

Veterans Legacy Program Curricular Materials

Seminole War Sleuth

Grade: 3rd Grade

Time (minutes):

5 days – approx. 30 minutes a day

Break the lesson up into as many parts/days as you need to depending on curriculum time

Lesson Overview:

Students will learn about primary and secondary source. There will be a mini-lesson on the differences and the students will play a game to test their knowledge. They will then be given sources from the Seminole War to identify. Students will finish with creating a primary source of their own.

Relevant Social Studies Standards:

SS.3.A.1.1 – Analyze primary and secondary sources

SS.3.A.1.2 – Utilize technology resources to gather information from primary and secondary sources

SS.3.A.1.3 – Define term related to the social sciences

Required Materials:

- “Finding Sources” PowerPoint
- 6 Sources from the Seminole Wars – 3 Primary, 3 Secondary
 - Alligator’s Account of the Dade Battle (**Primary**) (Page 5)
 - Spoken by Alligator, 1835
 - Provided by The State Library and Archives of Florida.
 - A testimony of Alligator, a Seminole leader during the Second Seminole War, who recants the events of the Dade Battle. Alligator gives a first-hand report on the back and forth during this conflict, offering up rigid and rough details.
 - 1846 Map of Florida (**Primary**) (Page 6)
 - Samuel Augustus Mitchell, 1846
 - General Jessup’s Diary (**Primary**) (Page 7)
 - Written by General Thomas Jessup
 - Published himself on January 24th, 1837

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- Provided by The State Library and Archives of Florida
- “Florida Seminole Wars Heritage Trail” (**Secondary**) (Page 8)
 - By Seminole Wars Foundation, Inc.
 - Treaties: A Blueprint for War (Page 8 on website)
- Timeline (**Secondary**) (Page 9)
 - By Seminole Tribe of Florida
- “Florida Seminole Wars Heritage Trail” (**Secondary**) (Page 10)
 - By Seminole Wars Foundation, Inc.
 - Andrew Jackson: Hero or Villain? (Page 9 on website)
- “I’m a Primary Source for...” template (page 11)

Learning Objectives:

- Students will define and exemplify a primary and secondary source.
- Students will be able to distinguish a primary source from a secondary source.
- Students will create a primary source for a situation they have experienced in their lives.

Special Vocabulary:

- Primary source
- Secondary source

Procedure:

- Activate Prior Knowledge
 - Have a class discussion on sources. Below are prompting questions.
 - What is a source?
 - What do you need a source for?
 - Where do sources come from?
 - Can you make sources?
 - What can you learn from sources?
- Introduce New Vocabulary
 - Using the PowerPoint “Finding Sources”, introduce the terms Primary and Secondary.
 - The PowerPoint will walk you through definitions as well as types and examples.

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- For primary sources, you will also need to discuss the example words that you can introduce as key or clue words to help students identify primary sources.
- Feel free to insert in discussions where need be. Once you feel students have a good understanding on the difference between primary and secondary sources you can move on to the next stage.
- Source Sleuth Game
 - This game can be found at the end of the PowerPoint after the material.
 - Objective:
 - Points are scored by correctly choosing “primary” or “secondary” for the provided source and explaining why that source is either “primary” or “secondary”.
 - Rules:
 - The class will be divided into teams. The teams will take turns guessing and explaining the type of source they are given. They will have one minute to discuss and decide on an answer and explanation.
 - If they answer correctly they will get one point. If they can provide an appropriate reasoning/explanation for their labeling they will receive an additional point.
 - If they respond with an incorrect answer, the question then moves to the other team and they have a chance to steal the points.
 - After you have run through the 13 examples the game has finished.
- Source Exploration
 - Have the students divided up into small groups, i.e. 6 groups of 3.
 - Distribute the sources to the groups for the students to explore.
 - Encourage them to read over them, take notes, highlight, etc.
 - You want them to be looking for evidence that will determine if they are primary or secondary sources.
 - After you have given the groups some time to work on their source, circle the room and discuss their findings.
 - You can then switch the sources, and the students will be able to interact with 6 different sources in which they can determine the type and reasoning why.

