

MALA COMPRA - LIFE ON A FLORIDA PLANTATION

Students learn about life on a Florida Plantation in the early 1800s.

ACADEMIC OUTCOMES/LESSON OBJECTIVES:

- Students read selections introducing them to Florida's plantation system and *Mala Compra's* owner: General Joseph Hernandez, Florida's first Hispanic Congressman. This lesson plan serves as a historical introduction to the lesson plans: "*Mala Compra – How Archaeology Works*" and "*Sugar Cane and Sugar Mills in Early Florida.*"

SUNSHINE STATE STANDARDS ASSESSED:

SOCIAL STUDIES 4TH-5TH

- (SS.A.2.2.1) Knows the significant scientific and technological achievements of various societies.
- (SS.A.6.2.1) Understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
- (SS.A.6.2.3) Knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.
- (SS.A.6.2.6) Understands the cultural, social, and political features of Native American tribes in Florida's history.
- (SS.A.6.2.7) Understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

SCIENCE 4TH

- (SC.4.N.1.5) Compare the methods and results of investigations done by other classmates.
- (SC.4.N.1.8) Recognize that science involves creativity in designing experiments.

SCIENCE 5TH

- (SC.5.N.2.1) Recognize and explain that science is grounded in empirical observations that are testable; explanation must always be linked with evidence.

RESOURCES:

Florida Public Archaeology Network. 28 February 2008 <<http://www.flpublicarchaeology.org>>.

"Seminole War: Capture of Osceola And Cochoochee." *Floripedia*. 21 January 2008.

<<http://fcit.usf.edu/Florida/docs/s/semwar04.htm>>.

Smith, Greg, Shelly Sass, Susan R. Parker, Deborah Mullins. *Archaeology, History, and Recommendations for Architectural Conservation: Mala Compra Plantation (8FL26) Flagler County*. St. Augustine: Environmental Services, Inc., 2002.

Smith, Greg. "RE: Archaeology at *Mala Compra*." E-mails to the author. 15 February – 1 March 2008.

West, Jean. "King Cotton – The Fiber of Slavery." *Slavery in America*. 21 January 2008.

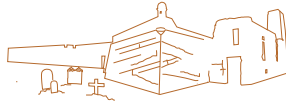
<http://www.slaveryinamerica.org/history/hs_es_cotton.htm>.

MATERIALS LIST:

Natural cotton bolls (1 per group of 4 students), OR commercial cotton balls rolled in crushed spice seeds. Spice options include rosemary, red pepper flakes, or even sesame seeds. Potential ginning tools include combs, sharpened pencils, scotch tape, etc.

ANSWER KEY FOR EXPERIMENT (COTTON GINNING):

There is no best method for ginning cotton by hand. Generally, a combination of two or more methods gets the best results. **Preparation:** If you get permission, you can collect real cotton from a roadside or cotton field. If you can't find actual cotton plants, try using store-bought cotton balls that you've pinched loose. Mix them with spice seeds. You can use crushed rosemary or red pepper flakes. Even sesame seeds will work, but fennel seeds are too large to stick to the cotton fibers.



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ANSWER KEY FOR ACTIVITY (ARCHAEOLOGY & HISTORY):

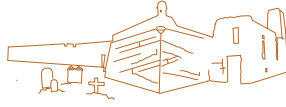
ARTIFACTS & FEATURES FROM MALA COMPRA'S <u>PLANTATION OWNERS</u>	ARTIFACTS & FEATURES FROM KINGLEY PLANTATION'S <u>SLAVE WORKERS</u>	WHAT CONCLUSION CAN YOU DRAW?
Pieces of fine china plates	Pieces of coarse earthenware bowls	<u>Example:</u> The plantation owners used fancier dishes than the slaves. The slaves might have eaten more soups, since they used bowls instead of plates.
Broken window panes	No broken glass	The slaves did not have glass to cover their windows to keep the bugs out. The plantation owners did.
Bones from food trash: 3/4 of the bones came from farm animals. 1/4 of the bones came from wild animals.	Bones from food trash: 1/2 of the bones came from farm animals. 1/2 of the bones came from wild animals.	The slaves had to get more of their food from the woods, while the plantation owners ate more farm animals.
The house's large foundation was made from coquina stone. Its walls were made of wood.	The small cabin walls were built of tabby – a concrete made when slaves mixed burned oyster shells with sand.	The slaves had to make the tabby stone to build their own small, basic homes. The richer plantation owners chose different, more expensive materials to make their homes fancier.

