

VETERANS LEGACY PROGRAM CURRICULAR MATERIALS

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VA



**U.S. Department
of Veterans Affairs**

National Cemetery
Administration



UCF

**Department
of History**

UNIVERSITY OF CENTRAL FLORIDA



**UCF
CHDR**





Building Connections: Seminole Wars

A 4th Grade history and
research unit

Day 1 Lesson

**What are Primary and
Secondary Resources?**

“Finding Sources”

What do you know?

- Discuss as a class:
 - What are primary and secondary resources?
 - What were the Seminole Wars?
 - What does it mean to research something?
 - What is a Veteran?

Let's dive in and practice!

- Take notes as you work through the “Finding Sources” presentation.
- Practice identifying sources as primary or secondary.

Day 2 Morning Work

“I’m a Primary Source For...”

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?

Day 2 Lesson

“Seminole War Sleuth”

Let's check out some sources!

- With your group, at each station:
 - Inspect your source...read it together and think about what information you gathered.
 - Think about what you learned yesterday...is your source primary or secondary? How do you know?
 - Discuss what do you found most interesting about your source.

Day 3 Morning Work

**“Research
Poll” Google
Form**

Day 3 Lesson

**How do Primary and
Secondary Resources help
researchers?**

Take a look!

1. How can a portrait help us if we are researching someone?
2. What can you learn about Osceola from looking at this portrait?
3. Is a painting a primary or secondary resource?



As-se-ho-ho-lar, (known as Osceola, or Powell.)

1863 Portrait of Osceola

Now you know!

1. A portrait can show us what someone looked like, how they dressed, their age at the time, and more!

2. We can see what he looked like and how his clothing reflected his culture. The caption also tells us more about his name.

3. It depends if it was painted at the given time in history or after the fact!



As-se-ho-ho-lar, (known as Osceola, or Powell.)

1863 Portrait of Osceola

Take a look!

1. What does this illustration show us?
2. Why do you think there is not a photograph of this dwelling?



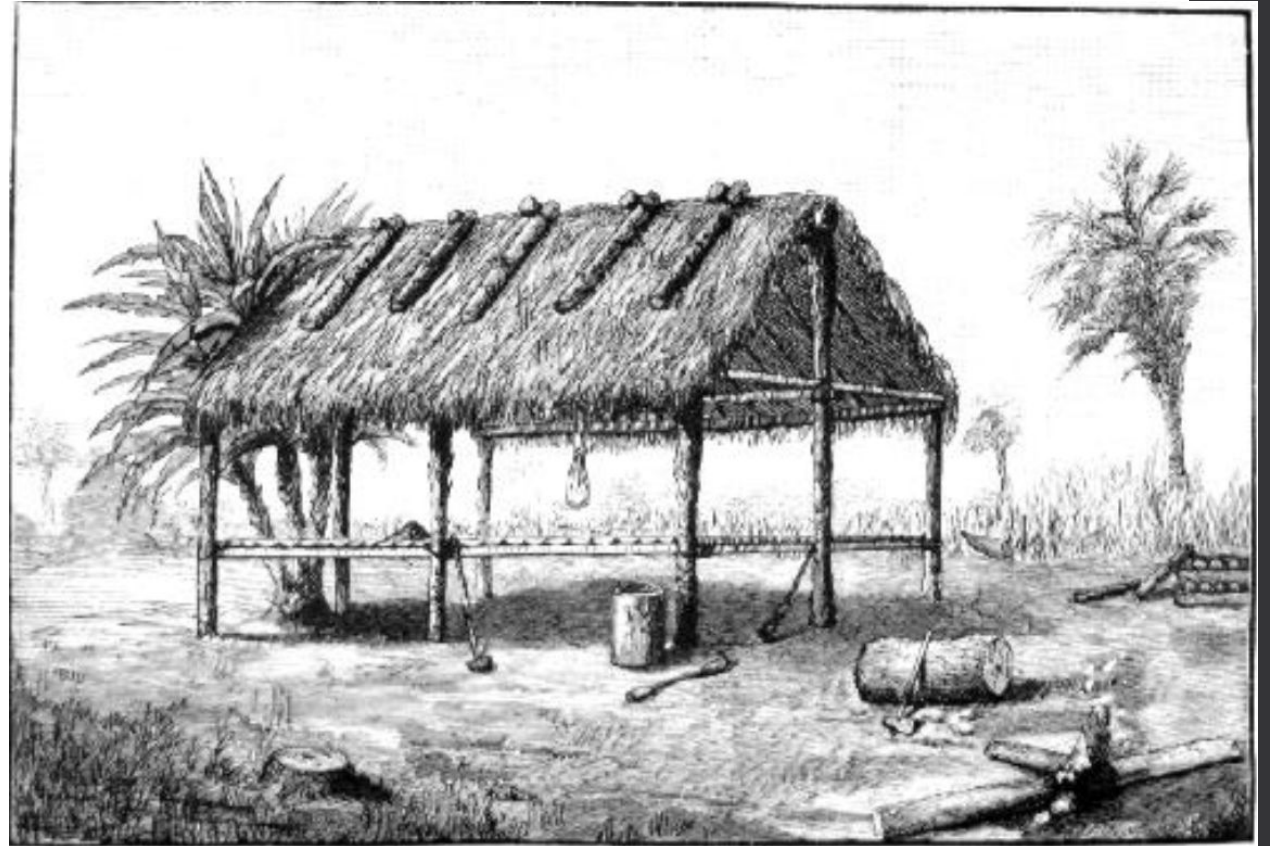
SEMINOLE DWELLING.

