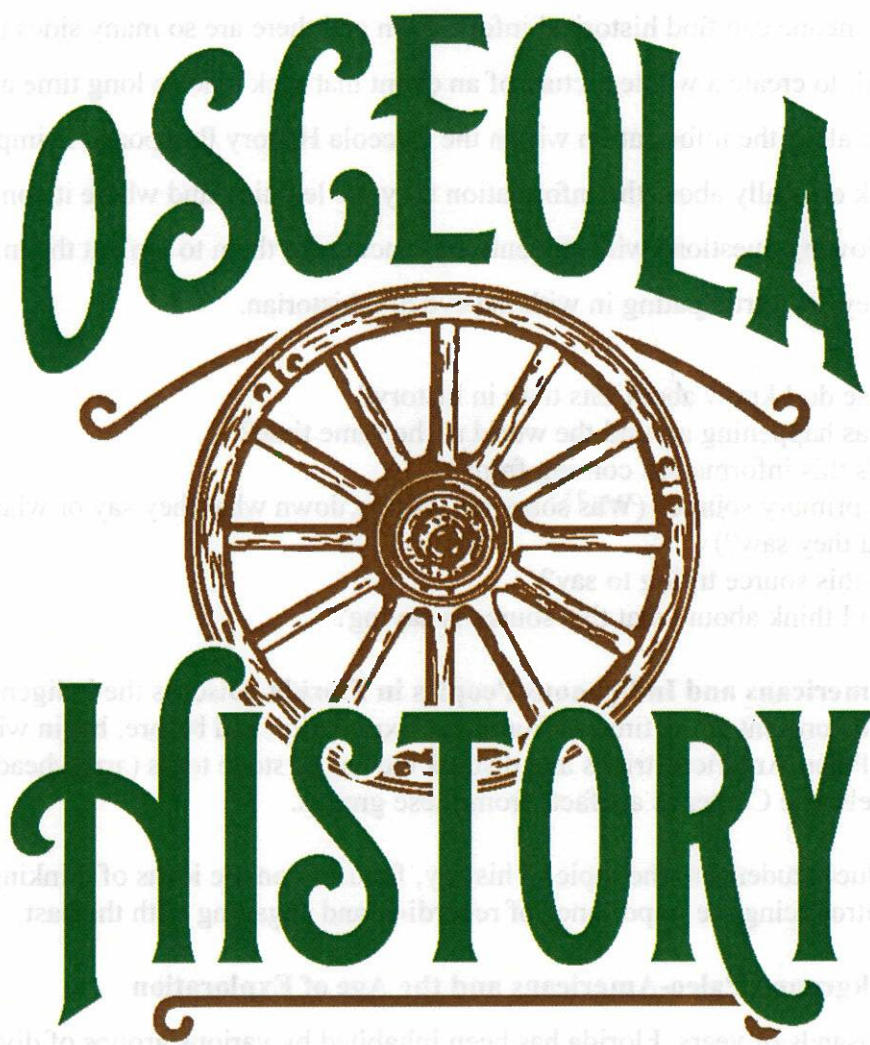


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# Passport Program

## Background

### Unit 1: Native Seminole

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### **The Importance of Thinking Like a Historian**

Learning about history can sometimes seem hard. After all there are so many different places where someone can find historical information and there are so many sides to history, that it can be difficult to create a whole picture of an event that took place a long time ago. When looking through all of the information within the Osceola History Passport it is important for students to think critically about the information they are learning and where it comes from. Discuss the following questions with students and encourage them to look at the information and the activities they are participating in with the eye of a historian.

1. What else do I know about this time in history?
2. What was happening around the world at the same time?
3. Where is this information coming from?
4. Is this a primary source? (Was someone writing down what they say or what someone else said they saw?)
5. What is this source trying to say?
6. What do I think about what this source is saying?

**Day 1 Paleo-Americans and Indigenous Peoples in Florida:** Discuss the indigenous tribes present in Florida present at the time of European Exploration and before, begin with a brief mention of the Paleo-American tribes and discuss the use of stone tools (arrowheads) and the canoe in the Welcome Center as artifacts from these groups.

Purpose: Introduce students to the topic of history, focusing on the ideas of thinking like a historian and introducing the importance of recording and engaging with the past.

### **Historical Background Paleo-Americans and the Age of Exploration**

For thousands of years, Florida has been inhabited by various groups of diverse and interesting indigenous peoples, known today as Paleo-Americans. Evidence of these early inhabitants can still be seen across the state in the form of mounds, pottery, stone tools, and other artifacts discovered by archaeologists through careful exploration and excavation. Many of these societies subsisted off of nomadic hunting, using spears, bow and arrows made of flint, shells, and stone, and even an example of a canoe which is now housed in the Osceola History Welcome Center.

As time went on and people migrated, these early Floridians included groups such as the Apalachee and Timucua who settled in North and Central Florida while other tribes, including the Calusa, settled further south.