AUTHOR: Kelley Weitzel, <http://www.KelleyWeitzel.com>

STUDENT ARTICLES & ACTIVITIES:

1. Why was *Mala Compra* a bad purchase?
2. What is Sea Island Cotton?
3. EXPERIMENT: Can you invent a cotton gin?
4. Slave Life on Cotton and Sugar Plantations
5. Why didn't Joseph Hernandez get rich?
6. Who was General Joseph Hernandez?
7. The Second Seminole War and Osceola's Capture
8. A Famous Visitor to *Mala Compra*
9. How does this history tie in with coquina?
10. ACTIVITY: Archaeology in Action

VOCABULARY: Acre, China (ceramics), Coarse, Coastal, Colony, Coquina, Cotton Gin, Debt, Delegate, Fibers, Flag of Truce, Hispanic, Justice of the Peace, Land Grant, Malaria, Plantation, U.S. Territory, Treaty



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ASSESSMENT OPTIONS:

WRITING PROMPT #1: During the Second Seminole War, Osceola believed his people should not be forced to leave Florida. Think about how you would feel if everyone in your neighborhood was being forced to move to Oklahoma. Write a story about your journey out west OR about your fight to stay in Florida.

WRITING PROMPT #2: Modern workers have rights that are protected by law, but the slaves on early sugar plantations had no legal rights. Think about how you would feel if you had to work long hours with no pay, AND you weren't allowed to quit. Write to explain how life would be different for modern Florida workers if laws did not protect their rights to good working conditions and fair pay.

ASSESSMENT #1: During his life, Joseph Hernandez changed the lives of many Floridians. Choose two groups of people that Joseph Hernandez affected. Write to explain how his actions affected each of these groups of early Floridians.

ASSESSMENT #2: Using the information in these articles, create a timeline of Florida history, starting in 1792 and ending in 1920.



FLORIDA PUBLIC
ARCHAEOLOGY
NETWORK

This project has been financed in part with historic preservation grant assistance provided by the Bureau of Historic Preservation, Division of Historical Resources, Florida Department of State, assisted by the Florida Historical Commission.



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WHY ARE WE STUDYING JOSEPH HERNANDEZ AND THE *MALA COMPRA* PLANTATION?

Joseph Hernandez changed the lives of many Floridians. He owned several plantations, including *Mala Compra* (a cotton plantation) and St. Josephs (a sugarcane plantation.) Through these plantations, Hernandez affected the lives of Florida's African population. How? He made them work on the plantations as slaves.

Hernandez also changed the lives of Florida's Seminole people. How? He captured Osceola. By imprisoning this important native leader, he changed the course of the Second Seminole War.

Hernandez also affected the rest of Florida's people. How? His work in government helped Florida become a state, which meant Florida citizens received support from the United States government.

Hernandez is also important because he was the first Hispanic person elected to the United States Congress.

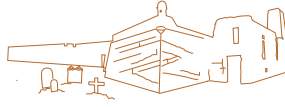
WHY WAS *MALA COMPRA* A "BAD PURCHASE"?

In Spanish, the name *Mala Compra* means "bad purchase." General Joseph Hernandez was the first person to call his plantation "*Mala Compra*," but he wasn't the first person to have bad luck there. The bad luck began long before Hernandez bought the property in 1816.