1887 Depiction of a Seminole Dwelling

Now you know!

1. We can see what a Seminole house or shelter looked like. We can see the materials used and compare it to modern day living.

2. There may not have been cameras at this time in history or they were not available to everyone.



SEMINOLE DWELLING.

1887 Depiction of a Seminole Dwelling

Take a look!

1. What type of source is a map?
2. What does this map show us?
3. Do maps of a place stay the same over time?



1836 Map of Territory of Florida

Now you know!

1. Maps are primary sources.
2. This map shows Florida before it was a state – in 1836, it was a territory.
3. No! Places change, but so does technology and perception. A map shows us how a mapmaker perceived a place at that given time.



1836 Map of Territory of Florida

Take a look!

1. How is this painting different from the portrait or the dwelling?
2. What can we learn from this painting?
3. How is the caption helpful?



TRIBAL DUEL
Portrait of Major David Moniac
JACKSON WALKER 2003

JACKSON WALKER

Painting of David Moniac in battle
Used with permission of Jackson Walker

Now you know!

1. This painting shows a moment in time; there is action displayed.
2. We can visualize the battles, the setting, and the emotions of the men.
3. It tells us who we are looking at. It also tells us that this painting is a secondary source – painted in 2003.



TRIBAL DUEL
Portrait of Major David Moniac
JACKSON WALKER 2003

JACKSON WALKER

Painting of David Moniac in battle

Used with permission of Jackson Walker

More Sources:

- There are many other sources that you can use to research a person's life.
- When researching a Veteran, you may be able to access documents relating to their military career.
- Many documents are not publicly available for many years to protect the privacy of individuals.
- Combining information from primary and secondary sources can help you to piece together a person's story.

Newspaper Articles:

- give a secondary account of an event or important person, etc.

From the Baltimore Chronicle, Feb. 14.
FROM FLORIDA.

We are indebted to the Charleston Patriot for a slip from that office, which places us in possession of the latest intelligence from Florida.

There has been another fight with the Indians. It took place on the 24th ult., on the Lochs Hatchee, and it is said the Indians were defeated, though with a loss on the part of our troops of nine killed and thirty wounded.

Gen. Jessup is among the wounded, having received a severe flesh wound, said to have been in the face.

Nothing is said of the loss of the enemy, though supposed to have been great. Many cattle, ponies, and hogs, with other property, were taken by our troops.

It was reported at Gerry's Ferry that Alligator and Sam Jones had quarreled, and had separated, and that Sam Jones with but 30 warriors had left Alligator.