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- *Interactive Maps: Florida map will detail where the tribes in Florida lived at the time of the Age of Exploration (draw out territories and color them to mark out how large the areas were) Include tribes of: Timucua, Apalachee, Pensacola and if possible (map permitting) Creek. [20 mins.]*

The Timucua and Apalachee peoples were known for their highly organized agricultural practices. Florida is not the best place for developing large agricultural societies, because of the sand, the lack of nutrients in the soil, and the floods that happened every year. Timucuan gathered all kinds of plants and fungi from the world around them and gradually domesticated some of the plants local to the area, harvesting them annually. Archaeologists are able to determine when agriculture began by looking for evidence of seeds that might have been purposely selected by Timucuan to be replanted, thus furthering the cultivation of more successful plants.

Not only did the Timucua practice farming, they were also skilled hunter gatherers who used axes, bows and arrows, and other technologies to aid in their daily life. There are records of Timucuan preferring to hunt wild animals over the domesticated ones (i.e. cows, chickens, etc.) that were later brought to Florida by the Spanish. Timucuan hunted alligator, deer, wild pig, and a variety of seafood including fish, crabs, oysters, and other shellfish.

- *Activity Artifact: Arrowheads (look at and analyze how these tools were made, can you find them around where you live today, would you use tools like this?) [30 min.]*

Discuss what archaeologists have found of these groups.

- *Activity: Archaeologist activity (measuring artifacts, learning how archaeologists do their jobs, what tools they use, and how those artifacts they find make their way to a museum like Osceola History).*

Reflection Questions:

1. What indigenous tribes lived in Florida? Where did they live?
2. How do we know as much about early Florida peoples as we do?
3. What can learning about the Timucua and other early Paleo-Americans teach us about Florida history?

Printables

- Timucua Village Map
- Interactive Map detailing Pre-Columbian territories that can be colored by students
- Archaeologist's Field Journal (Includes examples of drawings of arrowheads, students can detail descriptions of the artifact and what it might be used for)

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**Day 2 Age of Exploration:** Discuss the different European powers that explored Florida and how their presence changed Florida's culture and environment.

**Purpose:** To introduce the beginnings of European history into Florida, and the formation of Florida as a colony that was held by several European powers. Introduce critical thinking and continue the idea of thinking like a historian.

### **Historical Background**

Since the Age of Exploration in the 15<sup>th</sup> c. Florida has been controlled by different European powers and later the United States all for many different reasons. The politics in Europe influenced the different tactics that explorers used to try and tame the 'wilds of Florida' including the native people who lived there. The Timucua are believed to be the first Florida peoples encountered by Spanish explorers when they landed. The indigenous people of Florida endured many hardships including forced religious conversion, enslavement, and disease to name only a few. Records of encounters with Timucuan provide archaeologists and historians with firsthand accounts of the interactions between explorers and indigenous peoples.

- *Discuss the prominent explorer's and their different reasons for wanting control of Florida (the Spanish and their search for gold and religious conversion, the French and their trading, the English and their push for a royal colony to serve as a buffer to Spanish influence)*

As European influence grew about 200,000 Seminole ancestors who were living in North Florida, Georgia, and North Carolina migrated into Central Florida, into what is known today as Osceola County.

- *Activity: Discuss a primary source: Theodore De Bry's Timucua Engravings*
- *Interactive Maps: Show the changing maps published by explorer's and have the students fill out their own map, coloring in where each country explored and took control of certain parts of Florida. As these overlap with the time, continue to discuss how as times change, land and control changes.*

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**Day 3 Seminole Nation:** Discuss the formation of the Seminole nation in the 18<sup>th</sup> c. and what makes the Seminole unique in their diversity. Discuss the changing territories and the history as the Seminoles settled in Florida and the impact, they had on Florida History.

- Discuss the Seminole Wars
- Interactive Maps: Show where the people who made up the Seminole nation came from (Georgia, North Carolina, etc.) and how the lands of the Seminole shrunk following the Seminole Wars.
- Discuss what it was like to grow up a member of the Seminole tribe and what one might have done or learned. (Discuss dancing, singing, quilting, beadwork, common foods, housing)

### **Historical Background Seminole Tribe**

The Seminole tribe of Florida as we know it today, is descended from hundreds indigenous tribes of the Maskókî linguistic family who lived throughout the Southeastern United States. Following the introduction of Europeans (the Spanish, English, and French) in the 16<sup>th</sup> c. Florida natives who did not die from disease or refused to submit to European rule were called *cimarrones* or “free people” by the Spanish. When the Treaty of Paris was signed in 1763, thus placing Florida under English rule, the name changed to Seminoles. The people identified under the Seminole name also included diverse aboriginal immigrants from Georgia who migrated to Florida during the mid-17<sup>th</sup> c., along with formerly enslaved peoples and by members of the Creek nation who sought refuge in Florida during the First Seminole War in the early 19<sup>th</sup> c.

“At the turn of the 19th century with pressure from the federal government conflicts between Seminoles and white settlers became more and more common. The federal government further escalated the conflicts during the first of three wars against the Seminoles. After the passage of the Indian Removal Act in 1830 The US government attempted to relocate Seminoles to Oklahoma causing another war the second Seminole War. After defeating the US in early battles of the Second Seminole War, Seminole leader Osceola was captured by the United States in 1837 when US troops said they wanted a truce to talk peace.” Osceola died in prison but at the outrage of Seminole natives and pressure that was placed on the federal government the US declared an end to the conflicts. Despite the massive loss of land and the displacement of many of their people, the Seminole nation never formally surrendered or agreed to peace with the United States thus earning the title of the ‘Unconquered People’.

