

Shipwreck on a Table: Emanuel Point

Objectives

Students will learn how to interpret life aboard the Emanuel Point by looking at artifacts recovered during her excavation.

Materials

- Emanuel Point Shipwreck site plan
- 12 artifacts found in the bow
- 12 artifacts found in the stern
- question sheet
- excerpt from *History Beneath the Sea*

Background

Shipwrecks are very important archaeological finds because they can tell us a lot about the people on board the ship and how the ship was being used. Artifacts can tell us about the life on board, about the area the ship was traveling, and what the ship used to defend itself.

Procedure

- Have the participants take a moment to read through “The Emanuel Point Ship: Clues from a Colonial Expedition” from *History Beneath the Sea*.
- Split everyone into two groups and give them a set of artifact cards. They should have cards with artifact pictures either from the bow or stern, not from both.
- Have each group begin reading through the question sheet with their cards.
- After each group has answered these questions, have them share their answers with the other group.

Closure

Some items might be abundant and that would mean they were very important. Are there multiples of any artifacts found in either group of cards?

Where items are found may be clues to the activity that happened in that part of the ship. Can the participants identify any of these areas with the cards?

Teacher Tips

Several of the artifacts point to the voyages of the ship (Aztec sherds, papaya seeds). You can use this information to talk about colonization and how it helps transfer cultural information regarding plants, animals, and people.

All students will be working with artifacts, which are considered primary documents.

Elementary Students:

Students at this level will use their senses and make observations about the artifacts as they experience the scientific process. Students should be able to distinguish between observations and inferences, both of which are used in this activity. They should understand that history tells the story of people and to be able to compare lifeways of the past with their own. Students should understand the concept of basic needs for people aboard the ship. They will be able to understand the site plan map of the Emanuel Point shipwreck.

Sunshine State Standards: SC.K.P.8.1, SC.1.N.1.2, SC.1.N.1.3, SC.1.N.1.4, SC.1.P.8.1, SC.2.L.17.1, SC.2.N.1.3, SC.2.N.1.4, SC.2.N.1.5, SC.2.N.1.6, SC.2.P.8.1, SC.3.N.1.2, SC.3.N.1.3, SC.3.N.1.4, SC.3.N.1.5, SC.3.P.8.3, SC.4.E.6.3, SC.4.N.1.2, SC.4.N.1.3, SC.4.N.1.4, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.7, SC.4.N.1.8, SC.4.P.8.1, SC.5.N.1.1, SC.5.N.1.2, SC.5.N.1.3, SC.5.N.1.5, SC.5.N.1.6, SC.5.N.2.1, SC.5.N.2.2, MA.K.G.2.1, MA.3.A.4.1, MA.3.A.6.2, MA.3.S.7.1, MA.5.G.3.1, MA.5.S.7.1, SS.K.A.2.1, SS.1.A.2.1, SS.1.A.2.2, SS.1.G.1.2, SS.2.A.2.5, SS.2.E.1.1, SS.3.G.1.2, SS.3.G.1.4, SS.3.G.1.6, SS.4.A.3.1, SS.4.A.3.7, SS.4.G.1.4, SS.5.A.1.2, SS.5.A.3.2, SS.5.A.4.1,

Middle School Students:

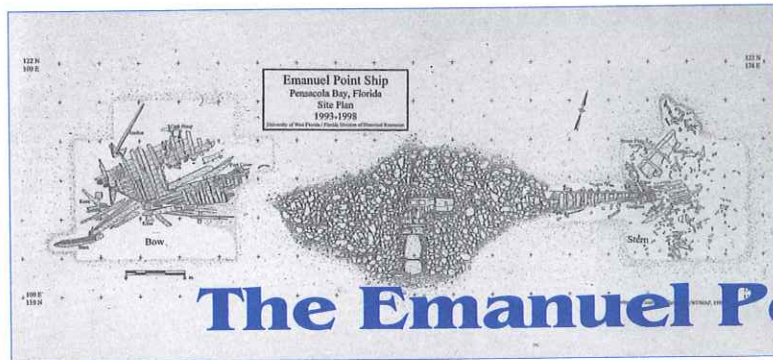
Students at this level should be able to conduct this activity much like a scientific investigation by identifying variables (attributes), organizing data (grouping artifacts), creating and interpreting tables (frequency charts from groupings), analyzing the information, and defending their conclusions. They should understand the information presented on the site plan map of the Emanuel Point shipwreck.

