

Veterans Legacy Program Curricular Materials



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Grade(s)	4th
Time (Minutes/ Days)	15 days, 30-45 minutes per day, ideally leading up to 4th grade St. Augustine field trip Research portion can be extended if desired/time allows.

Lesson Overview

Students will learn the difference between primary and secondary sources, analyze different examples, and use sources for research. Students will learn about the Seminole Wars and their impact on Florida and will spend time researching a Veteran from this time period. Students will make connections to St. Augustine National Cemetery and will engage in activities (virtual or in person) at the cemetery as a part of the 4th Grade field trip to St. Augustine.

Essential Question

How can primary and secondary sources help me to better understand the Seminole Wars and their impact on Florida history?

Florida State Standards

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.
- SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.
- ELA.4.R.3.3: Compare and contrast accounts of the same event using primary and/or secondary sources.

Required Materials

Files for presentation/student access:

- ["Building Connections: Seminole Wars" Presentation](#)
- ["Finding Sources" Presentation](#)
- ["Seminole War Sleuth"](#)
- Google Form Morning Work Links and Answers (Available Below)

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- Please note the links for the Google Forms will force you to make your own copy so you can collect your students' data
- ["Seminole War Student Packet"](#) (Used with permission from Osceola History)
- ["Seminole War Teacher Packet"](#) (Used with permission from Osceola History)
- ["David Moniac Source Packet"](#)
- ["Alexander Ramsey Thompson Source Packet"](#)
- ["Seminole War Themed Mini-Tour" PDF](#)
- ["Seminole War Mini-Tour Teacher Guide" PDF](#)

Printouts (1 copy):

- Pages 5-10 of the "Seminole War Sleuth" presentation

Printouts for students:

- "I'm a Primary Source For..." - page 11 of "Seminole War Sleuth"
- Cursive Tracing Page (cut pages - 3 copies per page) (Available Below)
- Source packets for students based on their research choice (alternatively can be presented digitally)
 - "David Moniac Source Packet" (Linked above)
 - "Alexander Ramsey Thompson Source Packet" (Linked above)
- "Resource Organizer" (Included below)
- Review Crossword Puzzle - page 14 of "Seminole War Student Packet"
- "Seminole Patchwork" - page 15 of "Seminole War Student Packet"
- Reflection Page - page 17 of "Seminole War Student Packet"
- "Show What You Know" - page 8 of "Seminole War Mini-Tour Teacher Guide"

Other Materials:

- 6 plastic page protectors or write and wipe folders
- Dry erase markers
- Dry erasers
- Student access to device and internet for research
- Notebook or note taking spot
- Crayons/Colored Pencils/Markers
- Blank paper
- Graham Crackers, Pretzel Sticks, & Icing OR Construction Paper, Plastic Straws, & Glue

Learning Objectives

Students will learn the difference between primary and secondary sources.
Students will learn about the Seminole Wars and their impact on Florida.

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Students will research a Seminole War Veteran.
Students will make connections to St. Augustine National Cemetery and their field trip to St. Augustine.

Procedure

The "Building Connections: Seminole Wars" presentation will be the overall guide to follow; each day will be built into this presentation, and links/other necessary resources will be built in or referenced there.

- Day 1:
 - No Morning Work
 - Lesson:
 - Activate prior knowledge; discuss as a class what students already know about primary and secondary resources, Seminole Wars, research, and Veterans.
 - Complete the "Finding Sources" presentation to share examples of primary and secondary sources, and then play the game at the end - students will determine if each source is primary or secondary. This can be completed as a whole group with volunteers, by calling on students at random, or even in teams as a competition.
- Day 2:
 - Optional Morning Work: printed "I'm a Primary Source For..." - page 11 of "Seminole War Sleuth"
 - Lesson:
 - Printout pages 5-10 of the "Seminole War Sleuth" document and place them each in a plastic sleeve.
 - Place each page around the room as a station, and divide students into 6 groups.
 - Assign students to a starting station. Students will read through their assigned source and discuss why it is classified as primary or secondary. They may write on the source, underlining, starring, etc. with their dry erase marker, looking for clues or any interesting information that they learn. Circle the room as they work to guide and/or interact with the source information.
 - After a few minutes, have students erase their notes and rotate to the next station to repeat the process with that new source. Students will rotate to all six stations if time allows.
 - Have students return to their seats and discuss as a class what they determined about the sources.
- Day 3

