

UCF Veterans Legacy Program Curricular Materials



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Lesson Title	Imprisonment in Fort Marion: The Plains Indians' Story Through Social Media
Grade(s)	5-8
Time (Minutes/ Days)	Three 45-minute class periods

Lesson Overview

Students will learn about and conduct research on the experiences of the Plains Indians held captive at Fort Marion in St. Augustine in the 1800s. Some of these prisoners died during their time at the fort and are still buried in St. Augustine National Cemetery. Students will then create a social media profile page and three social media posts detailing their findings from their research.

Essential Questions

1. What were the experiences of the Plains Indians imprisoned in St. Marion?
2. Who were the individuals who were imprisoned in St. Marion?
3. How do their descendants think about the experiences of these individuals' captivity in Fort Marion?

Florida State Standards

Social Studies

- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.5.A.6.6 Explain how westward expansion affected Native Americans.
- SS.5.A.6.7 Discuss the concept of Manifest Destiny.
- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.7.G.4 Understand the characteristics, distribution, and migration of human populations
- SS.8.A.1.1 Provide supporting details for an answer from text, interview for oral history, check validity of information from research/text, and identify strong vs. weak arguments.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.4 Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

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- SS.8.A.4.4 Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.
- SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

English Language Arts

- ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
- ELA.5.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.
- ELA.6.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.
- ELA.6.C.5.1 Integrate diverse digital media to enhance audience engagement in oral or written tasks.
- ELA.6.C.5.2 Use digital tools to produce writing.
- ELA.7.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
- ELA.7.C.5.1 Integrate diverse digital media to build cohesion in oral or written tasks.
- ELA.7.C.5.2 Use digital tools to produce and share writing.
- ELA.8.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.
- ELA.8.C.5.1 Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.

Oklahoma State Standards

Social Studies

- 5.4.4 Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.
- 6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.
- 6.3.4 Describe how the push and pull factors of migration have affected settlement patterns and the human characteristics of places over time.
- 6.3.7 Identify and explain topics related to indigenous sovereignty.
- 6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts the societies of a region.

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- 6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.
- 7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.
- 7.3.5 Describe reasons for and analyze from multiple perspectives the challenges and benefits of migration on indigenous and immigrant populations.
- 7.5.2 Describe how cultural diffusion, both voluntary and forced, impacts society.
- 7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.
- 8.7.3 Analyze the impact of Jackson's policies and decisions concerning American Indian nations and their tribal sovereignty as a nation's inherent right to self-govern, including:
 - A. non-adherence to federal treaties
 - B. disregard for the Worcester v. Georgia decision
 - C. forced removals of American Indians
- 8.8.1 Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion.
- 8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.
- 8.11.3 Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.

English Language Arts

- 5.2.R.4 Students will summarize facts and details from an informational text.
- 5.3.W.2 Students will compose informative essays that
 - introduce and develop a topic
 - incorporate evidence (e.g., specific facts, examples, charts, and graphs)
 - maintain an organized structure with transitional words and phrases
 - use sentence variety and word choice to create interest
 - model literary devices from mentor texts
- 5.4.R.2 Students will use context clues to clarify the meaning of words.
- 5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
- 5.6.R.1 Students will conduct research to answer questions, including

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self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

- **5.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
- **5.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
- **6.3.W.2** Students will compose informative essays or reports that:
 - objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - emulate literary devices from mentor texts
- **6.6.R.2** Students will record and organize information from various primary and secondary sources.
- **6.6.W.3** Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- **6.6.W.4** Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).
- **7.3.W.2** Students will compose informative essays or reports that:
 - objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - establish and maintain a formal style
 - emulate literary devices from mentor texts
- **7.6.R.2** Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
- **7.6.W.3** Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- **7.6.W.4** Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).
- **8.3.W.2** Students will compose informative essays or reports that:
 - objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)

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- maintain an organized structure
- use sentence variety and word choice to create clarity
- establish and maintain a formal style
- emulate literary devices from mentor texts
- **8.6.R.2** Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
- **8.6.W.3** Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
- **8.6.W.4** Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).

Required Materials

- Plains Indians in Fort Marion [PowerPoint Presentation](#)
- Plains Indians Imprisoned in Fort Marion Notes Graphic Organizer (Optional - See Below)
- Legacygram Student Social Media Instructions & [Digital Template](#)
 - If you choose, you can also do it on paper. You will need paper, pencils, pens, markers, etc.
- Student Research Guide (See Below)

Learning Objectives

1. Students will utilize oral histories and scholarly websites to conduct research on the Plains Indians.
2. Students will understand why the Plains Indians were forcibly moved from their land by the US government as well as the consequent conflicts between the US and the Plains Indians.
3. Students will demonstrate their comprehension of the topics through the creation of social media “posts” that highlight their research.