The first Spanish person to live at *Mala Compra* was Josiah DuPont. He moved there because he got a LAND GRANT from the Spanish government. What's a land grant? It's an agreement that said if Dupont would live on the land for ten years and grow crops, he would own the whole property. But that's not as easy as it sounds. Trying to survive in wild Florida was tough and risky. The Spanish government had to offer a LOT of land to convince people to try: 100 acres for the leader of the family, plus 50 more acres for each family member and each slave. Josiah Dupont and his wife had seven kids and lots of slaves, so the grant included 800 acres. How big is that? A professional football field is only 1 and 1/3 acres. That means that *Mala Compra* included enough land for more than 600 football fields! And Josiah Dupont got it for free! That seems like a GREAT purchase, right?

Josiah DuPont thought so too. In 1792, he moved down from South Carolina to grow cotton, corn, and other food crops. Just before his ten-year grant was complete, the Seminole people attacked and wrecked his home. Luckily, DuPont and his family had already escaped to St. Augustine, 20 miles to the north. They survived, but their home was a disaster. They decided to move to Georgia and never returned to *Mala Compra*.

Next, the bad luck fell on a Spanish priest named Father Crosby. He ran the plantation property for twelve years, long enough to become the legal owner. This sounds like good luck, unless you count the Patriot War. What was the Patriot War? In 1812, soldiers from the state of Georgia tried to conquer Florida. These soldiers had decided that Florida should belong to the U.S. (instead of Spain). During the two-year Patriot War, Father Crosby's workers had to hide out in St. Augustine. By the time the war ended, Father Crosby was sick of bad luck. In 1816, he sold the plantation to Joseph Hernandez.



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By 1818, General Hernandez was growing lots of cotton at *Mala Compra*. He was growing sugar cane too, at another nearby plantation. Things seemed to be going well, but his luck didn't last. In 1835, the Seminole people attacked many sugar plantations. They also attacked *Mala Compra* because Florida soldiers were using it as a headquarters. That winter, a hard freeze killed many of Hernandez' crops. He couldn't make enough money to keep his plantations running. General Hernandez and his family left *Mala Compra* in 1836. It looks like *Mala Compra* was a bad purchase after all.



The Mala Compra Main House and Kitchen Building
(Courtesy of Hughes Bowman Design Group)

WHAT IS SEA ISLAND COTTON?

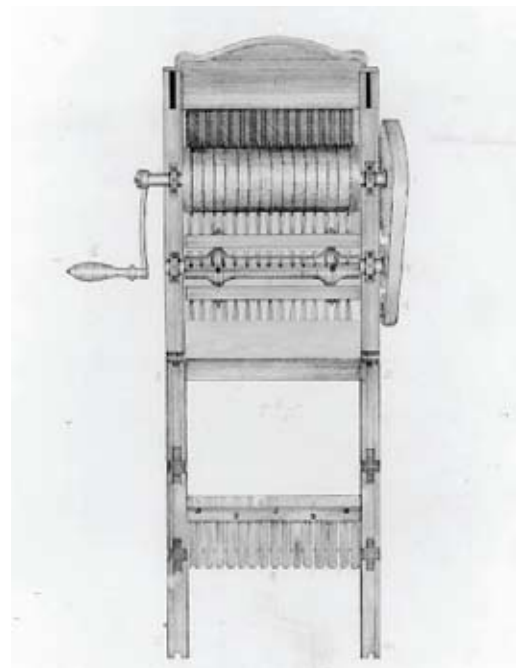
“Sea Island Cotton” was the kind of cotton grown at *Mala Compra*. It is different from the “Upland Cotton” planted in other parts of the United States. How? The fluffy white fibers in Sea Island Cotton are longer, about 1 1/2 inches in length. Upland Cotton fibers are shorter, less than 1 inch long. Why is this so important? Longer fibers could be spun into fancier cloth and lace, so people would pay more money for Sea Island Cotton.