The rumors stated that the Indians would be coming in at Fort Taylor in large numbers, within the three days.

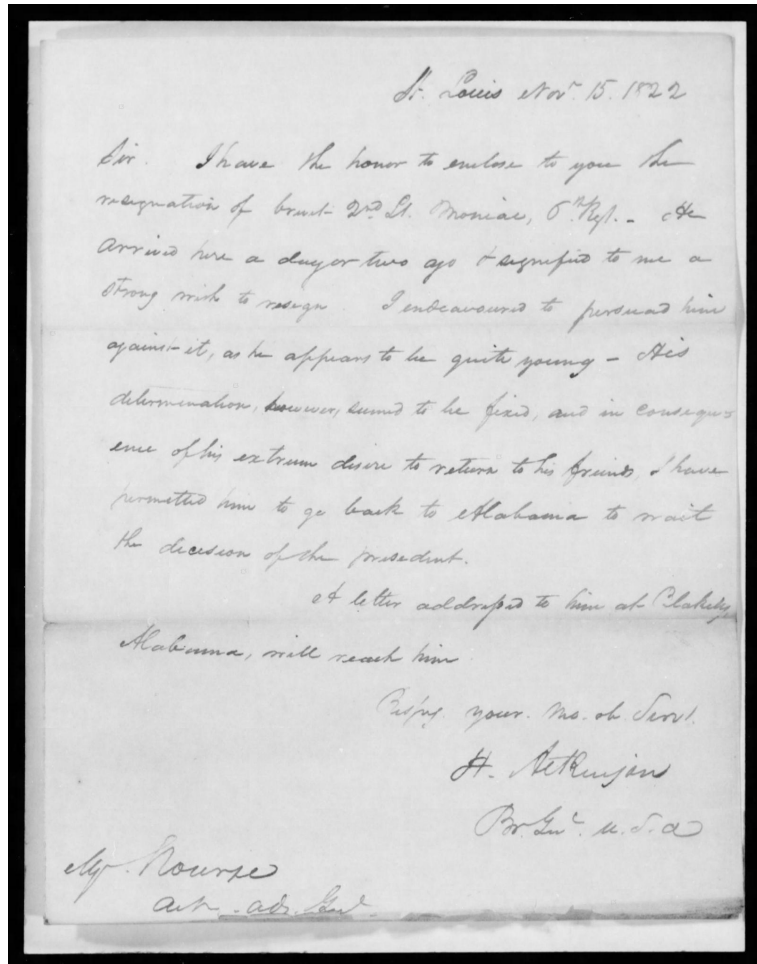
The impressions with many is that these accounts are founded in truth, as the Indians are generally scattered without leaders, some in small parties, having very recently been seen in the vicinity of Volusia.

A letter from St. Augustine, dated, Feb. 3, gives the following particulars of the fight:—

"Jessup has had a fight with the Indians. The Tennesseans generally behaved well. The number of the Indians considerably more than has been supposed. The Indian loss very trifling, as far as has been ascertained; their provisions, cattle and ammunition, ascertained to be plenty. They never have fought on fair terms; in every fight except Capt. Pusey's they have had advantage of ground. There they had it in numbers, but came out into open ground. Jessup fought across a creek, and after the action discovered that his force was sufficient to have surrounded their position, which, from the information I have received, cannot cover more than ten acres of ground. They had holes morticed in the trees, pickets set up so as to cover them and form blinds, and had cleared away the hammock on the side Jessup attacked them, which exposed his men altogether, without their seeing the enemy."