Procedure

Day One

1. Bellwork: Ask students to write down everything they know about the Castillo de San Marcos in St. Augustine. (Please note this may be easier for Florida students, who are more likely to be well-versed in its history. You may need to adjust for students who are not as familiar.)
2. Have a short discussion about their responses. If no one brings it up, ask them if they have ever heard about the Plains Indians who were held captive there in the 19th century.

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3. Go over the Plains Indians in Fort Marion PPT with the students.
 - a. Can use the attached note-taking sheet if desired, or use the format your students use most often.
 - b. Note that there are quick-writes throughout the slides. Use that time to have students reflect individually or collaboratively on what they learned.
4. Watch a clip as a class of an oral history from one of the descendants of the Plains Indians buried in St. Augustine National Cemetery.
 - a. [Oral History Clip](#) Norene Starr
5. Reflection/ Discussion with the class or in small groups about the oral history clip with Norene Starr.
 - a. Discussion Questions
 - i. What connection does Norene have to the imprisoned Plains Indians at Fort Marion?
 - ii. Why did the forced migration to Fort Marion feel like “the end of the world” to the Plains Indians?
 - iii. How does Norene describe the men who were taken prisoner?
 - iv. How does Norene describe Pratt?
6. Assign students one of the Plains Indians buried in St. Augustine National Cemetery as their profile person for the social media project.
 - a. List of Potential Names
 - i. Heap of Birds (Cheyenne)
 1. [Oral History](#) (Norene Starr)
 - ii. Big Mocassin (Cheyenne)
 1. [Oral History](#) (Norene Starr)
 - iii. Medicine Water (Cheyenne) and Mochi (Cheyenne)
 1. [Oral History](#) (Ah-in-ist Sipes)
 - iv. Cometsevah
 1. [Oral History](#) (Gordon Yellowman)
 - v. Yí Sàum (Anglicized: Double Vision) (Kiowa)
 1. [Oral History](#) (Warren Queton)

Teachers may wish to watch this video which provides context for the oral histories: [Plains Tribal Veterans at Fort Marion](#). Dr. Amy Giroux made/showed this video to tribal leaders in Oklahoma during the Fort Marion Symposium in November 2024. Teachers will need to determine if this video is for their preparations or if it is appropriate for student viewing.

Day Two & Three

1. Introduce the social media project to your students. Remind them that they were assigned a specific individual the previous class. This is who

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- they will use to create their Legacygram profile.
2. You can choose to do this project with your students individually or in pairs, depending on what accommodations make the most sense for your students.
 3. You should provide students with the bibliography found below. This will help them not only with their research, but also with finding appropriate images for the project.
 4. Students will fill out the Legacygram Template, which has the instructions for their research project.
 - a. The profile page should focus on their assigned Plains Indian. They will need to create an appropriate username and find an appropriate profile photo. Although we may have photos of some of these individuals, we do not have photos of them all. In that case, the student will want to find something that represents them or their tribe. The bio should be short, somewhere between two and three sentences that give us an idea of who this person was. Some of the individuals will have more information than others based on the details we have about those people. This is a great conversation to have with your students about why we have more information on some individuals than others, and what difficulties that creates for historians. Finally, they need to choose three images that represent this person for their social media feed. These images could potentially include something related to their tribe, something related to Fort Marion, or something related to their descendant whose oral history they listened to.
 - b. They will also create three posts. The posts will include the following:
 - i. An image (different from the three used on the profile page)
 - ii. A caption of 1-2 sentences that describes the content of the image
 - iii. Two hashtags that sum up the content of the image
 - iv. Three "comments" that the students will write as though they are from another user. These comments should include additional information about the content they learned that is not already in the caption. One of these comments should be a question about something they are curious about from their research related to the content of the post.
 - c. They will also create a works cited page at the end. Depending on the level of your students, you can choose to do a modified version of traditional citations. You could also have students copy and paste the sources they used from the bibliography you give them.

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Bibliography for Further Reading/Teacher/Student Use

Oral Histories

Cheyenne and Arapaho Tribes, [*Hi Vi Mitz Mak a be o ta: Honoring the Historic Footprints of the Cheyenne and Arapaho Warriors at Fort Marion, 1875-1878*](#), 2024.

"Oral History by Dr. Henrietta Mann, Cheyenne and Arapaho Tribes of Oklahoma." Oral Histories from the Descendants of Native Americans Imprisoned at Fort Marion. October 15, 2023. Video, <https://www.youtube.com/watch?v=rEY2PIBO5Z8&list=PLpWJoglpCyx58llcVddLaixDeWKpBcS9c&index=3>.

Discusses the Carlisle School and the experiences of the Native Americans who interacted with Pratt. Also addresses the forced assimilation of the Native Americans.

Websites

"About Us." Comanche Nation, Accessed March 14, 2024.
<https://comanchenation.com/our-nation/about-us>.

"American Indians: A Story Told for Thousands of Years." Bullock Texas State History Museum,
<https://www.thestoryoftexas.com/discover/campfire-stories/american-indians>.