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### **Historical Background: Seminole Fiber Arts**

One of the most widely known aspects of Seminole culture is the beauty of Seminole patchwork and quilting. Constructed from bands of fabric, the sewing of unique and beautiful patterns which often held meaning in the symbols that were sewn into the fabric itself. This intricate artistic culture was visible in traditional Seminole quilts, clothes, handbags, dolls, and beadwork. They were traditionally sewn by hand until the 1920s when sewing machines became widely available. The Seminoles used the machines to create new intricate patterns that are seen on outfits in the 1930s and 1940s. Even today, Seminole natives will still wear traditional clothing continuing this unique and creative part of their culture.

- *Activity: Make a bookmark using the patterns and the meanings of Seminole quilting*

### **Historical Background Seminole Chickee**

The Seminole dwelling, or chickee, is an open round-log wood frame with a thatched gable roof. The structural elements are lashed together with rope in some cases the posts have natural Y-crotches on top to hold the wall plates and ridgepole.

Materials/Details:

- **Foundation:** Frame is set directly into the ground
- **Exterior walls:** Normally open on all sides. In some cases, the pediment of the gables end is covered with Palmetto leaves.
- **Floor:** A floor or raised deck frame is provided by lashing cross members to the wall posts, or by supporting log joists on short posts within the wall frame.
- **Roof:** Small round log rafters, in some cases resting on a top ridge pole, covered with Palmetto thatch, which has short pairs of logs weighing it down along the ridge. Some versions are seen with a hip roof portion also covered with thatch.

(Photos of Chickee from MacCauley's "The Seminole Indians of Florida" here)

- *Activity: Edible Chickee [45 minutes]*

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**Day 4 Seminole in Osceola:** Discuss Osceola, the man who the county is named after, encourage discussion and critical thinking. Discuss how settlers to Osceola were able to record some of the first books about the Seminole people and in doing so, provide important information into how Seminole natives lived their lives in the 19<sup>th</sup> and early 20<sup>th</sup> c.

- Discuss Osceola and his part in the Seminole Wars along with what makes him a hero to the Seminole people (Unconquered People)
- Activity: Coloring Sheet of Osceola

Reflection: Have the students answer critical thinking questions at the end of the unit. What did they know, what did they learn, what do they want to learn now?

In 1887, Florida created a new County from parts of orange and Brevard counties. They named the new County Osceola, after a famous Seminole chief who after many victories was captured and died under the duplicitous flag of truce in 1837 during the Seminole Wars. Its residents reported Seminole visitors from time to time.

At the end of the 19th century and the beginning of the early 20th there was a push by historians and a new field, anthropology, that studied indigenous people like the Seminoles. Much of what we know about their day-to-day life and culture comes from books that were written about the indigenous people by those who had the opportunity to observe and sometimes even participate in their daily life.


- *Activity Primary Source: Seminole Traditional Dancing video with a short passage from Minnie Moore-Wilson's book about how special getting to see a dance like this was.*
- *Activity: Seminole Flute Playing Demonstration (and possible tutorial on making a bamboo flute)*





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# OSCEOLA HISTORY



## Passport Program

### Lesson Plan

### Unit 1: Native Seminole

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## **Seminole/Native Americans- Unit 1**

### **Themes:**

- **Exploration**
- **Think like a Historian**
- **Growth**
- **Osceola (The Seminole Wars)**
- **Archaeology (The Past is all around us)**

Lesson Plan: State Standards:

#### SS.4.A.2 Pre-Columbian Florida

- **SS.4.A.2.1 Compare Native American tribes in Florida.**

#### SS.4.A.3 Exploration and Settlement of Florida

- **SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.**
- **SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.**
- **SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.**
- **SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.**
- **SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.**
- **SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.**

**Day 1 Paleo-Americans and Indigenous Peoples in Florida:** Discuss the indigenous tribes present in Florida present at the time of European Exploration and before, begin with a brief mention of the Paleo-American tribes and discuss the use of stone tools (arrowheads) and the canoe in the Welcome Center as artifacts from these groups.

Purpose: Introduce students to the topic of history, focusing on the ideas of thinking like a historian and introducing the importance of recording and engaging with the past.

- **Activity Artifact: Arrowheads** (look at and analyze how these tools were made, can you find them around where you live today, would you use tools like this?)
- **Interactive Maps:** Florida map will detail where the tribes in Florida lived at the time of the Age of Exploration (draw out territories and color them to mark out how large the areas were) Include tribes of: Timucua, Apalachee, Pensacola and if possible (map permitting) Creek.
- **Discuss** what archaeologists have found of these groups.
- **Activity:** Archaeologist activity (measuring artifacts, learning how archaeologists do their jobs, what tools they use, and how those artifacts they find make their way to a museum like Osceola History).