How was Sea Island Cotton processed for sale? First, slaves picked the cotton. Then they removed the seeds with a tool called a Spinning Ginny. How did a Spinning Ginny work? Slaves fed cotton fluff between the ginny's two rollers. These rollers let the fluffs squeeze through to the other side, while holding the seeds back. This process worked well for Sea Island Cotton. The Upland Cotton grown further north had much stickier seeds, which the Spinning Ginny could not remove. The northern slaves had to pick out seeds by hand, and that was much more work.

In 1793, Eli Whitney invented a machine called a Cotton Gin. His invention could easily remove the sticky seeds from Upland Cotton. Unfortunately, Florida planters could not use the Cotton Gin. Why? The Cotton Gin damaged Sea Island Cotton's long delicate fibers, destroying its value.

Eli Whitney's invention made it much cheaper to grow Upland Cotton, because the Cotton Gin removed seeds faster than the Spinning Ginny. You may be wondering why planters in Florida, Georgia, and South Carolina didn't switch to growing Upland Cotton. 1. Sea Island Cotton grew better in our coastal environments. 2. The planters already owned the equipment they needed for growing Sea Island Cotton.

They continued to grow Sea Island Cotton until the 1920s when Boll Weevil insects destroyed Florida's cotton crop. Today, Sea Island Cotton is rarely grown.



Eli Whitney's Cotton Gin
(Source: www-tc.pbs.org)



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TRY THIS EXPERIMENT - CAN YOU INVENT A COTTON GIN?

BACKGROUND: Eli Whitney's invention helped plantation owners across the southeastern United States. How? The Cotton Gin made growing cotton much cheaper because workers could remove the sticky cotton seeds more quickly. Tools like the Cotton Gin and the earlier Spinning Ginny are "artifacts" – things made by man. When archaeologists discover artifacts like Cotton Gins and Spinning Ginnies, we get a glimpse into Florida life long ago.

- A. These artifacts tell us 1. that cotton was an important Florida crop, 2. that its seeds had to be removed before the cotton fibers could be spun into cloth, and 3. that seed removal had to be done carefully so the cotton fibers would not be torn into tiny bits.
- B. Long ago, in India, a machine called a Spinning Ginny was invented to help remove cotton seeds. The words "gin" and "ginny" are short for the word "engine." This engine did not run on gas. It took human muscles to turn a Spinning Ginny.

EXPERIMENT: Can students invent a method for getting the seeds out of cotton?

What is the best way to get the seeds out of the cotton? By using your fingers? By rubbing the cotton between your palms? By shaking the cotton? By raking the seeds out with a comb? By poking the seeds with the point of a pencil? By collecting the seeds with rolled tape? Or by some other method that you discover yourself? Each important invention in history began with simple experiments like these. Once you've chosen your favorite method (or combination of methods) for removing cottonseeds, share your ideas with the other students in your class.



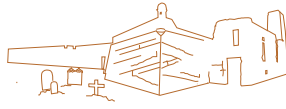
Raw Cotton Boll

SLAVE LIFE ON COTTON AND SUGAR PLANTATIONS

General Hernandez owned more than one plantation. At *Mala Compra*, he grew Sea Island Cotton, and at St. Josephs, he grew sugarcane. Sometimes, his cotton plantation needed more workers. At other times, his sugar plantation needed more help. General Hernandez could move his slaves from one location to another as needed. A slave's life could change suddenly with each move because different kinds of plantations had very different work requirements.

WHAT WAS LIFE LIKE ON A COTTON PLANTATION?

Each March, the slaves who lived on a plantation began to plant cotton for the plantation owner. Sometimes, they were given one day to plant a little cotton for themselves. As the cotton plants grew, the slaves took care of them. Four times a year, they hoed around the plants and pulled weeds. Between these hoeing times, the slaves had plenty of other tasks to keep them busy. (See the section below on sugar plantations to learn more about the other jobs they did.)