Sunshine State Standards: SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.4, SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.2, SC.7.N.1.2, SC.7.N.1.5, SC.7.N.1.7, SC.8.N.1.2, SC.8.N.1.3, SC.8.N.1.4, SC.8.N.1.5, SC.8.N.1.6, SS.6.G.1.4, SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.4, SS.8.A.1.5, SS.8.A.1.7, SS.8.G.5.1, SS.8.G.6.2

High School Students:

Students at this level should be able to understand how scientific inferences are drawn from scientific observations. They should be able to creatively construct questions in relation to their groupings and understand their classmates' strategies for classification as well as identify sources of bias. They should understand the information presented on the site plan map of the Emanuel Point shipwreck.

Sunshine State Standards: SC.912.N.1.1, SC.912.N.1.2, SC.912.N.1.3, SC.912.N.1.6, SC.912.N.1.7, SC.912.N.2.1, SC.912.N.2.2, SC.912.N.2.5, SC.912.N.3.1, SS.912.A.1.2, SS.912.A.1.4, SS.912.G.6.4, SS.912.G.6.5, SS.912.H.3.1



Archaeologists prepared a "site plan" of areas of the Emanuel Point Ship that were excavated. Credit: Florida Bureau of Archaeological Research.

The Emanuel Point Ship: Clues from a Colonial Expedition

Della Scott-Ireton

Contrary to common belief, European settlement of the United States did not begin at Jamestown in 1607 or with the Pilgrims at Plymouth Rock in 1620. In the 16th century, Spaniards made several attempts to establish townsites, including one in 1559 at modern-day Pensacola, Florida. The remains of a shipwreck from this enterprise have provided valuable clues about the mindset and efforts of the nation's earliest colonists.

Themes:

- Spanish Empire
- New World colonies
- interpretation of shipwrecks

In August 1559, a fleet of eleven ships commanded by Don Tristán de Luna y Arellano sailed into Pensacola Bay to plant a colony for Spain. The vessels carried 1,000 settlers consisting of men, women, children, servants, and slaves. Five hundred sailors and soldiers also were on board to crew the ships and protect the settlers. Livestock included cattle, horses, pigs, goats, sheep, and chickens. In addition, all of the tools, provisions, and equipment needed to build a city in the northern Gulf coast wilderness were packed in the ships, along with the furniture, clothing, and personal effects of 1,500 people.

The fleet sailed from New Spain (Mexico) on June 11 and arrived at Pensacola Bay on August 15. A high point of land overlooking the ships' anchorage was selected for the townsite, which was to include houses, a governmental palace, jail, church, and storehouses. A ship was dispatched back to Mexico to report the colonists' safe arrival and return with more food and supplies.

However, on September 19, the fledgling colony was struck by a hurricane. In an account that Luna wrote to King Philip II of Spain, he stated that "a fierce tempest, which, blowing for twenty-four hours from all directions . . . did irreparable damage to the ships of the fleet. [There was] great loss by many seamen and passengers, both of their lives as well as their property. All the ships, which were in this port, went aground, save only one caravel and two barks." The three small vessels that survived apparently rode out the storm at anchor, but the large galleons and storeships, which contained supplies, food, and personal effects that had not been unloaded, went down in the bay. When these ships sank with their all-important cargoes, chances for the colony's success also were lost.

Luna and his starving settlers wandered into the interior of modern-day Alabama and Georgia, trying to obtain food from local natives. Finally, in 1561, the survivors abandoned the colony and retreated to New Spain. Luna was arrested and taken to Spain to explain his failed mission to the King. Plagued by lawsuits for the rest of his life, he died penniless. Spaniards did not return to Pensacola for more than 100 years, believing that any effort to occupy the area would be equally unsuccessful. However, they "rediscovered" the excellent harbor in the 1690s and established a townsite in 1698. Pensacola has been inhabited ever since.

