

Veterans Legacy Program Curricular Materials



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Grade(s)	2nd Grade
Time (Minutes/ Days)	1 hr/ 3 days

Lesson Overview

Students will research Veterans from the Second Seminole War using primary and secondary resources. They will learn how soldiers lived and died in the 1830s.

Essential Question

How am I connected to people who served in the US Military in Florida in the 19th century?

In what ways did Veterans contribute to their communities in Florida?

Florida State Standards

- S.S.2.A.1.1 Examine primary and secondary resources.
- SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.
- S.S.2.A.3 Chronological thinking
- S.S.2.A.3.1 Identify terms and designations of time sequence
- SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans and women.
- S.S.2.C.G.2.2 Students will describe the contributions of the diverse individuals and groups that contribute to civic life in the United States and Florida.
- SS.2.CG.2.3 Explain how citizens demonstrate patriotism.
- SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.

Required Materials

- Computer/tablet to research
- Florida Forts Jigsaw (See below)
- Seminole Tribe Patchwork Bookmarks (See below)
- Soldier Research with Headstone Activity (See below)
- How Did the Soldier Die? (See below)
- Learning Through Art Activity (See below)
- Create Your Own Diary Entry Activity (See below)

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Learning Objectives

Students will learn how they are connected to Floridians who lived more than 100 years ago. They will learn about life in Florida during the mid-nineteenth century and how life has changed since the Second Seminole Wars.

Procedure

Note: Students will use these activities to help them further understand the Second Seminole War and the contributions, hardships, and sacrifices that Veterans experienced during this conflict. The activities below should be used in conjunction with some background knowledge about the Seminole Wars. All of the activities will be provided at the end of the lesson plan.

Days 1-2: Florida Forts Jigsaw

1. Use the Florida Forts Jigsaw Activity below as a starting point. This activity included a list of all the forts in Florida as well as links to resources students may use for conducting research.
2. Put students into small groups of 2-3. Assign each group 2-3 forts to research, according to class size and time allotted. You can determine if you want your class to research all twenty-six forts, or just a select few.
 - a. For each fort, students should fill out the Florida Forts Jigsaw sheet and answer the questions. They will also label the location of the fort on the provided map of Florida.
3. If possible, create a "master map" in your classroom so that all the groups can put the location of their assigned fort on the map and students can get a better understanding of the geographical locations of the forts.

Day 3: Seminole Tribe Patchwork Bookmarks

1. Use the following link to help students see the history and meaning of Seminole Patchwork art:
<https://www.floridamuseum.ufl.edu/sflarch/collections/seminole-dolls/patchwork/>
 - a. You can decide to go over this as a class or have students work in small groups to go through the information. Use the Seminole Tribe Patchwork Research Guide to pace your students.
 - b. Please note that this article discusses patchwork in the context of the 20th century, but it is based on a long-standing tradition in the Seminole tribes.
2. As a class, watch the following video: <https://youtu.be/As9ckub13eM>
 - a. Have students complete the Viewing Guide as they watch.
3. After they read about patchwork and watch the video, students will draw their own patchwork designs on a bookmark. Students will create patterns on their bookmarks

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- that are meaningful to their own lives. On the back of the bookmark, have the students write down their explanation of their design and why it is important to them.
4. Encourage students to share their designs with the class.
 5. Collect bookmarks so they can be laminated and returned to the students.

Day 4-5: Soldier Research & Headstone Activity

1. Students will read about one of three Veterans of the Second Seminole War:
 - a. [Alexander Ramsey Thompson](#)
 - i. If you want to use primary sources instead of/ in addition to the biography, you can [access the source packet here](#).
 - b. [David Moniac](#)
 - i. If you want to use primary sources instead of/ in addition to the biography, you can [access the source packet here](#).
 - c. [Lt. Henry Prince](#) (Excerpts of his diary- linked as part of the Second Seminole War Source Packet pages 6-12.)
2. After this, Students will fill out the Tombstone Research Note-Taking Sheet and use the information they fill out to create a tombstone of one of the three Veterans listed.

Day 6: How did the Soldiers Die?

1. With the whole class or in small groups, go over the data about deaths during the Second Seminole War [found here](#).
2. Have the students fill out the note-taking sheet while they look over the information.
3. As a class, discuss what may have caused some of the deaths in the war. Think about diseases and the technologies available in the 1800s compared to today.

