

## Veterans Legacy Program Curricular Materials

### Analyzing Sources

**Grade(s):** 4

**Time (minutes):**

375 minutes (3 days of Social Studies at 45 minutes per lesson, 3 days of Language Arts at 90 minutes per lesson)

**Lesson Overview:**

*NOTE: This lesson should be conducted following Social Studies lesson(s) on Florida becoming a U.S. territory via the Adams-Onis Treaty and the corresponding overview of the formation of the Seminole Tribe.*

Students will use map skills and close-reading strategies to analyze first- and second-hand sources surrounding the Second Seminole War to develop a deep understanding of the events that occurred in early American Florida from various perspectives.

**Relevant Social Studies Standards:**

SS.4.A.1.1 - Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

SS.4.A.1.2 - Synthesize information related to Florida history through print and electronic media.

SS.4.A.3.10 - Identify the causes and effects of the Seminole Wars.

SS.4.A.4.2 - Describe pioneer life in Florida.

SS.4.A.9.1 - Utilize timelines to sequence key events in Florida history.

SS.4.G.1.1 - Identify physical features of Florida.

SS.4.G.1.2 - Locate and label cultural features on a Florida map.

SS.4.G.1.4 - Interpret political and physical maps using map elements.

**ADDITIONAL STANDARDS:**

LAFS.4.RI.1.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LAFS.4.RI.2.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LAFS.4.RI.3.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RI.3.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LAFS.4.RI.4.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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LAFS.4.W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.4.W.2.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LAFS.4.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.4.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.

LAFS.4.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.4.L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.4.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

### **Required Materials:**

Printouts of enclosed documents as directed in the plans (customize close-read annotations as desired)

- Documents are included at bottom of page

Colored Pencils

Index Cards

Ruler or straight edge

### **Learning Objectives:**

1. I can identify and analyze, on my own or by collaborating with others, a historical document and describe the type of source it will provide for research.
2. I can use a map to help me understand written information about history and properly annotate a map to show locations and paths of key events.
3. I can integrate information from multiple sources and write a properly-formatted essay where I explain the topic knowledgeably with supporting evidence from the sources.
4. I can create an accurate, visually appealing timeline of a historical figure using a biography.
5. I can use diverse sources about a topic to understand how humans have reacted to events in our history and explain how those historical events apply to my life today.

### **Procedure:**

Day 1: Language Arts (90 minutes)

1. Introduce [learning goal and scale](#) and have students rate their level of mastery.
2. Gather the class together in a circle (facing outward), and pass out index cards to each student. Lead the class in a game of telephone, but each student must write down (secretly, no peeking

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or sharing) what (s)he passed on as soon as (s)he shares the message with the next participant. At the end, the last student will write down what (s)he had shared with her/him before sharing the final message. The last student will then share the final message with the whole class. Go around the room and have each student read what they shared. Note where the message diverges, and highlight any intentional adjustments students may have made. Now divide the class into two groups (optional, recommended for time) and repeat the activity, but this time, no one speaks. Hand the first student in each group a card with the message written clearly. Have her/him copy it exactly, then return the card copied and pass her/his card to the next student. When the last student in each group is done writing, have them read the cards to the class.

3. Begin guided discussion: oral history versus written record (can be completed in whole-group or small groups).
  - a. Explain to the class that humans learned to communicate verbally before we learned to write. Ask: How do you think humans kept track of history before writing? What difficulties might this create in maintaining historical knowledge?
  - b. Direct students to think back to the oral telephone game. If there were any intentional adjustments to the message, recount them. If there were not, highlight the several places where the message seemed to diverge the most. Ask: What happens if historians make mistakes or intentionally change the records of our past? How do you know if you can trust what is being shared as history?
  - c. Define (or activate prior knowledge of) first- and second-hand accounts/primary and secondary sources. Ask (or instruct as to answer): what kinds of documents would be considered first-hand accounts? What kinds of documents would be considered second-hand accounts? What kinds of documents would be considered primary sources? What kinds of documents would be considered secondary sources?
4. Model [close-reading strategies](#) for students using Excerpt 1 from *Last Command*. After the second read, ask the class whether the passage is first- or second-hand/primary or secondary, then have students identify materials-based evidence to support their conclusions during the third read and annotate as they identify. Reinforce or correct as necessary.
5. [Time permitting/enrichment activity] Imagine you are a new soldier under Major Dade's command. On the back of the page, write two journal entries: one from the day before the mission begins, and one from the day after you avoid conflict at Micanopy's town. After both entries are completed, sketch a small image to emphasize one or both entries.
6. Review [learning goal and scale](#) and have students rate their level of mastery.