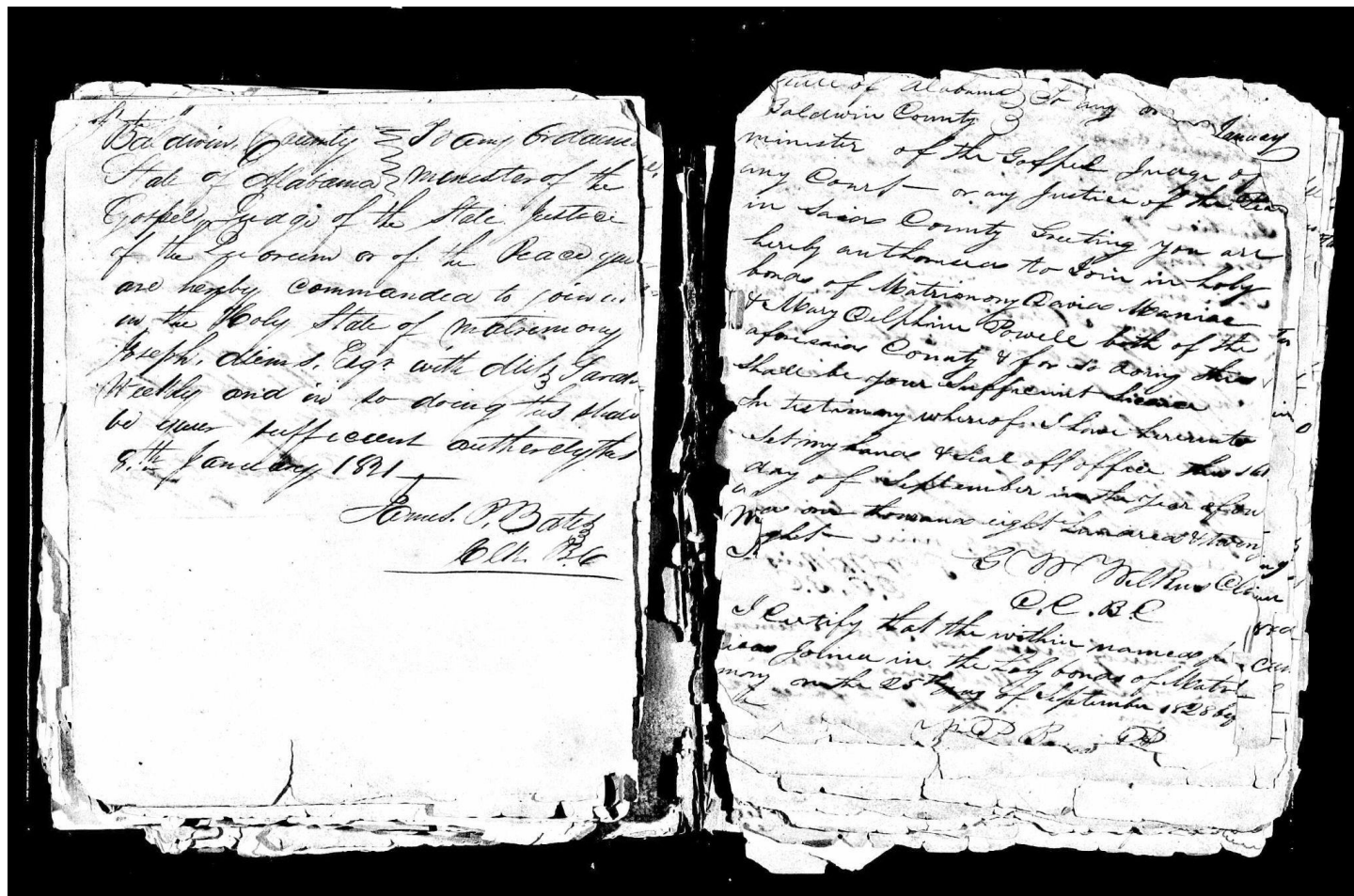
"The southern express of this evening brings important news from the army. Gen. Jessup has had a hard battle with the Indians; he completely routed them. He was severely wounded in the action in the face, but still commands, and is in full pursuit of the enemy, who have fled South. He had seven killed on the field and 32 wounded, 2 of whom are since dead.—It is reported that Wild Cat is badly wounded. The battle was fought on the Lochs-hatchee. This war must soon be ended too."

Letters or Journal Entries:



- give a firsthand (primary) account with personal experiences and/or emotions

Marriage or Divorce Records:



- share important moments in a person's life and family

Enlistment Records:

- share a key moment (often the start) of a Veteran's military career

The image displays two pages of historical military enlistment records. The left page is titled "Description and Historical Register" and lists individual soldiers with their names, ages, physical descriptions, and places of origin. The right page is titled "of Enlisted Soldiers of the Army" and provides details on the dates and circumstances of enlistment, as well as the locations where the soldiers were stationed.