A Shipwreck Discovered

In 1992, the remains of one of Luna's galleons were found in Pensacola Bay, lodged on a sandbar where it had run aground and wrecked during the hurricane. Encountered during a remote-sensing survey, the Emanuel Point Ship, named after a nearby landform, is the oldest known shipwreck in Florida and the second oldest in the United States. Its discovery and investigation by State of Florida and University of West Florida archaeologists generated considerable local and national attention, public and private support, and assistance from volunteers.

Excavation of the Emanuel Point Ship from 1993–97 was performed under rigorous scientific guidelines. At the onset, archaeologists established research questions that they wished to answer concerning 16th-century Spanish shipbuilding techniques, colonization practices, and shipboard subsistence. They selected areas to excavate that were likely to yield the desired information. A framework, or grid, was placed over the site to ensure accurate recording of the finds. Sediments were removed by hand fanning and a variety of tools—from paint brushes to induction dredges. All artifacts and ship elements were measured, drawn, mapped, and recorded with still and video cameras. Sediments were pumped onto a barge anchored over the site and screened to recover even the smallest of items.

Recovered artifacts included parts of the ship, personal effects, tools, cargo, and food. Pottery fragments were among the most abundant items found. Ranging from plain storage vessels for liquids and food to beautifully decorated tableware, the ceramics indicated a mid-1500s date for the site. Aztec pottery, molded in the shape of a human face, helped to link the wreck to the expedition. Historic documents noted that Luna took Aztec mercenaries along to serve as soldiers.

Shoe leather, cooking utensils, hand tools, and hardware suggested the range of personal and practical needs of the passengers and crew. Evidence of the provisions on board included cow, pig, chicken, and sheep or goat bones as well as olive pits, cherrystones, nuts, and seeds from tropical fruits. Divers also recovered hundreds of bones from European black rats and pieces of cockroaches and beetles—stowaways that lived and died in the dreary confines of the hold.

Sixteenth-century vessels usually were armed as protection from marauding pirates and irate natives, and Luna's ship was no exception. No cannons were found, but because the site is only 10 to 12 feet deep, colonists easily could have salvaged these valuable weapons. However, iron and lead shot and stone cannon balls were retrieved, the latter intended to shatter into sharp splinters on impact. The breastplate from a suit of armor also was discovered; made in Europe about 1510, it already was quite old when one of Luna's men brought it to *La Florida*.

Vestiges of the ship were discovered beneath the layers of sediment, sand, shells, and ballast stones. Well preserved under this protective cap, the ship's lower hull revealed clues about early transoceanic vessels. Only about twelve 16th-century wrecks have been investigated in the New World, and the Emanuel Point Ship is the only one known to have been associated with colonization.

Window into the Past

Shipwrecks occupy a unique niche in archaeology and, in many ways, they are perfectly suited to provide a glimpse into past lifeways. Every historic vessel was a seagoing microcosm of the culture that created it. As relics of a catastrophic event of the past, wrecksites contain artifacts that were in use at the same time and that often provide definitive date ranges.

Although only forty percent of the site was excavated, the Emanuel Point Ship has offered a unique view of the culture and lifeways of 16th-century Spain in the New World. Recovered artifacts reveal what Spaniards believed was important and necessary to start a new settlement. Details about the colonists' daily lives, including their food, animals, dishes, tools, and weapons, have been reconstructed. Study of the ship's timbers and related nautical hardware have provided clues not only about the technology available to transport colonists, belongings, and supplies, but also 16th-century ship construction techniques and naval architecture.