Day 1: Social Studies (45 minutes)

1. Introduce the [learning goal and scale](#) and have students rate their level of mastery.

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2. Display the [history of The Seminole Wars](#) on the SmartBoard.
  - a. Ask: do you think government websites are a good source of information? Why or why not? Is this site a first- or second-hand source? Primary or secondary? How do you know?
  - b. Read through the brief online history with the class.
3. Hand out the student map activity and colored pencils. Complete the activity using the [activity guide](#) on the SmartBoard (as an alternative, print out four or five copies of the presentation and conduct in small groups). Discuss on each slide how the map adds to an understanding of the events read on the website.
4. [Time permitting/enrichment activity] on the back of the page, draw a map of the classroom. Make sure to be as accurate as possible, and label your map. Did you just create a primary or secondary source?
5. Review [learning goal and scale](#) and have students rate their level of mastery.

### Day 1 Wrap-up (5 – 10 minutes) *Let your feet do the talking!*

1. Designate a corner/area of the room for each of the sources used today (Excerpt, maps, website).
2. Instruct students to move to the area corresponding to their answers to the following questions:
  - a. Which source was the easiest to understand?
  - b. Which source gave you the most information about Florida history?
  - c. Which source gave you the most information about the Second Seminole War?
  - d. Which source do you think has been seen by the most people?
  - e. Which source was the least helpful/hardest to understand?

### Day 2: Language Arts (90 minutes)

1. Introduce [learning goal and scale](#) and have students rate their level of mastery.
2. Display the first page of the essay activity (Excerpt 2 from *Last Command*) on the SmartBoard. Have the class read the page as a group.
3. Have the students predict what they think the following first-hand accounts will say about the massacre.
4. Using the remainder of the document, model the planning process for an explanatory/informative essay (single document displayed on the SmartBoard).
  - a. Unpack the prompt.
  - b. Read each article through one time.
  - c. Write your *controlling idea* from the prompt.

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- d. Guide the class in creating an outline of the essay response using the PLANNING PAGE (graphic organizers are encouraged, but not required).
  - e. Model creating a hook and transition into the controlling idea, completing the first paragraph of the essay.
  - f. Discuss various ways the information can be organized to support your controlling idea, with emphasis on citing evidence.
5. Inform the class that they will individually be writing the body and conclusion on Day 3.
  6. Review the [learning goal and scale](#) and have students rate their level of mastery.

### Day 2: Social Studies (45 minutes)

1. Introduce [learning goal and scale](#) and have students rate their level of mastery.
2. Divide the class into small groups and hand out the [Luis Pacheco biography](#).
  - a. The students will read the bio in their groups
  - b. The students will discuss the events in the biography and identify key events.
  - c. The students will create a timeline of Luis Pacheco's life.
3. Review the [learning goal and scale](#) and have students rate their level of mastery.

### Day 3: Language Arts (90 minutes)

1. Revisit [learning goal and scale](#) and have students rate their level of mastery.
2. Pass out one post-it to each student, then play Think, Pair, Share.
  - a. Direct the class to write one thing they remember from yesterday's essay planning on the post-it.
  - b. Once everyone has recorded one thing they remember, play music.
  - c. The students will walk around the classroom looking for others who have something *different* written on the post-it.
  - d. Students will share what they wrote, then continue on.
  - e. After 2-3 minutes, turn the music off and have the class return to their seats.
3. Pass out essay activity packets (sans page 1) and display the planning sheet and modeled introduction paragraph on the SmartBoard.
4. Give the class the remaining time to write their essays, beginning with copying the modeled intro.
5. [Time permitting/enrichment activity] have students brainstorm silently, individually, on a blank piece of paper any *positive* aspects of war (or studying war) they can think of.
6. Review the [learning goal and scale](#) and have students rate their level of mastery.

