath of Allegiance to Britain, they would be kicked out of Mobile and the English settlement.
- What did Robert Farmar warn French citizens against?
Robert Farmar warned French citizens not to try to overthrow the British control or they will be viewed as rebels. He also warned that the French should not try to turn the Native Americans against the British.
- Judging from the flyer, how do you think the British thought about the Native Americans in the area?
They were worried that the Native Americans around Mobile were loyal to the French instead of the British and might be willing to overthrow British control of Mobile.
- Do you think Robert Farmar was fair or unfair to the French Mobilians? Why?

C. Independent Practice (30 min.)

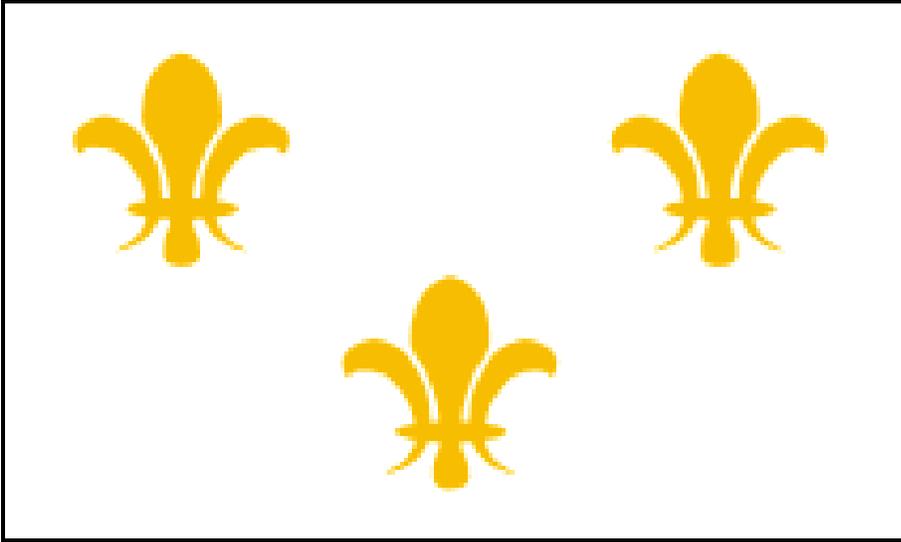
Tell Students:

Now that we have looked at a primary source document that is from the time that the British took control of Mobile, I want you to imagine that you are faced with the same choice that the French people faced.

Imagine that a new country took over Mobile. You have two choices. You can stay and take an oath of allegiance to another country and agree to follow their laws, or leave

within three months. If you leave, you could take your things with you but would have to leave your home and start over somewhere else. Would you and your family stay, leave, or rebel? Think about the reasons for staying, the reasons for leaving and then write at least 70 words on what you would do in this situation and why.

Hand out the *Writing Activity* handouts to the students and allow them to use the rest of the class period to finish it. Students who do not finish, can make it a homework assignment.



French Flag flown in Mobile prior to end French and Indian War



British Flag flown in Mobile after French and Indian War