Day 7: Learning through Art

1. Break the students into small groups of 2-3.
2. Pass out a copy of Jackson Walker's painting, "Tribal Duel." This painting portrays David Moniac, a Native American who was brought into the US Military Academy.
3. Have students answer the questions provided in their groups. They can do this through discussion or by writing their responses on paper.
4. Have students share some of their answers with the class.

Day 8: Diary Entry

1. Spend 5-10 minutes reviewing the content that your students learned about the Second Seminole War as a class. This should help them contextualize the information that they will be writing about.
2. Pass out copies of the diary pages. Students will write an entry as though they are living through the Second Seminole War. Encourage them to consider what their day

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would be like- who they would see, where they would be, what technologies they may have, who they may have left behind, etc. If time permits, encourage students to draw a picture of their experience in their diary as well.

Florida Forts Jigsaw

Directions: Have students explore different forts that are scattered throughout Florida.

The students will research a specific fort, find it on a map, and share it with the class. Have a “master map” in the class to label all the forts that are researched. Depending on how many forts you research and your group sizes, this activity in mapping all 26 forts should take several days.

Fort Names, research links, and printable forms for students are below.

Fort Name	Year Established	Namesake	Link to Marker or Database
Fort Bassinger	1837	Lt. William E. Basinger 2nd Artillery Killed in Dade’s Massacre	https://www.hmdb.org/m.asp?m=54083
Fort Lauderdale	1839	Major William Lauderdale	https://www.hmdb.org/m.asp?m=171849
Fort Meade	1849	Built by Lt. George G. Meade, commanding general of Union Forces in the Civil War	https://www.hmdb.org/m.asp?m=56924 https://www.legendsofamerica.com/fort-meade-florida-military-post/
Fort Myers (originally Fort Harvie)	1850	Lt. Abraham C. Meyers	https://www.hmdb.org/m.asp?m=183545 https://www.uflib.ufl.edu/spec/ingraham/expedition/SeminoleWar.htm
Fort Pierce	1838-1842	Brevet Lt. Col. Benjamin K. Pierce	https://www.hmdb.org/m.asp?m=107189
Fort Walton	1835-1842	Colonel George Walton	https://www.northamericanforts.com/East/flwest.html#walton https://www.google.com/books/edition/Florida_Place_Names/t5hxDwAAQBAJ?hl=en&gbpv=1&dq=%22Fort+walton%22+seminole+war+1835+1842&pg=PT152&printsec=frontcover
Fort White	1837	Possibly Joseph M. White, FL Delegate to Congress	https://www.hmdb.org/m.asp?m=64600 https://www.istor.org/stable/30149384
Fort Maitland	1838	William Seton Maitland	https://www.hmdb.org/m.asp?m=7452



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Fort Blount	1853	Redding Blount, white settler	https://www.hmdb.org/m.asp?m=54085
Fort Harrison	1841	William Henry Harrison	https://www.hmdb.org/m.asp?m=214939
Fort Dallas	1836 or 1838	Commodore Alexander James Dallas	https://www.hmdb.org/m.asp?m=78126
Fort Capron (Replaced Fort Pierce)	1850	Captain Erastus Capron	https://www.hmdb.org/m.asp?m=150972 https://www.uflib.ufl.edu/spec/ingraham/expedition/Capron.htm
Fort Clinch	1849	General Duncan Lamont Clinch	https://www.hmdb.org/m.asp?m=95108
Fort Alfia	1849	Alfia River	https://www.hmdb.org/m.asp?m=151007 https://www4.swfwmd.state.fl.us/alafia/settlement.php https://www.northamericanforts.com/East/flcentral.html#sem
Fort Vinton	1839	Captain John R. Vinton	https://www.hmdb.org/m.asp?m=212677
Fort Marion	1821	Francis Marion "Swamp Fox"	https://www.hmdb.org/m.asp?m=46542
Fort Brooke	1824	Colonel George Mercer Brooke	https://www.hmdb.org/m.asp?m=111053 https://www.legendsofamerica.com/fort-brooke-florida/
Fort King	1827	Colonel William King	https://www.hmdb.org/m.asp?m=201351 https://www.trailoffloridasindianheritage.org/fort-king/
Fort Fulton	1840-1842	?	https://flaglercountyhistoricalsociety.com/second-seminole-war-1835-1842-fortifications-in-the-volusia-and-flagler-county-area/
Fort Caben	1834-1839	?	https://flaglercountyhistoricalsociety.com/second-seminole-war-1835-1842-fortifications-in-the-volusia-and-flagler-county-area/
Fort Shannon	1838	Captain Samuel Shannon	https://www.hmdb.org/m.asp?m=94991 https://digitalcommons.unf.edu/historical_architecture_main/3172/
Fort Gardiner	1837	Captain George Washington Gardiner	https://www.hmdb.org/m.asp?m=212853 https://www.legendsofamerica.com/