Description and Historical Register											
NAME	DESCRIPTION				WHERE BORN			RELATIONS		REMARKS	PLACE OF ENLISTMENT
	Age	Complexion	Hair	Eyes	Rank	Profession	Place	Class or Position	Place of Enlistment		
181	Worship	Charles H.	53	grey	brown	fair	Ir.	Lebanon	carpenter	Buffalo	May 29
182	Kennell	William	26	"	brown	dark	Ir.	Limerick	Laborer	Albany	29
183	Holden	Michael	22	dark	brown	flour	Ir.	Wexford	Boatman	Schenectady	3
184	Worley	William	23	grey	black	dark	Ir.	Wexford	Shoemaker	"	2
185	Horn	Jacob G.	36	black	"	flour	Ir.	Wexford	carpenter	"	2
186	Harvill	Mark	36	blue	gray	light	Ir.	Belmont	Soldier	New York	30
187	Harrison	John M.	25	hazel	black	"	Ireland	Belmont	black	"	2
188	Kennock	Christian	24	grey	brown	"	Denmark	Belmont	"	"	2
189	Hughes	Thomas	19	"	"	"	Ireland	Galloway	"	"	2
190	Hazel	Jacob	28	blue	"	dark	Ir.	Horsow	Soldier	"	18
191	Hagan	Stephen	26	"	light	flour	Ir.	Stung	Laborer	"	23
192	Handing	Edward	23	black	black	light	"	Milne	black	"	27
193	Hony	William	27	grey	brown	"	"	Keldare	Laborer	"	26
194	Holbeck	carpenter	30	"	"	"	Germany	Lutz	Musician	"	28
195	Hamilton	James	19	"	light	gray	Ir.	Sydney	Walter	"	31
196	Hughes	Peter	27	blue	black	flour	Ir.	Warranagh	grain dealer	"	31
197	Harwood	Leander	25	hazel	brown	"	Ir.	Chicago	Laborer	June 1	1
198	Hosband	William	18	grey	"	light	Ir.	Galloway	"	"	3
199	Hodrich	Charles	21	"	light	"	Germany	Saganberg	Dyer	"	5
200	Hoffman	John	25	blue	"	flour	Ir.	Frankfort	Musician	"	16
201	Henry	John	19	"	brown	light	Ir.	Warranagh	Wagonmaker	"	17
202	Heaven	Loring	24	"	dark	rusty	Ir.	Quebec	Wagonmaker	"	22
203	Hanford	Christopher	22	"	black	light	Ir.	Down	Laborer	"	26
204	Holt	Martin	19	"	light	gray	Ir.	Suppary	Blacksmith	"	24
205	Hammings	Thomas	34	"	"	"	England	Clifford	black	"	24
206	Hutchinson	John	23	"	"	light	Canada	Quebec	Laborer	"	26
207	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
208	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
209	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
210	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
211	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
212	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
213	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
214	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
215	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
216	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
217	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
218	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
219	Hoad	John	23	"	"	"	Germany	Potter	"	"	19
220	Hoad	John	23	"	"	"	Germany	Potter	"	"	19

Military Records:

- can show a timeline of a person's military career

M | Smith's Mounted Vols. | Ala.

David Moniac

2 Lieut. { Capt. Joseph Booth's Co. Mtd. Gunmen, Smith's Reg't Ala. Mtd. Vols.*
(Creek War, 1836.)

Age years.

Appears on **Co. Muster-out Roll**, dated
Swinton Camp, Aug. 26, 1836.

~~Muster-out to date~~, 183 ..

Last paid to, 183 ..