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- Optional Morning Work: "Research Poll" Google Form
- Lesson:
 - Discuss how primary and secondary sources help us in our research.
 - View each example and explain how to analyze it and what information we are able to draw from it. This will help students with their "Be a Detective Morning Work" on future days.
- Day 4
 - Optional Morning Work: printouts of Cursive Tracing page; students will practice their cursive by tracing over the writing as carefully as they can.
 - Lesson:
 - Today, we will focus on learning about indigenous tribes in Florida using pages 3-8 of the "Seminole War Student Packet". Students do not need to have the packet printed - the PDF can be presented whole group. They will need their notebooks.
 - Page 3: Read together and focus on the bolded vocabulary words. Discuss the illustration and what we can learn from it/connect to the text.
 - Page 4: Read together and discuss how colonization impacted native tribes in Florida. Discuss vocabulary words, and connect the text to the photograph.
 - Page 5: Use the information in paragraph 1 of page 4 to shade in the colors on the map. The colors do not need to fit in the specific lines. Students can volunteer to shade in areas based on the compass directions in the text.
 - Page 6: Read the text and discuss the image. Explain what an engraving is vs. a painting or a photograph.
 - Page 7: Work with students to use the ruler image to estimate measurements of the two items; if you have a physical ruler, you can show them that measurement up close.
 - Page 8: Students will choose one of the objects and draw it in their notebook. They will answer the questions as they think about the object. If time allows, students can share some of their thoughts.
- Day 5
 - Optional Morning Work: "Transcribing Cursive" Google Form
 - Lesson:
 - Today, we will focus on learning about the Seminole Tribe and the Seminole Wars in Florida using pages 9-10 and 12-13 of the "Seminole War Student Packet". Students do not need to have the packet printed - the PDF can be presented whole group. They will need their notebooks.
 - Page 9: Read about the Seminoles of Florida, discuss vocabulary, and talk about the perspectives of the Seminoles vs. the settlers.

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- Students will respond to the prompt in their notebooks.
 - Page 10: Read about Osceola and discuss; students may connect his name to Osceola county, mentioned at the end of this page. View the illustration and make connections to the text.
 - Page 12: In their notebooks, students will create a timeline of 8 boxes. It can be vertical as seen on this page, or it can be horizontal in one line.
 - Page 13: Students will work individually or with a partner to order the events listed on this page and write them in their timelines. Discuss as a class cause and effect relationships that might not be seen directly in this timeline (for example, settlers moving into Florida forcing tribes to move, which caused conflict). Recognize the time gaps between some events and how some are closer together than others in time.
- Day 6
 - Optional Morning Work: “Be a Detective” (Day 6) Morning Work Google Form
 - Lesson:
 - Review the overview slides about David Moniac and Alexander Ramsey Thompson. Students will choose which Veteran they want to research for this project. Students may work in pairs or individually, whichever works best for your class.
 - Explain that they will be given a primary source packet and will also need to use the internet and other sources to do research about the life of their Veteran.
 - Pass out a “Research Organizer” to each student to give them an idea of the information they will try to find. Share that students will be creating a 3-5 minute presentation of some sort (Google Slides, PowerPoint, poster or tri-fold board, etc.)
 - If printing source packets, take a headcount of how many you will need based on student choices for research. If sharing digitally, post the packets in a spot where students can easily access and view. Printed packets will be great for highlighting and adding notes, but digital versions can often be zoomed in, which is beneficial for reading small fonts, etc. It may be a good idea to offer both printed and digital copies if possible.
- Day 7
 - Optional Morning Work: “Be a Detective” (Day 7) Morning Work Google Form
 - Lesson:
 - Students will begin their research, using their source packets and internet resources to gather information and create a basic timeline of their Veteran’s life and service. Some good internet resources to share

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might include:

- <https://news.va.gov/48181/major-david-moniac-first-native-american-west-point-graduate-and-leader-of-the-creek-volunteers/>
- <https://vlp.cah.ucf.edu/biographies/BMD-0-1-F.html>
- <https://vlp.cah.ucf.edu/biographies/sanc/BPYR-0-ATHOMPSON-F.html>
- <https://dos.myflorida.com/florida-facts/florida-history/seminole-history/the-seminole-wars/>

- Assist students with research, interpreting documents, etc.
- Make sure that students know they will not be able to find every detail of their Veteran's life, but should focus on the big picture timeline using their "Research Organizer" and then fill in any small details they can locate.
- Help students to write down any outside sources they use to gather information. Their presentation should have a basic list of sources.
- ***Within the primary source packets, there is information about the origin of each of the sources. For this project's purpose, students may reference the packet as their source (a secondary collection of primary sources provided by the University of Central Florida VLP research team), BUT make sure that they know that professional researchers would cite each individual source used. 😊**

• Day 8

- Optional Morning Work: "Be a Detective" (Day 8) Morning Work Google Form
- Lesson:

- Continue research. Students may begin creating their presentation if/when they are ready.
- Help students to write down any outside sources they use to gather information. Their presentation should have a basic list of sources.

• Day 9

- Optional Morning Work: "Be a Detective" (Day 9) Morning Work Google Form
- Lesson:

- Continue research and building of presentation. Students can continue research outside of school or during early-finisher time if possible in your classroom.
- Help students to write down any outside sources they use to gather information. Their presentation should have a basic list of sources.

• Day 10

- Optional Morning Work: "Be a Detective" (Day 10) Morning Work Google Form
- Lesson:

- Students should be actively building and finishing their presentations. Work with students to put their research into their own words and to cite

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their sources in a basic bibliography list.