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**Day 2 Age of Exploration:** Discuss the different European powers that explored Florida and how their presence changed Florida's culture and environment.

Purpose: To introduce the beginnings of European history into Florida, and the formation of Florida as a colony that was held by several European powers. Introduce critical thinking and continue the idea of thinking like a historian.

- Discuss the prominent explorer's and their different reasons for wanting control of Florida (the Spanish and their search for gold and religious conversion, the French and their trading, the English and their push for a royal colony to serve as a buffer to Spanish influence)
- Interactive Maps: Show the changing maps published by explorer's and have the students fill out their own map, coloring in where each country explored and took control of certain parts of Florida. As these overlap with the time, continue to discuss how as times change, land and control changes.
- Activity: Still thinking of one here

**Day 3 Seminole Nation:** Discuss the formation of the Seminole nation in the 18<sup>th</sup> c. and what makes the Seminole unique in their diversity. Discuss the changing territories and the history as the Seminoles settled in Florida and the impact they had on Florida History.

- Discuss the Seminole Wars
- Interactive Maps: Show where the people who made up the Seminole nation came from (Georgia, North Carolina, etc.) and how the lands of the Seminole shrunk following the Seminole Wars.
- Discuss what it was like to grow up a member of the Seminole tribe and what one might have done or learned. (Discuss dancing, singing, quilting, beadwork, common foods, housing)
- Activity: Make a bookmark using the patterns and the meanings of Seminole quilting
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- Discuss Osceola and his part in the Seminole Wars along with what makes him a hero to the Seminole people (Unconquered People)
- Activity Primary Source: Seminole Traditional Dancing video with a short passage from Minnie Moore-Wilson's book about how special getting to see a dance like this was.
- Activity: Seminole Flute Playing Demonstration (and possible tutorial on making a bamboo flute)
- Activity: Coloring Sheet of Osceola

Reflection: Have the students answer critical thinking questions at the end of the unit. What did they know, what did they learn, what do they want to learn now?



# OSCEOLA HISTORY



## Passport Program

Workbook, Teacher Edition

Unit 1: Native Seminole

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# Welcome!

Learning about history can sometimes seem hard. After all, there are so many different places where someone can find historical information and there are so many sides to history. It can be difficult to create a whole picture of an event that took place a long time ago. When looking through all the information within the Osceola History Passport it is important for you and your fellow students to think critically about the information you are learning and where it comes from.

Ask yourself these questions:

1. What else do I know about this time in history?
2. Where is this information coming from?
3. Is this a primary source? (Was someone writing down what they say or what someone else said they saw?)
4. What do I think about what this source is saying?

## Vocabulary

Archaeology	Conquistador	Seminole
Artifact	Stewardship	Unconquered
Primary source	Chickee	Colony
Indigenous	Patchwork	Historiography
Canoe	Osceola	

Florida has been inhabited for thousands of years. Studying the past, a scientific field known as archaeology, has allowed those of us today to learn about people who lived a long time ago.

Although they may be thousands of years old, we can still find some of the tools and goods they left behind. These are known as artifacts. Artifacts teach all of us about how people lived, worked, and played. It is our job, as stewards of the past, to protect the history of Florida for each other and future Floridians.



## *The Age of Exploration*

*People have lived in Florida since 12,000 BC. Before the Europeans travelled to the New World, Florida was home to many different indigenous groups. A few of them include the Calusa who lived in Southwest Florida, the Apalachee who lived in Northwest Florida, the Tequesta who lived in Southeast Florida, and the Timucua who lived in Northeast Florida.*

*When the Europeans arrived to explore and colonize the New World, they brought with them their technology, religion, and culture but they also brought disease that killed many of the indigenous Floridians. Those who didn't die from diseases were forced to change religions or were enslaved by the Europeans.*

*Within 250 years, many of the tribes in Florida that had existed before the arrival of the Europeans, including those mentioned above, had almost completely disappeared.*

*Even today, there is still evidence of these lost tribes of Florida. In North Florida mounds have been found that are believed to be used for a variety of reasons from mounds of shells, to burial or ceremonial mounds.*