When enrolled *May 31, 183*, for *3 Mos**

Where enrolled *Chalburne* ..*

Mustered in, 183 ..*

Where

Clothing account:

Last settled, 183 ; drawn since \$.....100

Due soldier \$.....100; due U. S. \$.....100

Am't for cloth'g in kind or money adv'd \$.....100

Due U. S. for arms, equipments, &c., \$.....100

Bounty paid \$.....100; due \$.....100

Valuation of horse, \$.....100

Valuation of horse equipments, \$.....100

Remarks: *Admitted June 5. Absent on duty per Comdr.*

* The only roll on file for this organization.

Book mark:

Feaster

(361c) Copist.

528

Moniac, David B
Colonel Lane's, Subsequently
Col. Pierce's Regiment,
Mounted Creek Vols.
(Florida War.)

Captain | Major

CARD NUMBERS.

1	40706957	20
2	7895	21
3	6965	22
4	6840	23
5		24
6		25
7		26
8		27
9		28
10		29
11		30
12		31
13		32
14		33
15		34
16		35
17		36
18		37
19		38

Number of personal papers herein.....

Book Mark:

See also

M | Col. Lane's, subsequently
Col. Pierce's, Reg't
Mounted Creek Vols.

David Bellomiac

Major { Regiment of Mounted Creek Vols.
commanded by Col. B. K. Pierce.
(Florida War.)

Appears on
Field and Staff Muster Roll
for *1 Sept 1836 to 18 Sept*, 1837.
Roll dated *Pass Christian miss*
18 Sept, 1837.

Mustered and discharged,, 183 ..

Enrollment:
When *1 Sept*, 1836.
Where *Harrells Mill*
By whom *Col Jasse*

Period

Last Payment:
When, 183 ..
By whom

Travelling:
To place of rendezvous.....miles.
From place of discharge.....miles.

Present or absent,
Remarks: *Pro to Maj Nov 15,
36 by Geo Call. Killed
at the Battle of Nahoo
Swamp 21st Nov '36*

Book mark:

M B Moniac

(520) Copist.

Casualty (Death) Records:

6 th Regiment of Infantry.						
No.	Names.	Rank	Co.	Place of Death	Date of Death	Remarks.
1	Brooke Francis J.	1 st Lieut.	A	Lake Okechobee	December 25. 1837.	Killed in action
2	Berrien Wm. S.	"	K	Fort Brooke	" 2. 1840.	Disease unknown
3	Carter J. P.	2 ^d Lieut.	A	Lake Okechobee	" 25. 1837.	Killed in action
4	Conrad John	1 st "	I	James Island	August 10. 1838.	Disease unknown
5	Griffin Geo. H.	"	D	Fort Brooke	October 8. 1839.	do
6	Green John	St. Serj.	—	Tallahassee	September 21. 1840.	do
7	Hullbert Wm.	2 ^d Lieut.	F	near Fort Brooke	May 2. 1839.	Killed by the Indians
8	Thompson Alex. R.	St. Serj.	—	Lake Okechobee	December 25. 1837.	Killed in action
9	Van Swearingen J.	Captain	F	do	do	do
10	Van Lien J.	2 ^d Lieut.	G	New Orleans	December 31. 1839	Disease unknown - Contracted in Florida
1	Allen Orin	Private	B	near St. Marks	June 16. 1840.	Disease unknown
2	Andrews John	"	G	Cedar Keys	November 9. 1841.	do
3	Allen Henry	"	F	Lake Okechobee	December 25. 1837.	Killed in action
4	Bell Elijah	"	A	On passage to New York	October 28. 1840.	Chronic diarrhoea contracted in Florida
5	Duck John H.	"	G	Fort Cherrand	November 27. 1839.	Typhus Fever
6	Boyle John	"	D	Cedar Keys	" 12. 1841.	Congestion of Lungs
7	Burton Wm	Corporal	E	near Fort Farming	June 24. 1840.	Disease unknown
8	Brigham Bela S.	Private	"	Fort Harrison	November 26. 1841.	Neuralgia

