

Veterans Legacy Program Curricular Materials

Close Read: American Perspective of Seminole Changes

Grade(s):

4

Time (minutes):

60-90 minutes

Lesson Overview:

Students will analyze thoughts and feelings of author and note how they change.
Students will close read and annotate to deepen understanding.

The lesson is designed for students to be challenged in diving deeper into a text by looking up definitions, thinking about author's emotions and discussing what why they think the author has these feelings.

Relevant Social Studies Standards:

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

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

Required Materials:

Article is copied at the end of plan.

Teachers will need to be familiar with material before presenting content.

Learning Objectives:

I can discuss effects of the Seminole Wars.

I can explain how people felt about The Trail of Tears.

I can determine how an author's feelings change through a text using examples from the passage to support how/why his/her feelings changed.

Special Vocabulary:

Emigrate

There are many words in the text that students may need to define in order to understand. If time is more limited, then teacher might need to provide definitions of these words and/or offer definitions during second read.

Veterans Legacy Program Curricular Materials

Procedure:

Prior Knowledge: Students should understand that Americans were forcing Natives out of Florida. Students should also have a solid foundation of how American relationships with the Natives were not always positive. This lesson is to offer students a chance to understand that maybe while Natives were being Emigrated some Americans had a change of heart.

Also note that the article's Lexile is 1200-1300. This article will need to be read several times to give students understanding of a complex text. Close reading strategies are purposefully implemented.

Lesson:

First read:

After building the prior knowledge, read the article aloud. Do not stop to ask/answer questions. The first read is for students to get the gist and understand the flow.

Second read:

During the second read aloud the teacher should be stopping to ask for definitions of unknown words, asking about what students think is happening and trying to develop an understanding of how the author felt about the Seminole (specifically Wild Cat). Teacher should be focused on describing the author's feelings and emotions but not discussing why. Students will answer why questions on an independent third read. Example questions are given as a guide, but student needs vary so scaffolding will vary.

Example Questions during second read:

- Why is it ironic that the author says he respects the Seminole in the first paragraph?
- What does 'careless of life, fearless of death' mean in the first paragraph?
- In your own words, describe Wild Cat's prison escape.
- What does this escape tell you of Wild Cat?
- Describe Wild Cat when he comes into the Fort.

Veterans Legacy Program Curricular Materials

Third read:

Independent or with a partner. Students need to read again and focus on the following comprehension questions:

- What is the author's perspective of Wild Cat in the beginning of the article?
- What is the author's perspective of Wild Car at the very end of the article?
- Why do you think the author's perspective changed?
- Do you think having the Natives Emigrate West was the right decision? Why or why not?
- What is another choice that Americans could have made to make Peace with the Natives instead of forcing them West?

The goal is for students to understand that Wild Cat cooperated not only because he was more civilized than what the author imagined, but also because the Americans had taken his daughter captive and he was willing to do anything in order to get her back.

The end of the passage states that the author, for the first time, saw affection out of a Native. This alludes to the idea that the author recognizes that Natives as people and not Savages and makes the reader think that he is now feeling guilty for forcing the Natives from their homes.

Veterans Legacy Program Curricular Materials

[Richmond Palladium: The Florida Indians - Wild Cat. May 29, 1841.](#)

Summary: The letter published by the Richmond newspaper shows a changing in feeling towards Indians as the Seminole War seems like it is wrapping up. More Indians are beginning to migrate west. Initially, the writer struggles with being around the Indian warriors that have killed so many white men, women, and children. The writer's description of seeing the leader Wild Cat when being reunited with his daughter makes the Indians seem more like a human than a savage.

Article: From the Albany Argus. Extract of a letter from an officer of the 8th Regiment to a friend in this city: New Orleans, April 2nd

“I am here on my way to Arkansas, with 200 wretched Seminole Indians. They are the remnants of a Spartan race. The men are noble, hardy-looking fellows, whom you cannot but respect, though they have murdered the innocent and unoffending. But the women and children excite your pity and commiseration. On our tedious voyage hither they laid about the deck, perfectly resigned, and apparently indifferent to their fate, careless of life and fearless of death.

I was at Fort Cummings when the noted chief Coacoochee, or Wild Cat, came in for a ‘talk.’ This man is remarkable for the many incidents in his life, and for his bold and daring spirit. He was once a prisoner, but made his escape through a hole in the walls of a prison, so surprisingly small, that an ordinary man’s head would not enter it, and after he was through jumped 25 feet to the ground. This fellow has committed more murders, and scalped more women and children than any other Indian in Florida—and this man we were to take, and did take by the hand in friendship. He came into our camp, bringing with him seven ‘trusty squires’ who, in looks, dress and manners, might well be painted to illustrate and personate the old one himself; a little effusion of brimstone, a blue flame, and a few tails, would have made the picture complete. Wild Cat’s manners, upon coming in the presence of so many officers, and surrounded as he was by so large a body of soldiers, was somewhat confused, but soon recovered himself, and spoke with ease, and not ungracefully. He is about thirty years of age, five feet eight inches high, well proportioned, with a calm, settled, manly face, and a dark, fierce eye, beaming with intelligence. The colonel talked to him openly and frankly; he returned it, and promised to cease fighting and emigrate. His little daughter, a child of five years old, who had been taken prisoner, and separated from its parents some five or six months, was then given up to him and, for the first time in an Indian, I saw the evidence of feeling and affection.”