### Day 3: Social Studies

1. Introduce [learning goal and scale](#) and have students rate their level of mastery.

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2. Have students sit silently and listen to the [Oral History retold on recording](#) (as an alternative, you can read the portion of the article that recounts Billie's tale instead of playing the audio).
3. Hand out the Trail of Tears Oral History article and have the students read the whole article (can be done individually, in small group, or in whole group).
4. Guide a brief class or small group discussion.
  - a. Ask: How did the experience of HEARING the tale differ from READING it?
  - b. Ask: Can you think of any positive outcomes from this experience?
5. Hand out the Newspaper Articles and have the students read (small group or individually) the two articles.
6. When everyone is done reading, call for a moment of silence. "You have now studied a war that took place right here, in the same place we live today, and it still impacts us today. War is not something that we want, and we may not be able to prevent it even though we should try, but one thing we CAN do as students of history is to learn from our past and try to create a better future by understanding the bad, and always looking for the good. We will now take a minute to reflect on the actions of our forebearers, to remember the fallen, and think about how we can make today better than yesterday, and tomorrow better than today."
7. Review the [learning goal and scale](#) and have students rate their level of mastery.

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### Excerpt 1 from *Last Command: The Dade Massacre* by W. S. Steele

As Major Francis Langhorne Dade swung into his saddle on the morning of December 23, 1835, he faced a familiar challenge. He was to lead two companies of approximately 110 men across more than 100 miles of wilderness which lay between Fort Brooke, at Tampa, and Fort King, near modern day Ocala. This march was to be made in spite of the fact that the small garrison at Fort King had not been heard from for some time, an ominous indication of Indian activities between the two posts. Major Dade faced this dangerous expedition with more than a decade of military experience on the Florida frontier. As an officer of the 4th Infantry, he had led his men against staggering odds in the Florida wilderness and had a good record of success. Incredibly, he had accomplished the same march twice before (a march of which the post commander, Captain Francis Belton, had said he would rather resign than lead). Dade had made the first of these journeys to Fort King in 1825 during an Indian disturbance which threatened to grow into open warfare. A counterpart expedition from St. Augustine, also destined for Fort King advanced only 12 miles before poor quality territorial roads, and weather completely stalled the expedition forcing them to return to St. Augustine.

In 1826 Dade was again ordered to lead two companies from Fort Brooke to Fort King to provide military security for an Indian election being organized by the U.S. authorities. The result of the election was unpopular with the Seminoles because the minority Miccosukees and Tallahasseees had united in electing a minority tribe (Miccosukee) member as head of the new nation.

This 1826 expedition was not without incident; 15 miles south of Fort King, Dade had to pass Micanopy's town (Micanopy was one of the most important Seminole leaders). Lieutenant George A. McCall, who commanded one of the companies, later wrote "on arriving at Micanopy's town ... we found it abandoned. A negroe who came out to meet us informed the commanding officer that the inhabitants on hearing our approach had taken to the swamp and would fight if followed." Dade did not follow and the potential battle was averted.

The situation in Florida worsened ominously between 1826 and 1835. The settlers' ill feelings toward the Indians was fueled by distrust, fear, greed, and bigotry. The Indians' ill feelings could be traced to more specific causes. The lands assigned to them by the Moultrie Creek Treaty of 1823 were too poor to cultivate or raise cattle. "19/20 of their whole country," wrote Governor Duval of Florida, "is by far the poorest and most miserable region I have ever beheld." There was little healthy drinking water.



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Those Indians who did move onto the reservations were not properly maintained and funds were not fairly distributed. To make matters worse, an 1826 flood created famine among the Indians.