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By August or September, the cotton plants needed more attention. That's when slaves began the difficult jobs of picking cotton and spreading the cottony fluffs in the sun to dry. In the next step, they used machines called spinning ginnies to pull seeds out of the cotton fluffs. Finally, they packed clean, unbroken cotton fibers into large, round bags. Each bag (or bale) could hold up to 400 pounds of cotton.

The slaves on some cotton plantations worked under the "Task System." In the Task System, each slave had to complete one task each day. For example, he or she might have to plant, hoe, or pick the cotton in a one-quarter (1/4) acre section of field. When the slave finished this task, he was sometimes allowed to work in his own cotton field or to hunt animals for his family's dinner. (If you visit Kingsley Plantation in Jacksonville, Florida, you can see exactly how big a 1/4 acre section of field is. You can also see a garden with many of the crops grown at Florida plantations.)

HOW WAS LIFE DIFFERENT ON A SUGAR PLANTATION?

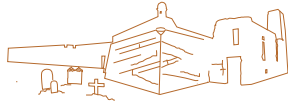
The sugarcane season at St. Josephs started in January, much earlier than the cotton season at *Mala Compra*. Each January, the slaves began plowing, planting the woody stems of sugarcane, chopping wood, and cleaning out ditches. Sugarcane fields needed to be drained so the dirt did not become wet and swampy. As a result, sugar plantations had miles of drainage ditches. Frequent rainstorms caused mud, dead limbs, and leaves to block these ditches. The slaves spent a lot of time cleaning out the mud and leaves. This allowed rainwater to flow away from the fields so the newly planted cane stems could grow.

By February, planting time was complete. Now the slaves worked at hoeing, chopping firewood, and cleaning ditches. In March and April, they planted corn at the plantation. They also hoed between the sugarcane stalks. Why? The hoeing killed grass and weeds that might block out sunlight needed by the young sugarcane plants. And if all the other work was done, remember, the ditches always needed cleaning. In May and June, the slaves plowed, hoed, and planted peas and potatoes. In July, August, and September, the slaves cut firewood and carried it to the sugarhouse. They built barrels that would later hold sugar. They repaired buildings, cleaned ditches, and hoed in the sugarcane fields. They also harvested the corn they'd planted back in March. They even gathered hay and grass to feed the farm animals in winter.

Finally, in October, it was time to start harvesting the sugarcane. The slaves used large knives to cut the eight-foot-tall cane. Then they hauled bundles of sugarcane stems back to the sugar house. When they crushed the cane stems, sweet cane juice dripped down into a container. Over the next several hours, this cane juice was boiled in large kettles. The slaves burned a lot of wood to make enough heat to keep this juice boiling. (That's why the slaves spent so much time chopping firewood. Sometimes, whole forests were chopped down!)

As the boiling juice thickened into syrup, the slaves had to move it from kettle to kettle and keep it hot. They also had to stir the thickening syrup as it dried into sugar. Sometimes this process wasn't finished until early January. There was no time for the slaves to rest before the next planting began.

When plantations required such a huge amount of work, it was common for large groups of slaves to work together - instead of having individual assignments. This kind of work schedule was called the "Gang System." Because General Hernandez owned a Sea Island Cotton plantation AND a sugar plantation, his slaves may have spent some time working under the Task System and some time working under the Gang System. Each plantation owner chose the system he felt would work best for his crops. The slaves were not given a choice about the kind of work they did or how long they labored.



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WHY DIDN'T JOSEPH HERNANDEZ GET RICH ?

Joseph Hernandez had lots of slaves doing work for him. So, why wasn't he getting rich? For one thing, a sugar plantation needed lots of expensive equipment to turn sugarcane into sugar. This equipment included engines, huge metal kettles, coquina chimneys, grinding machines, giant barrels, and more. Many plantation owners had to borrow money to buy this equipment. If something bad happened, (like the Seminole people burning down your sugar mill) most plantation owners (including Hernandez) could not raise enough money to rebuild.