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- Once each group has had time with every source, come back to whole group where you can discuss the sources together and touch on key points that students made.
- To further this, you could have the students research more on the topic at hand, Seminole War, and find more sources and determine if they are primary or secondary.
- I'm a Primary Source for..."
 - Students will write about an experience they had personally, like experiencing a hurricane, watching a certain sporting event, or witnessing a political moment.
 - The template/planning sheet for this can be found on page 4.
 - After they have written and planned, they will need to find a newspaper or magazine article that supports their experience.
 - Once all students have finished, you can have them present their primary sources to the class.

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Alligator's Account of the Dade Battle (Primary)

<http://www.floridamemory.com/blog/2013/11/15/dades-battle-december-28-1835/>

“We had been preparing for this more than a year. Though promises had been made to assemble on the 1st of January, it was not to leave the country, but to fight for it. In council, it was determined to strike a decided blow about this time. Our agent at Fort King [General Wiley Thompson] had put irons on our men, and said we must go. Oseola [or Osceola] said he was his friend, he would see to him.

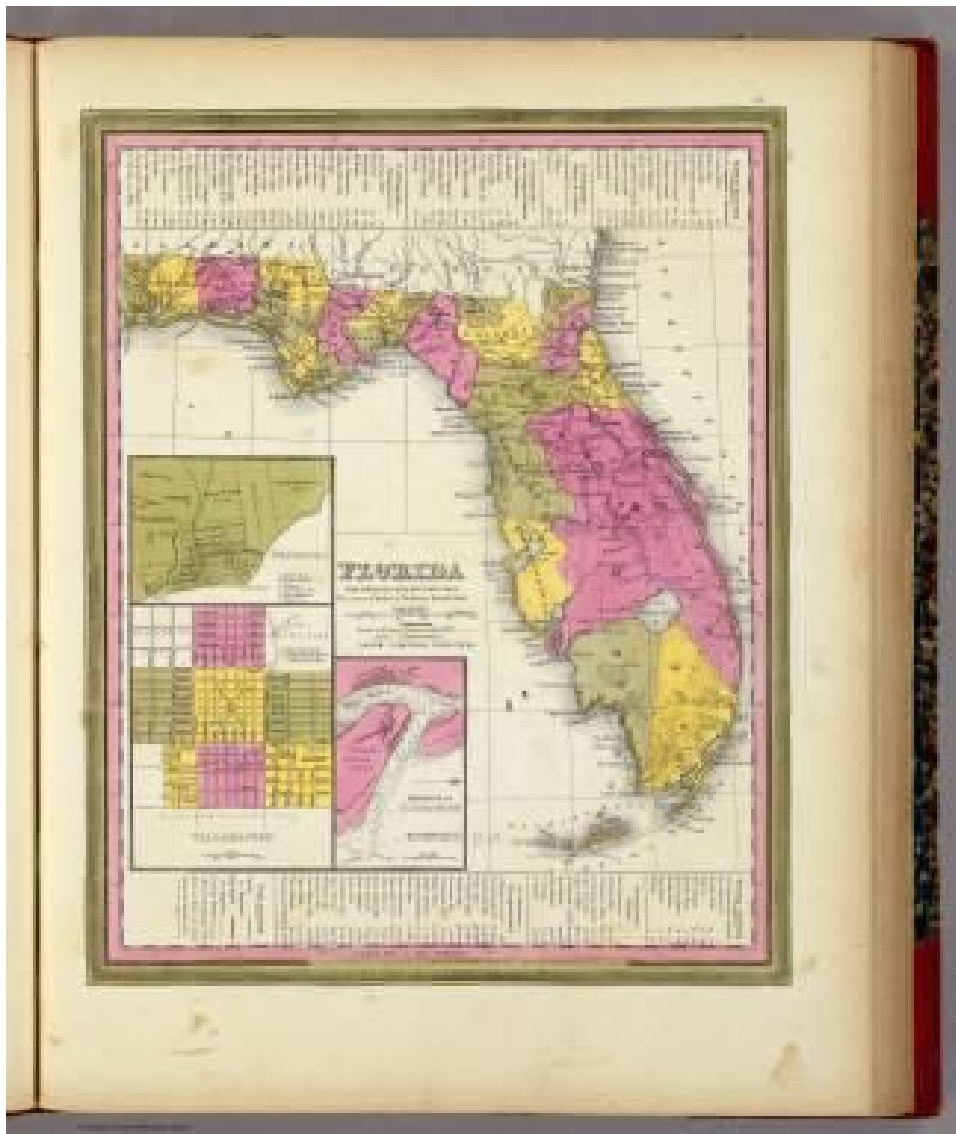
“Our scouts were out from the time the soldiers left the post, and reported each night their place of encampment. It was our intention to attack them on the third night, but the absence of Oseola and Micanopy prevented it. On the arrival of the latter it was agreed not to wait for Oseola, as the favorable moment would pass.