"Arapaho, Southern." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 14, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=AR002>.

"Black Horse, Wife, and Child in Native Costume, Confined in Fort Marion, St. Augustine, Florida." The New York Public Library Digital Collections. Accessed August 20, 2024.
<https://digitalcollections.nypl.org/items/510d47e0-5398-a3d9-e040-e00a18064a99>.

"Book of Sketches Made at Fort Marion, St. Augustine, Fla." Massachusetts Historical Society. Accessed August 20, 2024.
<https://www.masshist.org/collection-guides/view/fao0007>.

"Caddo (Kadohadacho)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=CA003>.

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"Cheyenne Indian Couple at Fort Marion- Saint Augustine, Florida." Florida Memory. State Library and Archives of Florida, Accessed August 20, 2024.
<https://www.floridamemory.com/items/show/24452>.

"Cheyenne, Southern." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=CH030>.

"Comanche (Tribe)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=CO033>.

"Fort Marion- St. Augustine Florida." Chickasaw Film Source. The Chickasaw Nation, Accessed March 15, 2024.
<https://chickasawfilmsource.com/Home/Entries/Places/Fort-Marion.aspx>.

"Keeping History: Plains Indian Ledger Drawings." Albert H. Small Documents Gallery. Smithsonian, Accessed August 20, 2024.
https://americanhistory.si.edu/documentgallery/exhibitions/ledger_drawing_4.html.

"Kiowa." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=KI017>.

"Medicine Lodge Treaty (1867)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://okhistory.org/publications/enc/entry?entry=ME005>.

"Red River War (1874-1875)." The Encyclopedia of Oklahoma History and Culture. Oklahoma Historical Society, Accessed March 15, 2024.
<https://www.okhistory.org/publications/enc/entry?entry=RE010>.

Wilmot, Judith L. "Warrior-Artists in a Tourist Town: Ledger Art Helped Cheyenne, Arapaho, Kiowa, Comanche, and Caddo Warriors Imprisoned at Fort Marion Survive- and Even Thrive." *Cowboys & Indians*, August 12, 2017.
<https://www.cowboysandindians.com/2017/08/warrior-artists-in-a-tourist-town/>.

"Women: Women's History in St. Augustine." Castillo De San Marcos. National Park Service, Accessed August 20, 2024.
<https://www.nps.gov/casa/learn/historyculture/women.htm>.

Notes: Plains Indians Imprisoned in Fort Marion

What do you already know about Fort Marion (the Castillo de San Marcos)?

Slide	Notes
History of Fort Marion	
Forced Resettlement of Plains Indians to Reservations	



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Quick Write!

Sand Creek Massacre

Washita Massacre

Red River War



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Quick Write!

Imprisonment at Fort Marion

Carlisle Indian School

Carlisle Indian School-
Tom Torlino's Photo



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Carlisle Indian School- Classroom Photo	
Quick Write!	
Summary of What You Learned	



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Oral History: Norene Starr

<p>What connection does Norene Starr have to the Plains Indians imprisoned at Fort Marion?</p>	
<p>Why did the forced migration feel like "the end of the world" to the Plains Indians?</p>	
<p>How does Norene describe the men who were taken prisoner?</p>	
<p>How does Norene describe Richard Pratt?</p>	



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Student Research Guide

Individuals

- Heap of Birds
 - [Oral History \(Norene Starr\)](#)
 - [Biography](#)
- Big Moccasin
 - [Oral History \(Norene Starr\)](#)
- Medicine Water and Mochi
 - [Oral History \(Ah-in-nist Sipes\)](#)
 - [Cheyenne Couple at Fort Marion](#)
 - [Women's History in St. Augustine](#)
- Cometsevah
 - [Oral History \(Gordon Yellowman\)](#)
- Yí Sàum (Kiowa)
 - [Oral History \(Warren Queton\)](#)

General Research

- [American Indians: A Story Told for Thousands of Years](#)
- [Book of Sketches Made at Fort Marion](#)
- [Cheyenne and Arapaho Tribes, *Hi Vi Mitz Mak a be o ta: Honoring the Historic Footprints of the Cheyenne and Arapaho Warriors at Fort Marion, 1875-1878, 2024.*](#)
- [Fort Marion- St. Augustine, FL](#)
- [Keeping History: Plains Indian Ledger Drawings](#)
- [Medicine Lodge Treaty](#)
- [Red River War](#)
- [Warrior-Artists in a Tourist Town: Ledger Art Helped Cheyenne, Arapaho, Kiowa, Comanche, and Caddo Warriors Imprisoned at Fort Marion Survive- and Even Thrive](#)

Arapaho

- [Arapaho, Southern](#)

Caddo

- [Caddo](#)



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- [Cheyenne, Southern](#)

Cheyenne

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Comanche

- [Kiowa](#)

Kiowa



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