Cotton plantations did not need as much specialized equipment, but it was hard for Hernandez to run his plantation AND find buyers for his cotton. He depended on a person called a "Factor" to do this job for him. Each time the Factor sold a bale of cotton, he got to keep part of the money it earned. This means that Hernandez wasn't getting paid the full amount for his cotton.

In fact, Hernandez didn't earn any money at all until his cotton was sold. Since his family still needed food and tools all year long, he had to borrow money. No problem, right? After his cotton sold, he would be able to pay back any money he'd borrowed. But what if something bad happened? Freezing weather could kill the cotton plants before the cotton was picked. When that happened, Hernandez couldn't pay off his debts. By 1836, he owed so much money, he had to abandon his home at the *Mala Compra* cotton plantation. After the Seminole Wars, Hernandez and his son returned and tried to rebuild, but they were never able to make the plantations successful again.

WHO WAS GENERAL JOSEPH HERNANDEZ?



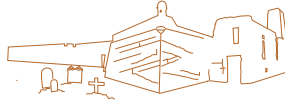
Portrait of Joseph Hernandez
(Source: Library of Congress)

Joseph Hernandez was born in the colony of East Florida. A colony is made up of people who have left their home country and moved to a new land. Spain ruled this colony, so Hernandez was a Spanish citizen. He married a woman named Anna. In 1816, the Hernandez family moved to *Mala Compra*.

In 1821, Florida became a territory of the United States. Florida did not become a state for a long time (not until 1845). To become a state, a territory had to have at least 60,000 people. Florida had less than 35,000 people. It was only a territory, but Hernandez was proud to be a new U.S. citizen.

In 1823, Hernandez became Florida's first delegate to Congress. What does a delegate do? He tells the U.S. government what his territory needs. He also tries to make laws that will help the citizens of his territory. Hernandez was one of the only delegates who actually grew up in his territory. He was also the first Hispanic person in the U.S. Congress.

After that, Hernandez became a Justice of the Peace. Another time, he was the Mayor of St. Augustine. Hernandez was also a General in the Florida Militia. (A militia is a kind of army.) He fought against the Seminoles in the Second Seminole War and captured Chief Osceola. After the war, Hernandez tried to get the *Mala Compra* plantation running again. Finally, in 1850, he gave up on that Bad Purchase and moved to Cuba.



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THE SECOND SEMINOLE WAR AND OSCEOLA'S CAPTURE



Portrait of Osceola
(Source: Library of Congress)

In 1821, Florida became a U.S. territory, and many new settlers moved into the state. They wanted to develop the land in a large Seminole town called Tallahassee. When the Seminole refused to leave their homes, Florida's governor tried to find a solution. He made an agreement called the Treaty of Moultrie Creek. It gave the Seminole four million acres of land near Ocala. But they had to leave Tallahassee forever. The Seminole agreed and moved away. Tallahassee became the new capitol of Florida.

In 1829, Andrew Jackson became president of the United States. He helped to pass the Indian Removal Act. This law said that all native people would have to leave their homes and travel far away, west of the Mississippi River. Most of the Seminole refused to go, but a few chiefs signed a treaty saying they would.

Osceola, a young Seminole chief, refused to sign. He began to attack U.S. soldiers, so the U.S. government sent General Thomas Jesup to Florida. Jesup's 8,000 soldiers forced the Seminole people down into south Florida. Under the stress of so much fighting, many Seminole people were getting sick. Even Osceola caught malaria.

A few chiefs signed new treaties. They were hoping to end the fighting and sickness. Osceola did not believe the U.S. would honor these treaties. He continued to fight. He also rescued many captured Seminoles.

In 1837, General Jesup asked Osceola for peace. He even showed the white flag of truce. This flag promised that he would not capture Osceola. It was a trap. When Osceola arrived, Jesup ordered Joseph Hernandez to attack and capture Osceola. (Remember Hernandez? He owned the *Mala Compra* plantation.) General Jesup imprisoned Osceola in the Castillo de San Marcos. Then he moved Osceola up to South Carolina. The Seminole chief was still weak from having malaria. He died in prison in 1838.