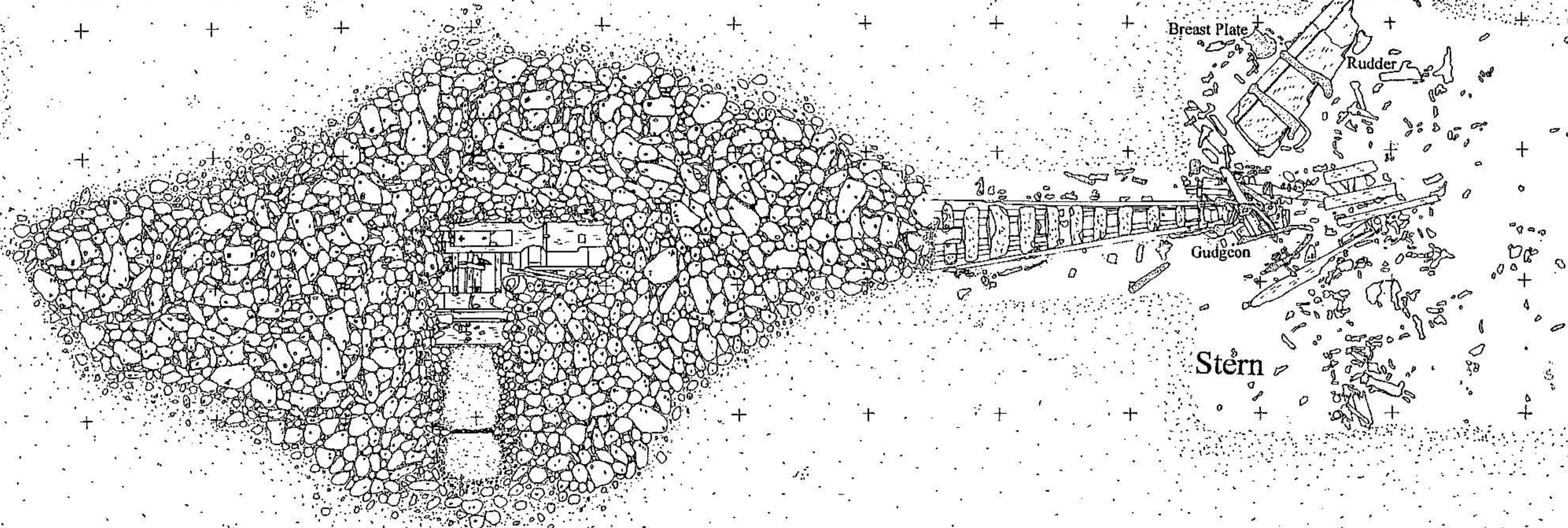
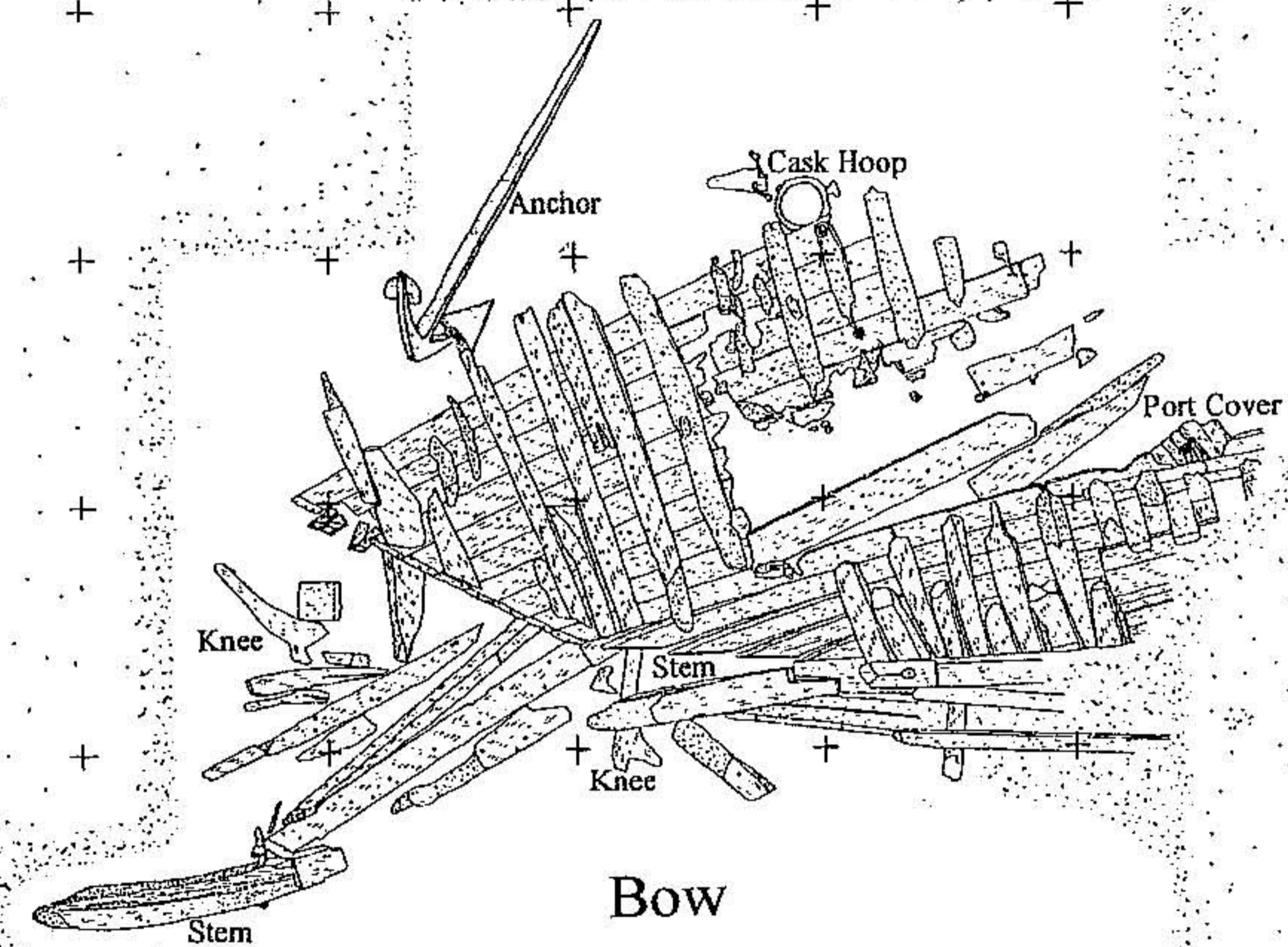
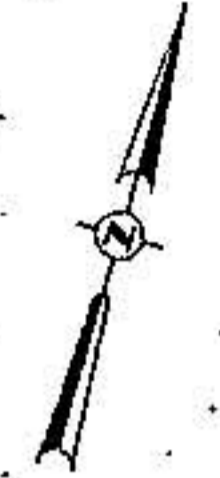
Ocean-going vessels were the pinnacles of technology in the Age of Discovery and Exploration (A.D. 1450–1650), and the Emanuel Point Ship has contributed to our understanding of technological developments that fostered European expansion. Enhanced by historic documents about the Luna expedition, this shipwreck has enabled a clearer picture of life on the edge of the Spanish Empire in the early days of North American colonization.