“As we approached, we saw six men behind two logs placed one above another, with the cannon a short distance off. This they discharged at us several times, but we avoided it by dodging behind the trees just as they applied the fire. We soon came near, as the balls went over us. They had guns, but no powder; we looked in the boxes afterward and found they were empty.

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1846 Map of Florida (Primary) By Samuel Augustus Mitchell

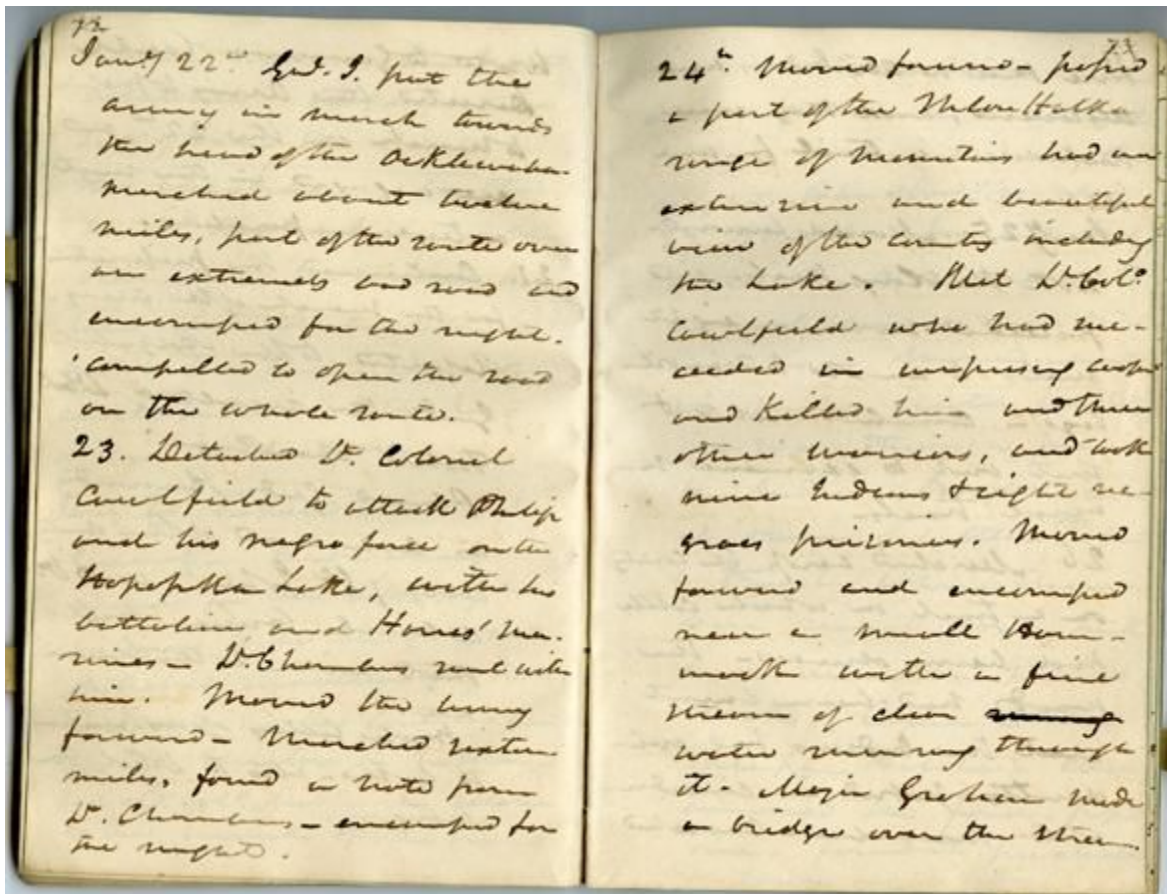
<http://www.davidrumsey.com/maps1570.html>