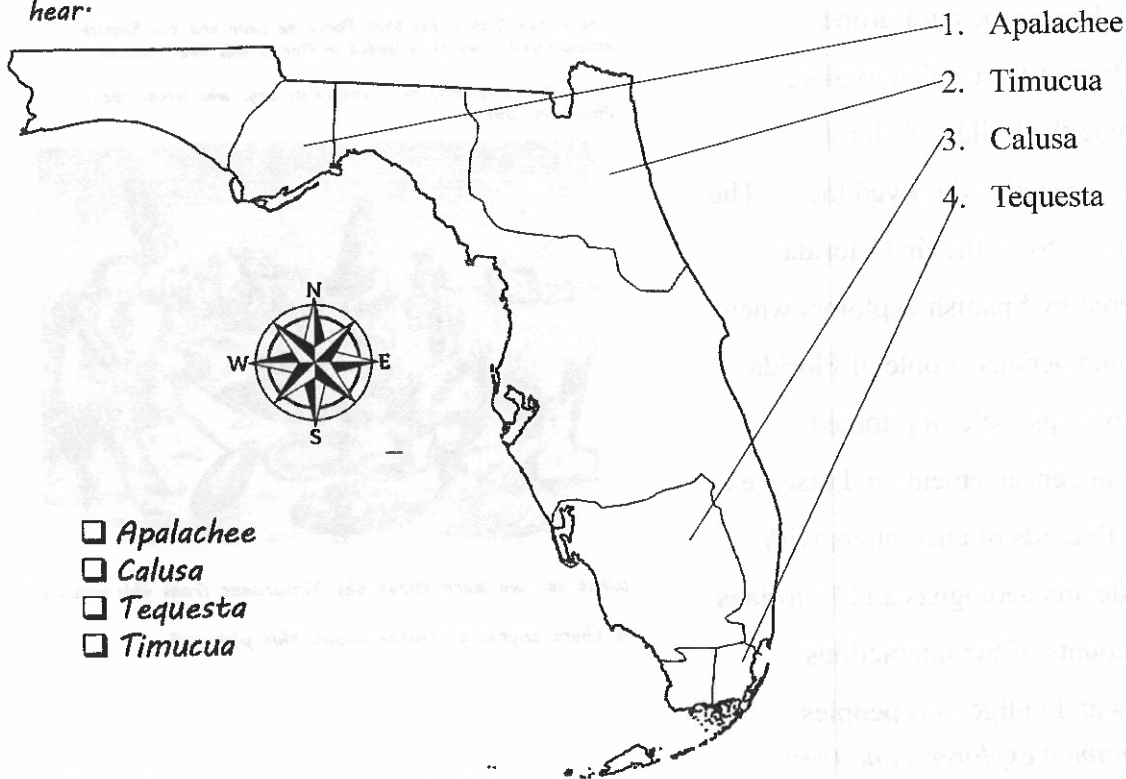


*Letchworth-Love Mounds Archaeological State Park*

For thousands of years, Florida has been inhabited by various groups of diverse and interesting indigenous peoples, known today as Paleo-Americans. Evidence of these early inhabitants can still be seen across the state in the form of mounds, pottery, stone tools, and other artifacts discovered by archaeologists through careful exploration and excavation. Many of these societies subsisted off of nomadic hunting, using spears, bow and arrows made of flint, shells, and stone, and even an example of a canoe which is now housed in the Osceola History Welcome Center. As time went on and people migrated, these early Floridians included groups such as the Apalachee and Timucua who settled in North and Central Florida while other tribes, including the Calusa, settled further south.



On this map, pick a color to represent each tribe and color in where some of the different Indigenous peoples of Florida lived before European explorers arrived, according to the directions you hear.



The Calusa in South Florida were a warlike people, they controlled much of the area around Lake Okeechobee. The Timucua and Apalachee peoples were known for their highly organized agricultural practices. Florida is not the best place for developing large agricultural societies, because of the sand, the lack of nutrients in the soil, and the floods that happened every year. Timucuan gathered all kinds of plants and fungi from the world around them and gradually domesticated some of the plants local to the area, harvesting them annually. Archaeologists are able to determine when agriculture began by looking for evidence of seeds that might have been purposely selected by Timucuan to be replanted, thus furthering the cultivation of more successful plants.

Since the Age of Exploration in the 15<sup>th</sup> c. Florida has been controlled by different European powers and later the United States all for many different reasons. The politics in Europe influenced the different tactics that explorers used to try and tame the 'wilds of Florida' including the native people who lived there. The Timucua are believed to be the first Florida peoples encountered by Spanish explorers when they landed. The indigenous people of Florida endured many hardships including forced religious conversion, enslavement, and disease to name only a few. Records of encounters with Timucua provide archaeologists and historians with firsthand accounts of the interactions between explorers and indigenous peoples.

*- Discuss the prominent explorer's and their different reasons for wanting control of Florida (the Spanish and their search for gold and religious conversion, the French and their trading, the English and their push for a royal colony to serve as a buffer to Spanish influence)*

**Note on Theodore de Bry Engraving:** His engravings are based on the supposed records of a Belgian writer who travelled to Florida. The engravings include details of topics like religious worship and cannibalism. Historians today consider these engravings to be possibly plagiarisms of engravings done by other artists of Algonquin and Brazilian indigenous people. So, while these are nice images that historians have used for centuries as representations of the Timucua, they are highly suspect in their accuracy. However, they are a useful tool that archaeologists and historians still consider a valid perspective of how Floridian natives were being presented to Europeans during the 16th century. Please discuss the validity of this source and the need to carefully examine primary sources.