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122 N
138 E

122 N
100 E

Emanuel Point Ship
 Pensacola Bay, Florida
 Site Plan
 1993-1998
 University of West Florida / Florida Division of Historical Resources



100 E
110 N

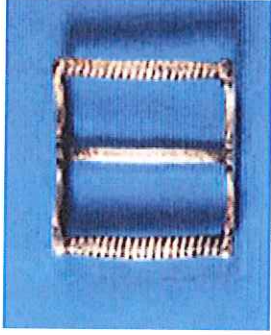
138 E
110 N

BOW



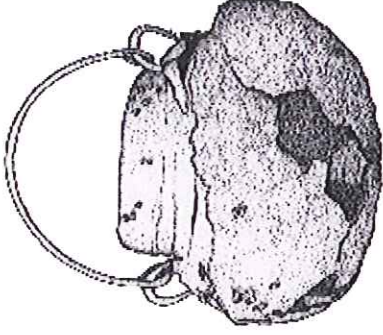
bronze
pestle

BOW



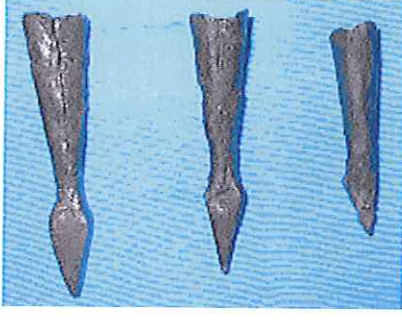
brass
buckle

BOW



copper
cauldron

BOW



crossbow
quarrels

BOW



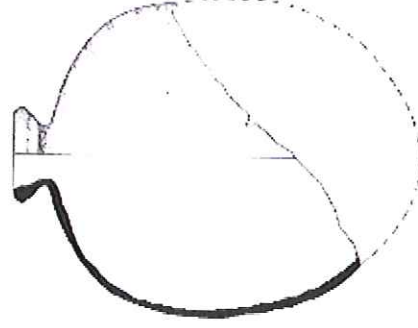
lead shot

BOW



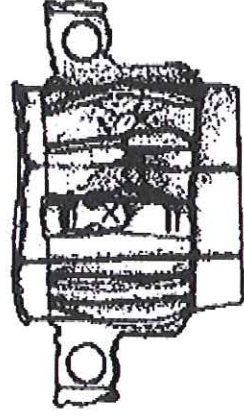
obsidian
blades

BOW



olive jar

BOW



bronze
mortar

BOW



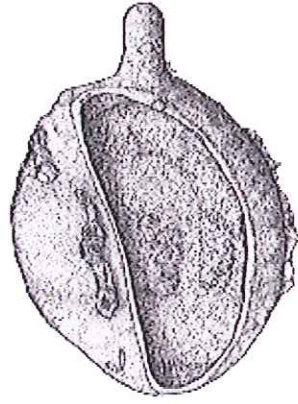
cow rib bones

STERN



Aztec sherds

BOW



copper
sauce pan

STERN



stone
cannon balls

BOW



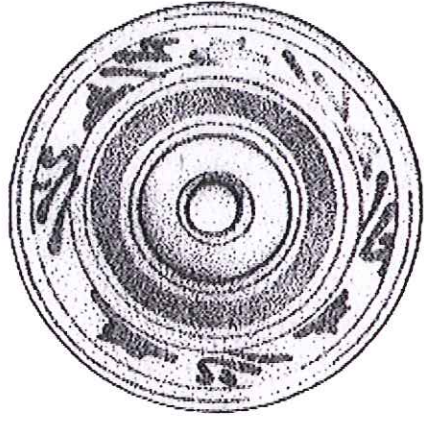
leather shoe

STERN



olive pits

BOW



ceramic plate

STERN



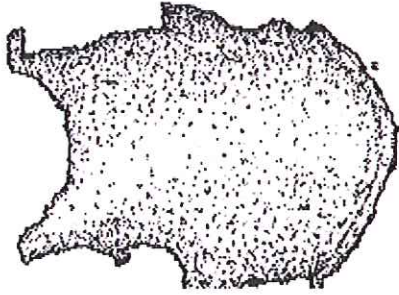
wooden ship
cutout

STERN



black rat

STERN



iron
breastplate

STERN



lead shot

STERN



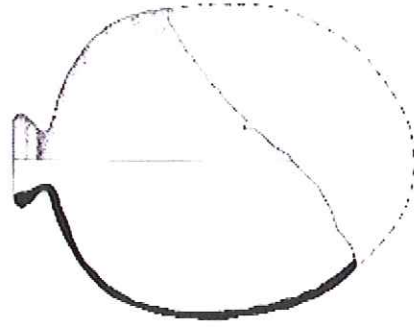
copper coin

STERN



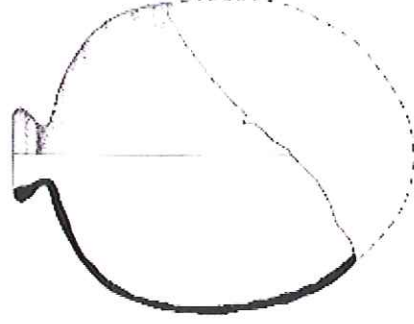
papaya

STERN



olive jar

STERN



olive jar

STERN



chicken

Shipwreck on a Table – The Emanuel Point I Shipwreck

1. Take a moment to read through The Emanuel Point Ship: Clues from a Colonial Expedition.
2. Now look at the cards for your group. You have cards with artifact pictures either from the bow or stern.
3. Separate your cards into groups.
 - a. Do you see items that could be used for defense?
 - b. Do you see items that might show where the ship has been traveling?
 - c. Do you see any personal items that might tell us about the people on the ship?
 - d. What were they eating on board the ship?
 - e. How did they store their food or other items?
 - f. How were they preparing or cooking their food?
4. Do you have any items that you didn't use to answer those questions? Why do you think these items were on the ship?
5. Have both groups share their categories. Are any items more abundant in the bow or stern? Were any items found only on one part of the ship? What do you think that means?