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General Jessup's Diary – January 24th Entry

<https://www.floridamemory.com/items/show/252864?id=38>



[Left]

Jan 22nd, Genl J. put the army in march towards the head of the Ocklawaha. Marched about twelve miles, part of the route over extremely bad road and encamped for the night. Compelled to open the road on the whole route.

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Florida Seminole Wars Heritage Trail (Secondary) Treaties: A Blueprint for War

http://dos.myflorida.com/media/695430/seminole_war_heritage_trail.pdf

Treaties: A Blueprint for War

In the years before the Second Seminole War, several treaties were signed between the Seminole people and the United States. Although these treaties were intended to prevent conflict, the final result was just the opposite.

Treaty of Moultrie Creek, 1823. After the United States acquired Florida from Spain in 1821, it was feared conflict would result from the influx of settlers attempting to set up homesteads on land occupied by the Seminole. In an effort to prevent bloodshed, the government proposed moving the Indians away from areas most likely to be settled by whites. The Seminole were given a four-million-acre reservation in central Florida, a generous annuity, and various services for 20 years. Although most Seminole eventually migrated to the reservation, they did not thrive there and friction with their white neighbors increased.

Treaty of Payne's Landing, 1832. The Indian Removal Act of 1830 mandated that all Indians living east of the Mississippi River be offered new lands in the west. Participation was supposed to be voluntary but rarely

was. With over ten years still remaining on the Treaty of Moultrie Creek, negotiators coerced Seminole leaders into signing away all rights to their homes in Florida in exchange for land in what is now Oklahoma.

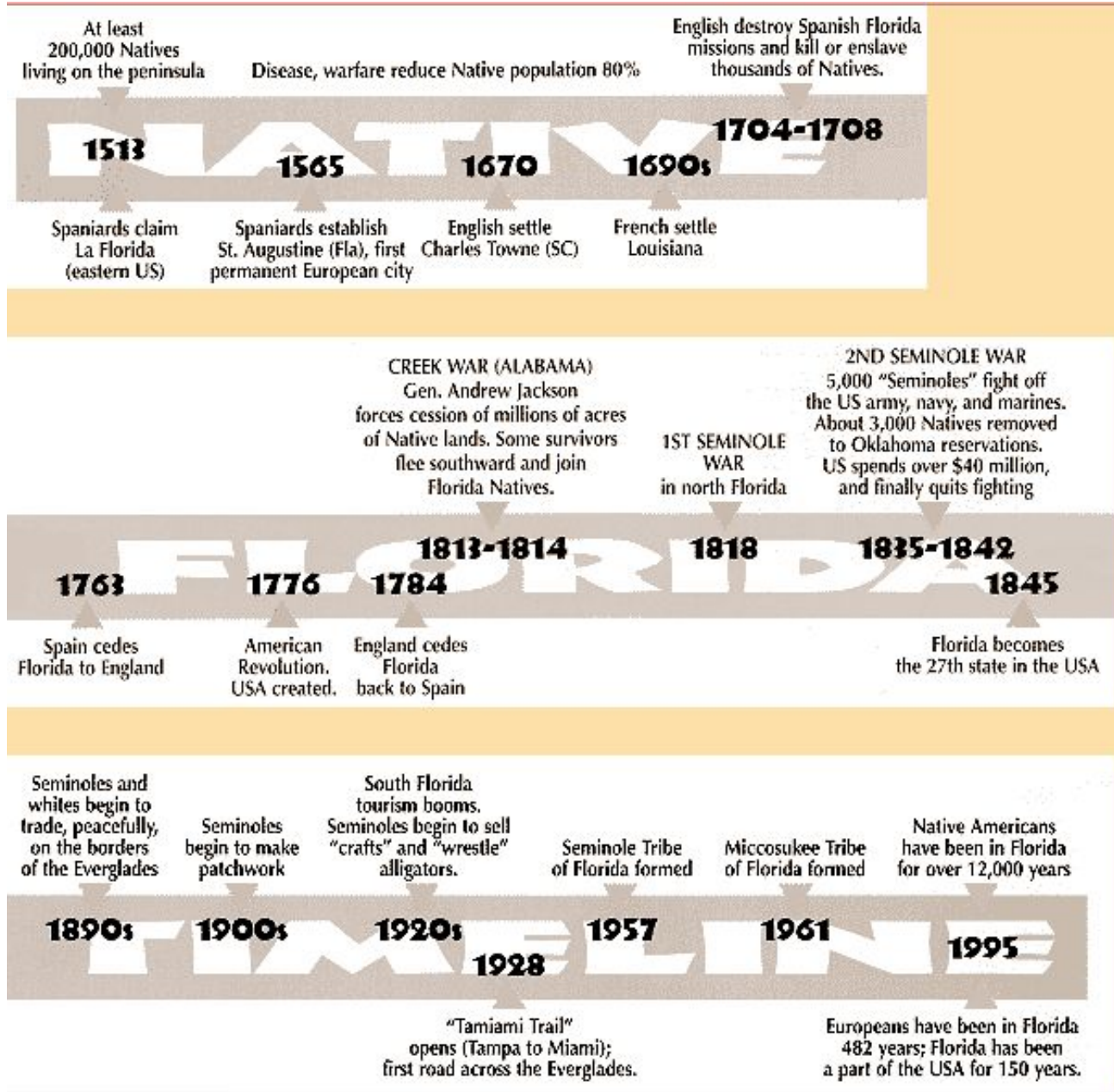
Treaty of Fort Gibson, 1833. As part of the Treaty of Payne's Landing, a delegation of Seminole Chiefs was given the opportunity to examine the proposed reservation. At Fort Gibson in Arkansas, the delegation was pressured into signing a paper saying they liked the new land. The government contended this ratified the treaty on the part of the Indians. The Seminole disagreed, saying the chiefs were only advisors and that the final decision was up to the tribal council. Intransigence on both sides led to war.