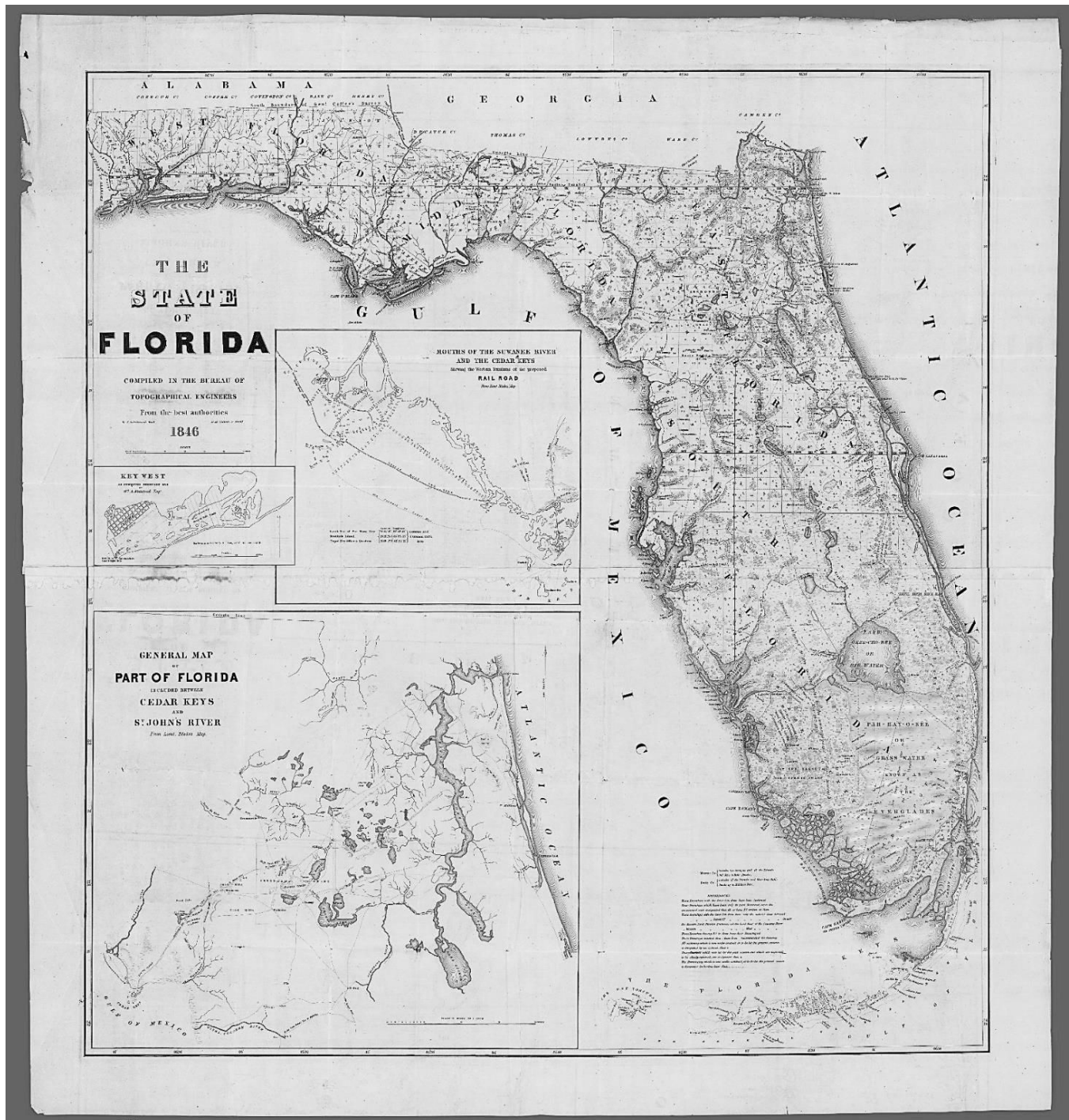
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Use colored pencils for this activity.