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			fort-gardiner-florida/
Fort Hanson	1838	?	https://flaglercountyhistoricalsociety.com/second-seminole-war-1835-1842-fortifications-in-the-volusia-and-flagler-county-area/
Addison Blockhouse	1836	Plantation at the time owned by John Addison	https://www.floridastateparks.org/addison-blockhouse https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=2426&context=fhg
Fort Christmas	1837	Brigadier General Abraham Eustis (established 25 Dec 1837)	https://www.hmdb.org/m.asp?m=54086



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Florida Forts Jigsaw

Presenter Name(s): _____

Fort _____ Established in _____

How did the Fort get its name? _____

Where is the fort located? _____

What was the fort used for? _____

What is one interesting detail about the fort? _____



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Mark and label your fort on the map below.



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Seminole Tribe Patchwork Bookmarks

Directions: Students will learn about the importance of patchwork in the Seminole Tribe and how it tells a story on their textiles. Have students create a bookmark that is meaningful to the story of their own life. Have students present their patchwork and explain why they chose each design.

Print the Bookmark Template below and then laminate the bookmarks when done!



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Seminole Tribe Patchwork Research Guide

Go to the following link and go over different designs and their meanings:
<https://www.floridamuseum.ufl.edu/sflarch/collections/seminole-dolls/patchwork/>

1. What were the earliest forms of patchwork designs?	
2. Explain how patchwork is made.	
3. Patchwork became popular with dolls in the 1930s when they were created to be sold in the Glade Cross Mission store in Everglades City. What were the seven designs that were sold and considered to be traditional of the Seminole and Miccosukee cultures?	
4. Which design is your favorite from the examples shown?	



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Video: Seminole Patchwork and Translations Viewing Guide

Link: <https://youtu.be/As9ckub13eM>

1. Where was Jaylee Lowe's tribe moved to when they were forced to leave Florida?	
2. What types of things do patchwork designs mean?	
3. Why did Jaylee start making patchwork?	
4. Which patchwork pattern did you like most that Jaylee showed?	
5. How can patchwork be worn once it is finished?	



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Soldier Research with Headstone Activity

Directions: Students will read about 1 of 3 soldiers during the Second Seminole War. Based on what they learned from their research, they will create a tombstone for that soldier with their most important information. When presenting, they need to explain why they wrote each item on the headstone referring back to the resources.

[Alexander Ramsey Thompson](#)

[David Moniac](#)

[Lt. Henry Prince Diaries](#) (Pages 6-12 of Second Seminole War Packet)



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Tombstone Research Note-Taking Sheet

Name: _____

Who are you researching?	
Who was in their family? Wife? Kids?	
What war did they die in?	
When did they die? (Date)	
Where did they die? (Death Place)	