*Historians, like archaeologists, study the past but, they use written records to learn about the people who lived in Florida long ago. This is known as historiography.*

*You may be wondering; how do historians learn so much about people who didn't write things down and are no longer around today? Well, there are records of European explorers like the Conquistadors who settled St. Augustine and met the indigenous people already living in Florida.*

*One of the first tribes that Ponce de León and the Spanish encountered when they landed in Florida was the Timucua.*

*Below is an engraving by Theodore de Bry, who wrote about Florida in 1591.*



*What can we learn about the Timucua from this picture?*

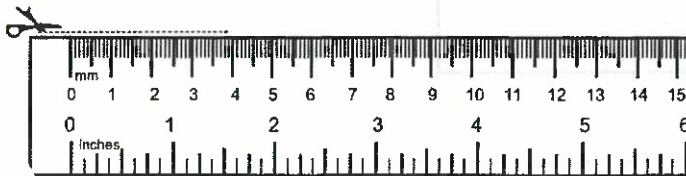
*Is there anything strange about this picture?*

As European influence grew about 200,000 Seminole ancestors who were living in North Florida, Georgia, and North Carolina migrated into Central Florida, into what is known today as Osceola County.

*Now It's Your Turn!*

*In the field, archaeologists make detailed descriptions of artifacts they find. Write a description of these artifacts that were found here in Central Florida.*

*Make sure to record accurate measurements, these help archaeologists when they try to locate a specific item later.*



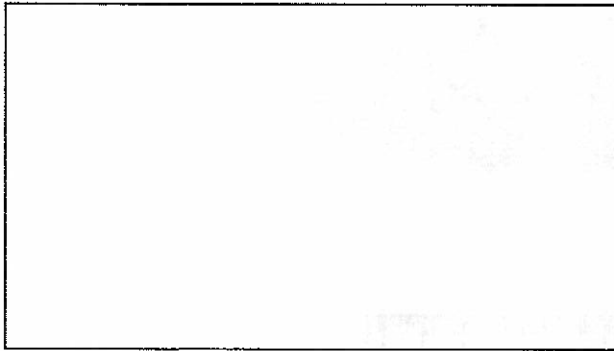
*Cut out the provided ruler to use and measure the artifacts. Add these measurements and your description on the next page.*

Not only did the Timucua practice farming, they were also skilled hunter gatherers who used axes, bows and arrows, and other technologies to aid in their daily life. There are records of Timucua preferring to hunt wild animals over the domesticated ones (i.e. cows, chickens, etc.) that were later brought to Florida by the Spanish. Timucua hunted alligator, deer, wild pig, and a variety of seafood including fish, crabs, oysters, and other shellfish.

Choose one of the artifacts from the previous page, draw a picture of it and on the lines below describe what you think this artifact is.

Some questions to think about...

- What is the object?
- How would you use this object?
- What does it look like?
- Where would you see the object?
- What does the object tell you about the culture?



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## Additional Activities

With the conclusion of the Pre-colonial activities, have your students write a reflection.

Reflection Questions:

1. What indigenous tribes lived in Florida? Where did they live?
  2. How do we know as much about early Florida peoples as we do?
  3. What can learning about the Timucua and other early Paleo-Americans teach us about Florida history?
- **Primary Source Interpretation:** Reflect and analyze the de Bry engraving, discuss what makes a source credible or not. Discuss the importance of thinking about where sources come from and how historians use them today.

## *The Seminoles of Florida*

*During the 1700s, a group made up of formerly enslaved people, indigenous people from Georgia, and members of the Creek nation formed, this group became known as the Seminole nation.*

*A diverse group of people, the Seminoles lived throughout Florida, in small villages of about 10-12 families, in houses known as chickees.*

*In 1817, while Florida was still a Spanish colony, Andrew Jackson (who would later become President of the United States) invaded Florida to try and force the Seminoles from their land to make way for settlers. This started the 1st Seminole War. In 1821, Spain gave Florida to the United States and the Seminoles in Florida were forced to move.*

*However, not all Seminoles liked the treaty or the idea of giving up their land, including one leader: Chief Osceola.*

*If you were a Seminole chief during the 1800s, what would you do when white settlers continued to expand and demanded that you move West?*

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The Seminole tribe of Florida as we know it today, is descended from hundreds indigenous tribes of the Maskókî linguistic family who lived throughout the Southeastern United States. Following the introduction of Europeans (the Spanish, English, and French) in the 16<sup>th</sup> c. Florida natives who did not die from disease or refused to submit to European rule were called *cimarrones* or “free people” by the Spanish. When the Treaty of Paris was signed in 1763, thus placing Florida under English rule, the name changed to Seminoles. The people identified under the Seminole name also included diverse aboriginal immigrants from Georgia who migrated to Florida during the mid-17<sup>th</sup> c., along with formerly enslaved peoples and by members of the Creek nation who sought refuge in Florida during the First Seminole War in the early 19<sup>th</sup> c.

“At the turn of the 19th century with pressure from the federal government conflicts between Seminoles and white settlers became more and more common. The federal government further escalated the conflicts during the first of three wars against the Seminoles. After the passage of the Indian Removal Act in 1830 The US government attempted to relocate Seminoles to Oklahoma causing another war the second Seminole War. After defeating the US in early battles of the Second Seminole War, Seminole leader Osceola was captured by the United States in 1837 when US troops said they wanted a truce to talk peace.” Osceola died in prison but at the outrage of Seminole natives and pressure that was placed on the federal government the US declared an end to the conflicts. Despite the massive loss of land and the displacement of many of their people, the Seminole nation never formally surrendered or agreed to peace with the United States thus earning the title of the ‘Unconquered People’.