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### Excerpt 2 from *Last Command: The Dade Massacre* by W.S. Steele

When the march continued the next day, Dade sent Pacheco ahead to scout the next crossing at the Hillsborough River. Pacheco discovered that the bridge was a smoldering ruin. When

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Dade and his men arrived, Dade decided to camp for the night and cross the river the next day. He put his men to work cutting timber for the breastwork and camp fires. Timber was also needed for a raft to float the cannon across the river. Dade sent Private Aaron Jewell back to Fort Brooke to inform Captain Belton of the burnt bridge and urge him to send supplies and reinforcements.

In the morning the men were able to ford the river but had problems with the cannon that fell into the river. It was extricated only after much difficulty during which Private John Thomas painfully injured his back. Unable to continue, Thomas was forced to make his own way back the 15 miles to Fort Brooke. When the command left him, nearly helpless and alone in the wilderness, Thomas could not have known his life had just been saved.

Crossing the Hillsborough River took time and Dade's command only made six miles before setting up the next fortified camp. Sometime after dark Private Aaron Jewell rejoined them. He had left Fort Brooke that afternoon and brought- news that Major Mountfort's command was to join Dade in the morning. What Jewell did not know was that the ship with Mountfort's equipment was lost and Mountfort would not be coming.

On the 26<sup>th</sup>, as the command proceeded, Pacheco was again sent forward to reconnoiter the next river crossing, this time the Ouithlacochee. As before, the bridge was burned but this time only partially. After replacing the damaged planks, the army crossed and went into camp two miles above the river. To Dade, these burnt bridges must have seemed more malicious than strategic. What he did not know was that the Indians were delaying him to allow more time for the arrival of additional Indian forces under Osceola and Micanopy.

The Little Ouithlacochee was reached the next day. The 20 foot bridge here was also burnt, but the small river posed no serious obstacle. The men felled a tree and used it as a foot bridge for the soldiers, as the horses dragged a small cannon through the stream. The next camp was made four miles above the Little Ouithlacochee.

Surviving accounts show a sharp contrast between the camps of the soldiers and Indians. The soldiers awoke before dawn, relieved as they cooked their breakfast under overcast skies. Most believed that the danger was behind them because they were heading into open country where ambush would be difficult. As the soldiers moved out of camp in a drizzling rain, they marched with their hands up their sleeves, muskets carelessly held across their arms. Even Dade was serene, as he failed to post men on his flanks to guard against surprise.

Not far away the scene at the Indian camp was one of intense excitement. The warriors danced to keep warm. The moment had come which could wait no longer.

"We had been preparing for this for more than a year," Alligator later reported, "Though promises had been made to assemble on the 1<sup>st</sup> of January, they did not plan to leave the country, but to fight for it. In council, it was determined to strike a decided blow about this time." Micanopy wanted to delay the attack until Osceola arrived. He was opposed by Jumper who reproached Micanopy for his timidity. Jumper addressed the Indians and then requested that those faint



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hearts should stay behind. As Jumper prepared to leave, Micanopy said he was ready. The following three accounts embody nearly all we know of what happened that day. Almost poetically, in justice to the three factions involved, one is from a soldier, Ransom Clarke, another is from chief Alligator, and third is from the enigmatic Negro guide, Pacheco.

W. S. Steele, an employee of the Historical Association, also serves as Military Historian for the Archaeological and Historical Conservancy. His other research projects have included locating the site of Fort Henry in Dade County, and of the Okeechobee Battlefield, a national landmark whose boundaries have been the center of controversy for the last 60 years.

### **Explanatory/Informative Essay Prompt**

On the following pages you will read first-hand accounts of the Dade Massacre, and review a hand-drawn map of the location of the incident. Then you will write a well-developed, properly formatted



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essay in which you compare the perspectives of the survivors and explain using evidence from the sources how these different perspectives help you to better understand the events that occurred on December 28, 1835.