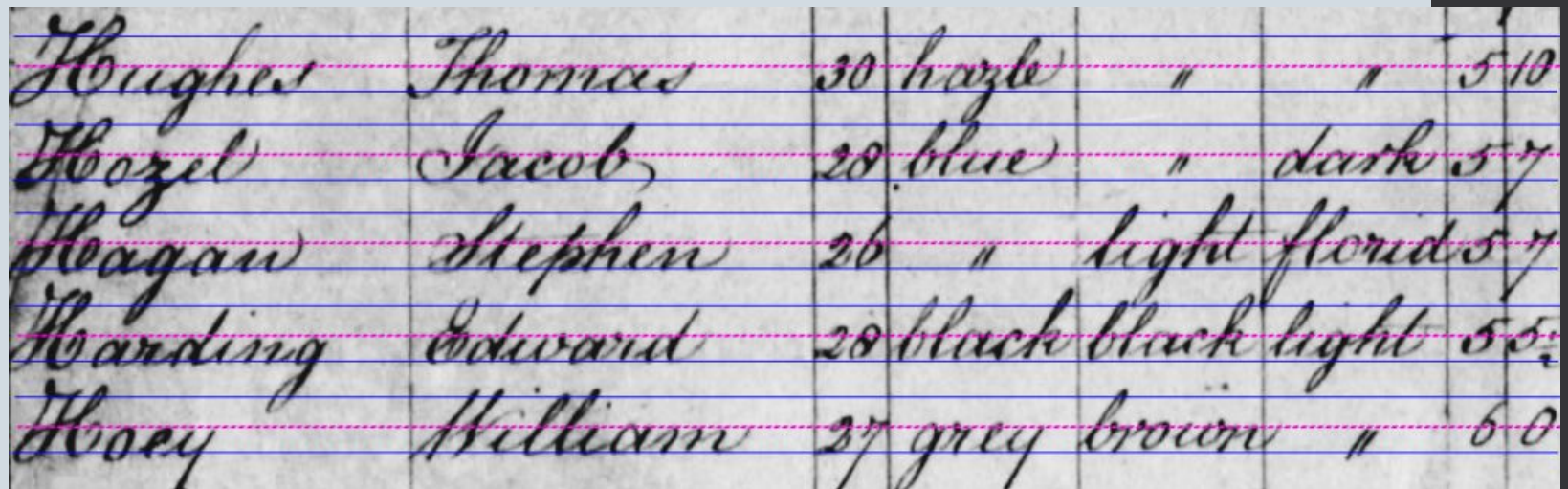
- one way to signify the end of a person's life

These are only some of the
sources researchers use!

Do you see why it is
important to be able to
read cursive? ;)

Day 4 Morning

Work Cursive Tracing



A photograph of a piece of lined paper with handwritten cursive text. The text is organized into a list with five rows. Each row contains a name, a number, and a color or description. The handwriting is in a cursive style, and the paper has blue horizontal lines and a red dashed midline. The text is as follows:

Hughes	Thomas	30	hazel	"	"	510
Bozel	Jacob	28	blue	"	dark	57
Hagan	Stephen	26	"	light	florida	57
Harding	Edward	28	black	black	light	55
Hoe	William	37	grey	brown	"	60

Day 4 Lesson

Who were the Seminoles?

“Seminoles War Internship Packet”

Florida's Native Tribes

- Have your notebook ready to take notes.
- Think about what it would have been like to live in this time period.

Day 5
Morning
Work
**“Transcribing
Cursive”**

Day 5 Lesson

What were the Seminole Wars?

“Seminole War Internship Packet”

What were the Seminole Wars?

- Have your notebook ready to take notes.
- Think about how you would feel if your home was taken from you.

Day 6
Morning
Work

**“Be a
Detective”**

Day 6 Lesson

Who will you research?

David Moniac or Alexander Ramsey Thompson?

- Listen and learn about each of these Veterans from the Seminole Wars.
- Decide which Veteran you would like to research for your project!

David Moniac

- A Creek Native American from Alabama who fought in the Seminole Wars
- Attended West Point Military Academy (he fought for the United States)
- We saw a painting of him on slide 16!

Alexander Ramsey Thompson

- A Veteran from New York who fought in the Seminole Wars
- Well known for his leadership in the Battle of Okeechobee
- You can see a painting of that battle scene on the next slide.