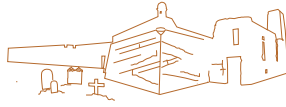
After Osceola died, some Seminole people continued to fight. Many were killed. Others were forced to move out West. The Second Seminole War ended in 1842, but some Seminole continued to fight. These few survivors melted into the Florida Everglades and still survive there today.

A FAMOUS VISITOR TO MALA COMPRA

In 1831, John James Audubon visited *Mala Compra* for ten days. He was traveling through North America drawing pictures of every bird he found. He put these pictures into a book called, The Birds of America. What bird did he draw while visiting *Mala Compra*? He drew a medium-sized wetland bird called an American Coot. That same year, Audubon visited other Florida plantations, including the Bulow Sugar Plantation a few miles south of *Mala Compra*. Do you recognize the name, "Audubon"? Today, the Audubon Society is our nation's biggest group of birdwatchers!



Audubon's American Coots
(Source: www.audubon.org)



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HOW DOES THIS HISTORY TIE IN WITH COQUINA?

We've barely mentioned coquina in these articles, but coquina played a huge part in the lives of Florida's people. Let's see how.

1. General Hernandez' house at *Mala Compra* was built on a coquina foundation.
2. The slave overseer at *Mala Compra* lived in a home built of coquina stone.
3. The buildings at Hernandez' sugar plantation, St. Josephs, were also made of this Florida stone. Many other Florida sugar plantations, including Bulowville, Cruger-DePeyster, and Dunlawton, were made of coquina, as well.
4. John James Audubon stayed in at least two coquina buildings while he was drawing Florida's birds in 1831: the plantation houses at *Mala Compra* (a cotton plantation) and at Bulowville (a sugar plantation).
5. After his capture, Osceola was imprisoned in the coquina fort, Castillo de San Marcos, in St. Augustine.

HOW CAN ARCHAEOLOGY FILL HOLES IN OUR STATE'S HISTORY?

Why are there holes in Florida's history? Historians study documents from long ago, including letters, maps, sales receipts, newspapers, and more. But what if no one wrote about the slaves at Florida's cotton plantations? How would we learn about these important people in Florida's history?

Few documents tell us about the slaves at *Mala Compra*, so archaeologists try to learn more by excavating (digging) in areas where the slaves once lived. The artifacts they find can tell us about the lives of these long-ago Floridians. Unfortunately, archaeologists haven't found the location of *Mala Compra*'s slave cabins yet. Most of the excavations have studied the main house where the Hernandez family lived. So how can we learn more?

TRY THIS ACTIVITY - ARCHAEOLOGY IN ACTION

Artifacts made by slaves HAVE been found at other Florida cotton plantations. Archaeologists can use this information to learn about slave life at *Mala Compra*. The table below compares artifacts from the Hernandez' family at *Mala Compra* and artifacts from slave families at Kingsley Plantation. Use this information to compare the lives of plantation owners and slaves in early Florida. Write one conclusion in each empty box in this table.

ARTIFACTS & FEATURES FROM MALA COMPRA'S PLANTATION OWNERS	ARTIFACTS & FEATURES FROM KINGLEY PLANTATION'S SLAVE WORKERS	WHAT CONCLUSION CAN YOU DRAW?
Pieces of fine china plates	Pieces of coarse earthenware bowls	<u>Example:</u> The plantation owners used fancier dishes than the slaves. The slaves might have eaten more soups, since they used bowls instead of plates.
Broken window panes	No broken glass	
Bones from food trash: 3/4 of the bones came from farm animals. 1/4 of the bones came from wild animals.	Bones from food trash: 1/2 of the bones came from farm animals. 1/2 of the bones came from wild animals.	
The house's large foundation was made from coquina stone. Its walls were made of wood.	The cabin walls were built of tabby – a concrete made when slaves mixed burned oyster shells with sand.	