### “Trail of Tears”

Edna DeHass Siniff narrates a story that Seminole chief Josie Billie (1887-1980) told to her

I kept begging for him to tell me stories because I missed my book so much. Then he told me the story of the Trail of Tears for the Seminoles; and he made me repeat it numerous times, and I was so afraid I would forget it and leave something out or change something because he said you cannot change it. When you give

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it back you have to give it back exactly the way I told it to you. And so when I got back from the Everglades I wrote it down and put it in a little notebook. And then years later I went back and got that story and I entered it into my computer so that I would not change the story, and so if it is permissible I will read that.

This is Josie Billie's story, and this is the way he told it to me.

There were many tribes living in Florida when the first white men came. We were not called Seminole. Each tribe had its own name. I am from the Creek. We didn't live in chickees like this. We lived in wood houses; we lived in villages on good land. We had large gardens where we grew corn, beans, and squash. The whole village worked in the gardens. We dried the grains and ground them. We hunted for wild meat.

When the Spanish came they brought live food -- cattle, chickens, sheep, and hogs. We gathered the cattle they left behind and began raising them. We had large herds of cattle before the soldiers came. We were a happy people.

One of the tribes living here was the Calusa. The Calusa made large canoes. They were seagoing people. They went to the islands in the Caribbean and around the Gulf waters to all the tribes. They traveled up the coast of Florida as far as North Carolina. The [Calusa] traded with other tribes. They brought seeds and things that we could use. They carried information to all the people on their travels. They told us the white man made slaves of people on the islands and that many were killed. When the soldiers came to our lands they destroyed our fields, they burned our homes, they stole our cattle. They forced us off our good land. We defended our land.

The Seminole Wars went on for years. We fought the soldiers. In the beginning we didn't have guns like the soldiers. We used bows and arrows and knives. We knew where the soldiers would walk. Our men hid along those trails. Some were high in the trees using bird calls to tell us where the soldiers were. We would quietly take the last man in the line. Our strength was greater than his. We would pull him into the palmetto. Before he knew what had happened the soldier was dead. We would take everything we could use from him. We did this over and over.

When the soldiers started to attack our families, we moved the women and children and the elder south of where the Tamiami Trail is today. There was a large island in the swamp that was completely surrounded by wet sand that no man or animal could pass over. There was one narrow place that had ground strong enough to support a man. The width of that trail was about two feet. The wet sand came up to our knees when we walked on the trail. We took everything from the villages to this island. We kept our families there for many years. The soldiers never found this place. The Seven Years' War ended when the general promised us we could live on our land in peace. He invited us to Tampa Bay to celebrate the end of the war. He had a big boat there where we were told the feast would be. When all the Indians present were on the boat, the soldiers pulled up the anchor and sailed away. We were

trapped. Some young men jumped off the boat and began swimming to shore. The soldiers shot them. The boat stopped when it came to New Orleans. More soldiers came around us; they pushed and shoved us to make us walk.

We walked to Oklahoma. My grandmother was on that walk. She died along the trail. When an old person could no longer walk, the soldiers dragged them off the trail and left them to die. Many of my people

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died on the way. Many of my people escaped from the soldiers at night and walked back to Florida. Strong young men and women followed the trail toward the Gulf of Mexico. They walked along the shoreline and in the marshes until they were home. Oklahoma was not a good place for us. Many of my people stayed in Oklahoma.

That's the end of that story.



Josie Billie, family, and dog - Big Cypress Swamp. Public Domain.

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<https://www.floridamemory.com/items/show/50623>

Born on December 12, 1887, Josie Billie was the son of the first Indian to receive a formal education in Florida. A Seminole medicine man and long-time public spokesman for the Florida Seminoles, Billie was also a Baptist minister. He was a frequent participant in the Florida Folk Festival and lived on the Big Cypress Seminole Indian Reservation in Hendry County until his death in 1980.