## Who was Osceola?

During the 1830s, the United States government tried to locate indigenous people like the Cherokee, Appalachee, and the Seminoles to the West making room for white settlers to move to Florida. Some of the leaders of various tribes made treaties with the American government, but the Seminoles did not.

One leader, Chief Osceola, refused to make a treaty with the US and decided to fight for his tribe's land instead. He and 3,000 other Seminole warriors fought against the US Army during the 2nd Seminole War.

Osceola was eventually captured by the Army and died of an illness in 1838. He is still regarded by many people today as a hero. In 1887, a new county was created from Broward and Orange County and was named Osceola in his honor.



In 1887, Florida created a new County from parts of orange and Brevard counties. They named the new County Osceola, after a famous Seminole chief who after many victories was captured and died under the duplicitous flag of truce in 1837 during the Seminole Wars. Its residents reported Seminole visitors from time to time.

At the end of the 19th century and the beginning of the early 20th there was a push by historians and a new field, anthropology, that studied indigenous people like the Seminoles. Much of what we know about their day-to-day life and culture comes from books that were written about the indigenous people by those who had the opportunity to observe and sometimes even participate in their daily life.

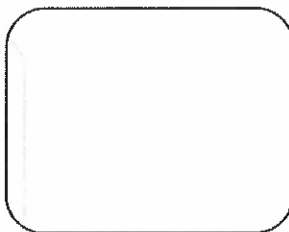
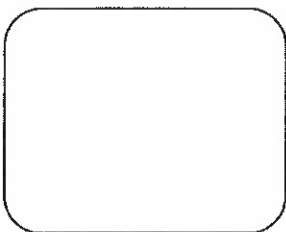
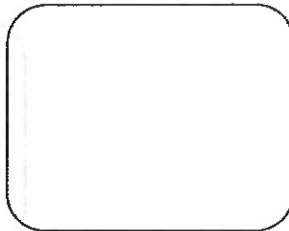
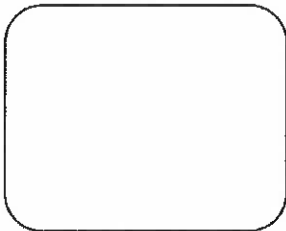
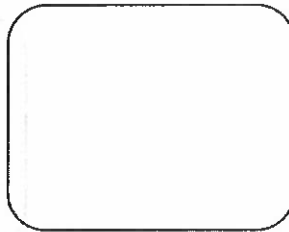
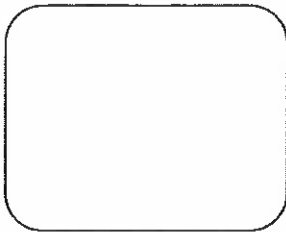
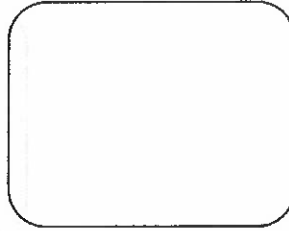
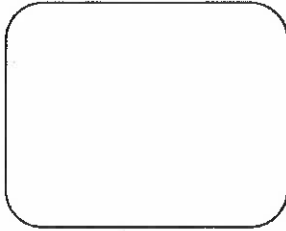
*During the Seminole Wars, the land that belonged to the Seminoles slowly got smaller and smaller as the US Army tried to push the Seminoles out of Florida and move them West. On the map below, fill in the areas of the Seminole reservation and see how they changed between the 1st and 2nd Seminole Wars.*



During the 19th century the land that was dedicated as the Seminole Reservation shrunk. In 1827, much of Central Florida was all dedicated to the Seminoles, but by 1845, with the effects of the 1st and 2nd Seminole Wars, and the Indian Removal Act that forced many Seminoles to be displaced and moved West, those who remained were located in the Everglades, South of Lake Okeechobee.



Cut out the shapes on the following page. Position them from oldest to most recent, and glue these events from Florida history to create a timeline.



*Cut out the shapes below, order them from oldest to most recent, and glue them in order to the previous page. Be sure to follow the direction of the arrows.*

**12,000 B.C.**  
*People first reach Florida*

**1763**  
*The Seminole nation forms*

**1957**  
*The Seminole Nation becomes a federally recognized Tribe*

**1835**  
*The 2nd Seminole War begins*

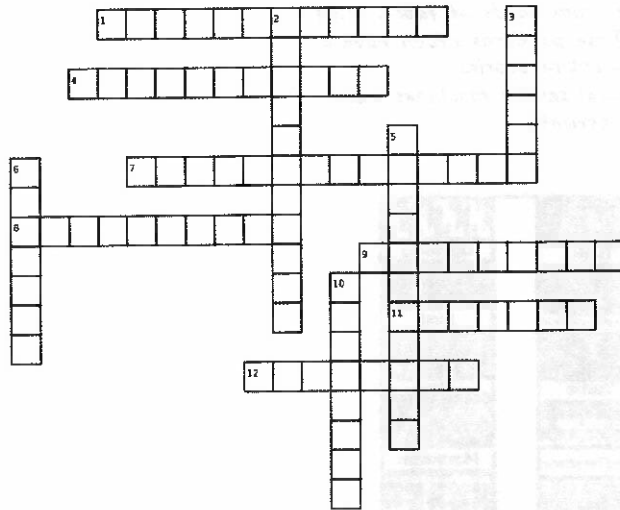
**1513**  
*Juan Ponce de León lands in Florida*