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Where are they currently buried?	
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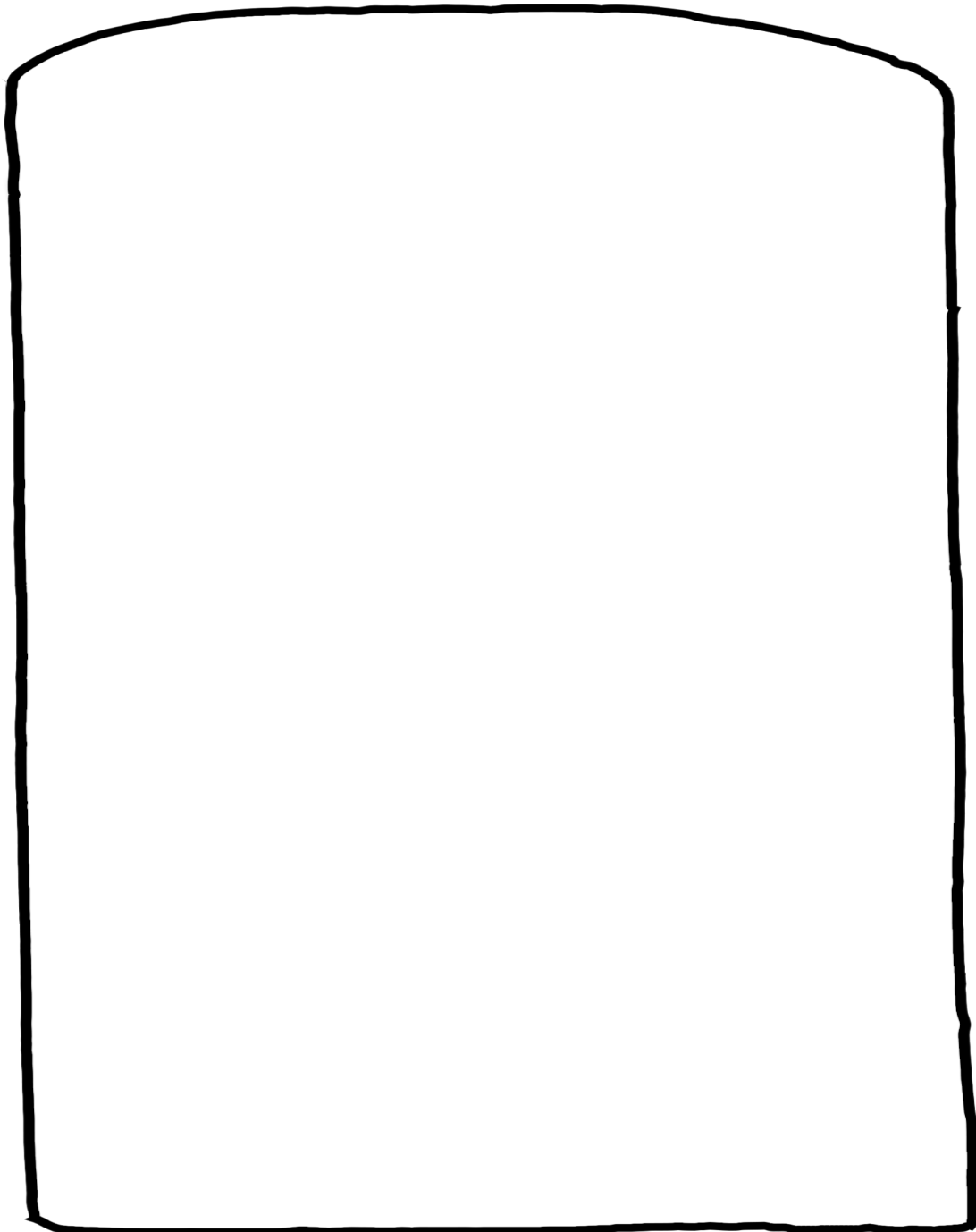
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Name: _____

Directions: Based on the research of your soldier, use the information on your note-taking sheet and create a headstone with the information.