### **Richmond Indiana Palladium: Death of Osceola. February 17, 1838**

#### Article:

This far famed Chief paid the debt of nature at Sullivan's Island, on Tuesday night. He had been sick for some time; when we saw him at the Theatre, he looked sad and tired of the world. He was attacked with a catarrhal fever, but whether he fell a victim to the common course of the disease, or to the harassments of a vexed and disappointed spirit, is a matter of doubt— probably a combination of the two. He had the best medical attendance and we believe was in nothing neglected, but it would not do—his proud and unconquerable spirit refused to be chained to a captive body. We shall not write his epitaph or his funeral oration, yet is there something in the character of this man not unworthy of the respect of the world. From a vagabond child, he became the master spirit of a long and desperate war. He made himself—no many owed less to accident. Bold and decisive in action, deadly but consistent in hatred, dark in revenge, cool, subtle, sagacious in council, he established gradually and surely a restless ascendancy over his adoptive tribe, by the daring of his deeds, the constancy of his hostility to the whites, and the profound craft of his policy. In council he spoke little—he made the other chiefs his instruments, and what they delivered in public, was the secret suggestion of the invisible master. Such was Osceola, who will be long remembered as the man with the feeblest means produced the most terrible effects.

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### [Sunbury American and Shamokin Journal.](#) (Sunbury, Northumberland Co., Pa.), **May 6 1843**

Washington, April 13, 1843.

Sir: I have the honor to report that, in my recent visit to the Creek nation of Indians, I found a Creek woman named Milly, a daughter of the celebrated Prophet Francis, the Creek chief who was executed by order General Jackson in the Seminole war of 1817-18; and, believing that the circumstances of her history presented a case of very peculiar interest, I made it a point to obtain from herself a statement of her conduct in 1818, when as public history has already recorded she saved the life of an American citizen who was a prisoner in the power of some of her tribe. Being in the vicinity of the Indian girl, near the mouth of the Verdigris river, and being acquainted with a portion of her history, I rode several miles to her story from herself

She began by saying that an elder sister and herself were playing on the bank of the river Apalachicola, when they heard a war cry, which they understood to signify that a prisoner had been taken, They immediately went in the direction of the cry, and found a white man, entirely naked, tied to a tree, and two young Indian warriors, with their rifles, dancing around him preparatory to putting him to death, as was their right according to custom, they having taken him a prisoner. She explained to me that in such cases the life of a prisoner is in the hands of the captors- that even the chides have no authority in the case. Milly was then but fifteen or sixteen years of age. "The prisoner was a young man," said Milly, "and seemed very much frightened and looked wildly around to see if anybody would help him." "I thought it was a pity." She said, "that a young man like him should be put to death; and I spoke to my father and told him it was a pity to kill him- that he had no head to go to war with." (meaning that the young man must have acted upon the advice of others, and not upon his own suggestion in going to war). "My father told me," continued Milly, "that he could not save him, and advised me to speak to the Indians, and I did so; but one of them was very much enraged saying he had lost two sisters in the war and would put the prisoners to death. I told him," Said Milly,



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“that it would not bring his sisters back to kill the young man, and so talking to him for some time, I finally persuaded him; and he said that if the young man would agree to have his head shaved, and dress like an Indian and live among them, they would save his life.” She then proposed the conditions to the white man, which were joyfully accepted; and the Indians changed the contemplated death scene into a frolic. They shaved the young man’s head excepting the scalp lock, which was ornamented with feathers; and, after painting him, and providing him an Indian dress he was set at liberty and, adopted as one of the tribe. Some time afterward the young man proposed marriage; buy Milly said she did not save his life for that, and declined his proposals. I asked Milly how she now lived. She told me that she was very poor, and had to work very hard; that her father was put to death in the war, and her mother and sister were dead. Her husband was also dead. Of Eight children she had but three living, two of whom were girls, and one a boy, too young yet to help her. But she said that if she could recover her property from the Seminoles she could live very well. She is now about forty years of age; and after having seen her, and being entirely satisfied of the truth of her story, I am induced to recommend that her case be laid before congress. Milly has now no husband or brother, or any near connection to provide for her, and is in need- with a fine promising son indeed, but too young to be of service to his mother; and, owing to pledges made to the Seminoles, it is probable she will not be able to recover possession of some negro property. Now held by the Seminoles belonging to her.

Hon. J. C. spencer secretary of  
War

Your obedient  
servant. E A.  
HITCCOCK.  
Lieutenant colonel 3d  
infantry.