**1845**  
*Florida becomes a State*

**1855**  
*3rd Seminole War begins*

**1818**  
*Andrew Jackson invades Spanish Florida during 1st Seminole War*

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

**Answer Key**

**Down**

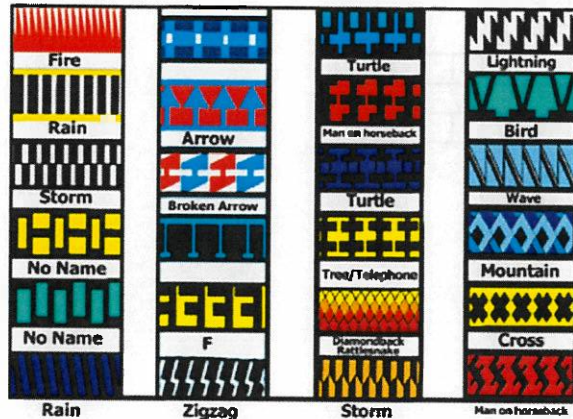
- 2. Stewardship
- 3. Colony
- 5. Archaeology
- 6. Chickee
- 10. Artifact

**Across**

- 1. Conquistadors
- 4. Unconquered
- 7. Historiography
- 8. Indigenous
- 9. Patchwork
- 11. Osceola
- 12. Seminoles

## Seminole Patchwork

The Seminole people have a fascinating tradition of patchwork crafting. Clothing and quilts are made from bands of fabric sewn in interesting and unique patterns. These patterns often have a special meaning and pieces can contain entire stories. Originally sewn by hand, when mechanical sewing machines were invented, the patterns became more intricate.



Look at the examples of patchwork above, then design your own using the boxes below. Can you tell a story with shapes?

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One of the most widely known aspects of Seminole culture is the beauty of Seminole patchwork and quilting. Constructed from bands of fabric, the sewing of unique and beautiful patterns which often held meaning in the symbols that were sewn into the fabric itself. This intricate artistic culture was visible in traditional Seminole quilts, clothes, handbags, dolls, and beadwork. They were traditionally sewn by hand until the 1920s when sewing machines became widely available. The Seminoles used the machines to create new intricate patterns that are seen on outfits in the 1930s and 1940s. Even today, Seminole natives will still wear traditional clothing continuing this unique and creative part of their culture.

## The Seminole Chickee

A Chickee is the traditional structure that Seminoles lived in for hundreds of years. It consists of a frame of cypress logs, an elevated platform, and a thatched roof of palmetto leaves. Since Florida is so hot and humid, they have no walls which allows for a cross-breeze to pass through just like air-conditioning.



### Now It's Your Turn

To make an edible chickee of your very own, you'll need the following ingredients:

- 3 Graham cracker halves
- 16 Pretzel sticks
- A bottle of caramel ice cream topping, marshmallow fluff, or icing that will be used to hold your chickee together. Ask an adult for help.



1. Take your graham cracker half that you will use for your platform. Gently "glue" three pretzel sticks in the front middle and back of the graham cracker. Repeat on the other side.
2. Gently place 4 pretzel sticks along the tops of those pretzel sticks horizontally to form a square.
3. Take the other two graham cracker halves and "glue them to the pretzel stick square, being gentle as you lean the two halves together.
4. Allow to dry until the glue is stiff and decorate before eating.

The Seminole dwelling, or chickee, is an open round-log wood frame with a thatched gable roof. The structural elements are lashed together with rope in some cases the posts have natural Y-crotches on top to hold the wall plates and ridgepole.

Materials/Details:

- **Foundation:** Frame is set directly into the ground
- **Exterior walls:** Normally open on all sides. In some cases, the pediment of the gables end is covered with Palmetto leaves.
- **Floor:** A floor or raised deck frame is provided by lashing cross members to the wall posts, or by supporting log joists on short posts within the wall frame.
- **Roof:** Small round log rafters, in some cases resting on a top ridge pole, covered with Palmetto thatch, which has short pairs of logs weighing it down along the ridge. Some versions are seen with a hip roof portion also covered with thatch.



## *Additional Activities*

Included along with the already mentioned activities, introduce some more primary sources to students:

*Activity Primary Source Analysis: Seminole Traditional Dancing video with a short passage from Minnie Moore-Wilson's book about how special getting to see a dance like this was.*

*Activity: Seminole Flute Playing Demonstration (and possible tutorial on making a bamboo flute)*

*Activity: Primary Source Analysis : Map of Florida from 1887, one of the first maps to have Osceola County*

UCF VLP thanks Osceola History board and staff including Executive Director Kimberly Murray and Education Manager Steven Owens, PhD. To learn more about Osceola History's educational offerings visit [OsceolaHistory.org](http://OsceolaHistory.org).