- Day 11
 - No morning work
 - Lesson:
 - Begin presentations to the class.
- Day 12
 - No morning work
 - Lesson:
 - Finish presentations to the class.
 - Discuss what students learned about their person from other presentations - was their information that they did not come across in their research? Connect this to the importance of referencing many sources realizing that secondary sources are not firsthand information and may have chosen to include (or leave out) pieces of information.
 - Posters or tri-fold boards would be great to display in the hall or media center etc. to allow other students to see and learn from.
- Day 13
 - Optional Morning Work: printouts of the Review Crossword Puzzle - page 14 of "Seminole War Student Packet"
 - Lesson:
 - Complete the "Seminole Patchwork" activity - page 15 of "Seminole War Student Packet".
 - Make connections to cultural activities or experiences that students may have in their own lives.
- Day 14
 - Optional Morning Work: printouts of Reflection Page - page 17 of "Seminole War Student Packet"
 - Lesson:
 - Complete "The Seminole Chickee" activity - page 16 of "Seminole War Student Packet".
 - Read together about the Chickee and project the instructions on the board.
 - Students will work together in partners or groups to construct their own Chickee using your chosen materials (edible vs. non-edible).
 - This is also a great project to display in the media center etc. if possible.
- Day 15
 - No Morning Work
 - Lesson:
 - Complete the "Seminole War Themed Mini-Tour" using the "Seminole War Mini-Tour Teacher Guide". Presentation options:

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- If you are not visiting St. Augustine in person (or your trip does not line up with this lesson), complete the tour virtually, projecting the slides and following the teacher notes.
- If you are visiting St. Augustine in conjunction with this lesson, but your tour does not accommodate a stop to the St. Augustine National Cemetery, complete the tour virtually prior or after to going on the trip, projecting the slides and following the teacher notes.
- If you are visiting St. Augustine in conjunction with this lesson, and your tour does include a stop at the St. Augustine National Cemetery, you can bring a printed copy of the Tour and Teacher Guide to complete the tour in person at the cemetery.
- In all scenarios, students should utilize their "Show What You Know" (page 8 of the Teacher Guide) paper to take notes about what they learn on the tour.

Bibliography for Further Reading/Teacher/Student Use

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Google Form Morning Work Links and Answers

Find below the Google Forms and answer keys for the corresponding days of the lesson plan. Please note that each Google Form link will force you to make a copy of it so that you have your own for your class. This will allow you to collect answers from your own students!

“Research Poll” (Day 3) - No answer key

- [Google Form](#)

“Transcribing Cursive” (Day 5)

- [Google Form](#)
- Answers:
 - Line 1: Hozel Jacob 28 blue “ dark 5 7
 - Line 2: Hagan Stephen 26 “ light florid 5 7
 - Line 3: Harding Edward 28 black black light 5 5
 - Line 4: Hoey William 27 grey brown “ 6 0

“Be a Detective” (Day 6): Seminole War Plume

- [Google Form](#)
- Answers:
 - 1: Dade’s Battle Ground
 - 2: Alex R. Thompson
 - 3: 14 cm

“Be a Detective” (Day 7): Casualty Record

- [Google Form](#)
- Answers:
 - 1: Lake Okeechobee
 - 2: December 25, 1837
 - 3: Killed in action

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“Be a Detective” (Day 8): Muster Roll

- [Google Form](#)
- Answers:
 - 1: Perry Jacobs
 - 2: Jefferson Barracks

“Be a Detective” (Day 9): Newspaper Article

- [Google Form](#)
- Answers:
 - 1: 30
 - 2: cattle, ponies, and hogs

“Be a Detective” (Day 10)

- [Google Form](#)
- Answers:
 - 1: a pack of wolves (dog bark)
 - 2: Three wagons broke, but repairs were made.
 - 3: 17 miles
 - 4: Pvt. Wither’s pencil

Name: _____

Research Organizer

Directions: As you research, try to answer as many of the questions below as possible.

Name of your Veteran: _____

Early Life:

When were they born?

Where were they born?

What do you know about their family?

What do you know about their childhood?

Military Service:

When did they serve?

Where did they serve?

Are there any important battles or events they were a part of?

Legacy:

When did their military career end?

Did they earn any awards or recognition?

How did they die?

How are they remembered?

Where are they buried?

Additional Notes:



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Name: _____

Bibliography

Directions: Record all of your sources used for this research project. If you use a book, be sure to include the title and author. If you use a website, be sure to include the specific web page (not just “Google”). Remember that .org, .edu, and .gov websites are the best to use for research!

Sources:

1.

2.

3.

4.

5.

6.

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8.



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Hughes	Thomas	30	hazel	"	"	510
Hozer	Jacob	28	blue	"	dark	57
Hogan	Stephen	26	"	light	florida	57
Harding	Edward	28	black	black	light	55
Hoey	William	27	grey	brown	"	60

Hughes	Thomas	30	hazel	"	"	510
Hozer	Jacob	28	blue	"	dark	57
Hogan	Stephen	26	"	light	florida	57
Harding	Edward	28	black	black	light	55
Hoey	William	27	grey	brown	"	60

Hughes	Thomas	30	hazel	"	"	510
Hozer	Jacob	28	blue	"	dark	57
Hogan	Stephen	26	"	light	florida	57
Harding	Edward	28	black	black	light	55
Hoey	William	27	grey	brown	"	60



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