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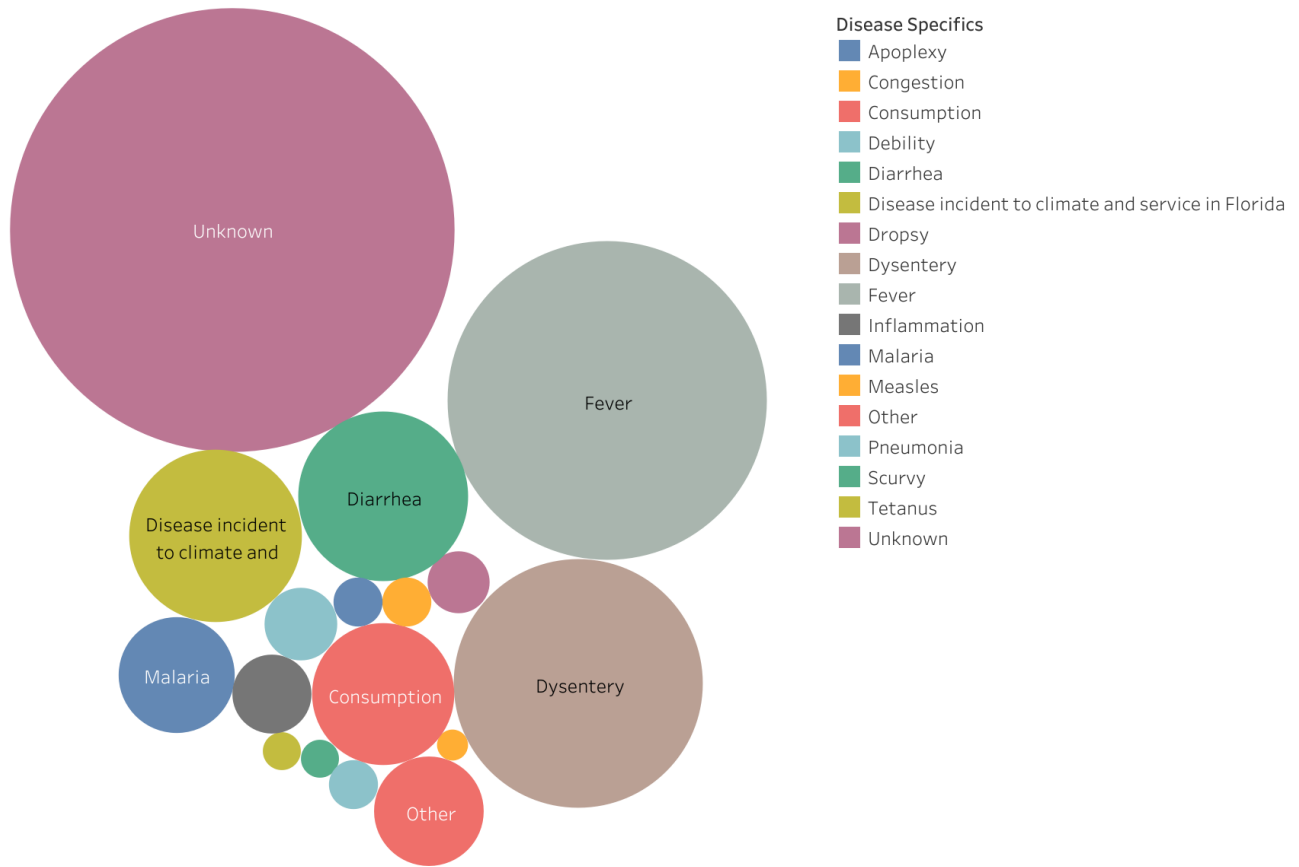
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How Did the Soldiers Die?

Directions: Look over the [Tableau data](#) and discuss how the soldiers died in the “Florida War” and what might have caused those specific deaths. Discuss how fighting a war in the 1800s without current technology might be difficult.

Disease Types



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Veterans Who Died in the Second Seminole War Notes

<p>Cause of Death: What was the largest cause of death of these Veterans? Why do you think this was the biggest reason soldiers died?</p>	
<p>Accident Types: Why do you think so many died in accidents during this war?</p>	
<p>Casualties by Year: Which year had the most soldier deaths?</p>	
<p>Occupation: What was the job of most of the soldiers?</p>	
<p>Occupation: Which job surprised or interested you the most? Why?</p>	
<p>Estimated Age of Death at Dade Massacre: Based on the graph, what was the most common age of death for the soldiers at Dade's Massacre?</p>	



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Learning Through Art

A great way to learn about history is through art. Artist Jackson Walker, a 5th-generation Florida native, has decided to bring his legacy to life by creating life-like historical oil paintings. He has researched events, traveled to places, and talked to historians. His artwork gives you a visual of what it would have looked like to actually be there.

Comprehension questions to ask your students about the following artwork
“Tribal Duel” Portrayal of Major David Moniac.

- What is the very first thing that you see in this picture? What ‘jumps out at you’?
- Who do you think is the most important person in the picture? (David Moniac)
- What do their facial expressions tell you about that event?
- Why is Moniac fighting with Native Americans? (Moniac was the first Native American accepted into the US Military Academy. He was a part of the Creek Nation in Alabama. When war broke out in Florida, the government asked for Moniac and a group of Creek volunteers. They were fighting against the Seminole Indians.)
- What is the setting of this picture? (You want the kids to make the connection that this is a Florida swamp.)
- Do you see any animals? Why or why not? (Look at the bottom right and left)
- How do you feel about their weapons and wool clothing?



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TRIBAL DUEL
Portrait of Major David Moniac
JACKSON WALKER 2003

*Used with permission of Jackson Walker



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Create Your Own Diary Entry

Directions: Based on everything you have learned, write a letter to your family as if you were a soldier during the Second Seminole War. Include how you are feeling, what are some things that you have seen, difficulties you're having, and how you think the war is going. You can discuss ways soldiers are dying.



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