Alexander Ramsey Thompson



The Battle of Okeechobee

Project Guidelines:

- Use your “Research Organizer” to learn as much about your Veteran as you can.
- Record all of your sources.
- Create a presentation about your Veteran (PowerPoint, poster, etc.).
- Share what you learned with the class – 3-5 minute presentation.

Day 7
Morning
Work

**“Be a
Detective”**

Day 7 Lesson

Time to research!

Research Time!

- Search through your primary sources to see what you can find!
- Use .org, .edu, and .gov websites.
- Check out the library.
- Be sure to record your sources and your information on your “Research Organizer.”

Day 8
Morning
Work

**“Be a
Detective”**

Day 8 Lesson

Keep researching!

Research Time!

- Search through your primary sources to see what you can find!
- Use .org, .edu, and .gov websites.
- Check out the library.
- Be sure to record your sources and your information on your “Research Organizer.”

Day 9
Morning
Work

**“Be a
Detective”**

Day 9 Lesson

Start your presentation!

Presentation thoughts:

- How can I creatively share what I learned?
- What visuals will I include? (photos, illustrations, maps, documents)
- How can I honor my Veteran's life and legacy?

Day 10
Morning
Work

**“Be a
Detective”**

Day 10 Lesson

**Wrap up your
presentation!**

Presentation thoughts:

- Did I include the most important information?
- Will my audience understand who my Veteran was?
- What will I say when I am presenting?
(Plan notes!)

Day 11 Lesson

Presentation Time!

Be a good audience:

- Use listening ears and attentive eyes.
- Do not interrupt (even if you already learned something or have something to add).
- Save questions until the end.

Day 12 Lesson

Presentation Time!

Be a good audience:

- Use listening ears and attentive eyes.
- Do not interrupt (even if you already learned something or have something to add).
- Save questions until the end.

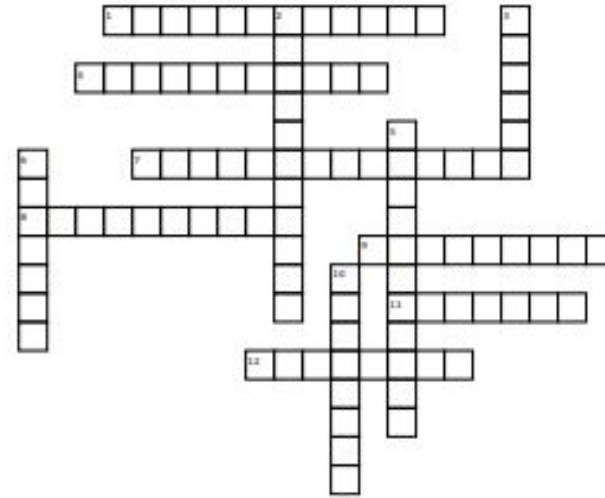
Recap:

- What did you learn from your classmate's presentations?
- Did they find information that you also did? How about something that you did not?
- Why is it important to use many sources in our research?

Day 13 Morning Work

“Crossword Puzzle”

Use this chapter's vocabulary list to solve the crossword puzzle:



Down:

2. the job of taking care of something and protecting it
3. a part of a land settled by people from a far distant land
5. the study of the artifacts of the past
6. the traditional housing of the Seminole people
10. an object made by a human being

Across:

1. the name of Spanish explorers who came to the Americas during the 15th century
4. to not have been defeated by force of arms
7. the study of historical writing
8. original or native often used to describe societies of people with a unique language and culture
9. something made up of mismatched variety of pieces or parts
11. a Seminole leader who fought during the 2nd Seminole War
12. a nation of people native to Florida

Day 13 Lesson

“Seminole Patchwork Activity”

Day 14
Morning
Work

**“Reflection
Time”**

Day 14 Lesson

“The Seminole Chickee Activity”

Day 15 Lesson

Field Trip Time!

“Seminoles War Themed Mini-Tour”

St. Augustine National Cemetery Tour:

- We will focus on the Seminole Wars and the Veterans that are buried here.
- Think about what we have learned the last few weeks and make connections!
- Use your “Show What You Know” page to take notes to share with your family.