For the Seminole of Florida, the most important treaty is one that does not exist. No treaty ended the Third Seminole War; the parties simply stopped fighting. The descendants of those who succeeded in the struggle to remain in their homeland can truly claim to be "unconquered."

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Timeline (Secondary)

<https://www.semtribe.com/History/Timeline.aspx>



Florida Seminole Wars Heritage Trail (Secondary)

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Andrew Jackson: Hero or Villain?

http://dos.myflorida.com/media/695430/seminole_war_heritage_trail.pdf



Florida Governor Andrew Jackson, 1821.
(Image courtesy of the State Archives of Florida,
flda.archives.org/items/show/120771)

Andrew Jackson: Hero or Villain?

For most Americans during the time of the Seminole Wars, Andrew Jackson was the nation's greatest hero since George Washington. They felt he had saved the country at the Battle of New Orleans and brought true democracy to our political system. The "Jacksonian Era" brought astounding change to the nation.

Yet for many Native Americans, Andrew Jackson was the great enemy. He had made his name as an Indian fighter, brutally destroying the Red Stick Creeks at the Battle of Horseshoe Bend in 1814, and had invaded Florida in the First Seminole War. More than that, he was the man who pushed the Indian Removal Act through Congress and was responsible for the infamous "Trail of Tears."

Yet it would be wrong to look at Jackson in such simple terms. His hatred wasn't reserved only for Native Americans. He strongly disliked most Europeans, especially the British. Those who were politically opposed to him or had crossed him in some other way often acquired a life-long adversary. On the other hand, he could be kind to defeated Indian enemies, even to the point of adopting an orphaned Indian child. When a friendly Indian village was attacked by Georgia militiamen, he swore vengeance on those who had carried out the attack. An impatient man, Jackson acted decisively and did not like to be bothered by annoying details. In war, such an attitude often led to quick success. In situations such as the process of Indian Removal, the results could be disastrous.



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I'm a Primary Source For...

Name _____

Date _____

What was the event that you witnessed?

What did you witness?

How long was the event?

What did you actually experience?

What was the most memorable part of the event for you?
