

# UCF Veterans Legacy Program Curricular Materials



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Lesson Title	The Second Seminole War
Grade(s)	8th Grade U.S History
Time (Minutes/ Days)	Two 55-minute class periods

## Lesson Overview

This is a two-day lesson focusing on the Second Seminole War (December 23, 1835 – August 14, 1842). Students will spend the first day exploring a story map of the battles, forts, and Veterans of the Second Seminole War. On the second day, students will read biographies of two Veterans from the Second Seminole War and compare and contrast their lives and experiences in order to gain a deeper and more personal knowledge of the war.

## Essential Questions

1. How did Andrew Jackson's role in the First Seminole War influence his Native American policies when he became President?
2. What were the key battles during the Second Seminole War?
3. How did the Indian Removal Act lead to the Second Seminole War?
4. How did members of other Native American tribes respond to the Second Seminole War?
5. How did the lives of the soldiers influence their reasons for fighting the Seminoles?
6. How did the U.S acquisition of Florida affect the Native Americans living there?

## Florida State Standards

SS.8.A.4.1: Examine the causes, course, and consequences of United States westward expansion and its growing diplomatic assertiveness (War of 1812, Convention of 1818, Adams-Onís Treaty, Missouri Compromise, Monroe Doctrine, Trail of Tears, Texas annexation, Manifest Destiny, Oregon Territory, Mexican American War/Mexican Cession, California Gold Rush, Compromise of 1850, Kansas Nebraska Act, Gadsden Purchase).

SS.8.A.4.3: Examine the experiences and perspectives of significant individuals and groups during this era of American History.

SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and

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migration patterns of Native Americans, African slaves populations, and other minority groups.

SS.8.A.4.16: Identify key ideas and influences of Jacksonian democracy.

SS.8.A.4.17: Examine key events and peoples in Florida history as each impacts this era of American history.

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.

SS.8.G.4.2: Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

SS.8.G.4.4: Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

SS.8.G.4.6: Use political maps to describe changes in boundaries and governance throughout American history.

SS.8.G.6.2: Illustrate places and events in United States history through the use of narratives and graphic representations.

## Required Materials

### Day 1

1. Bell Work (See Below)
2. [Mapping the Geography of the Second Seminole War](#)
3. Checking for Understanding Questions (See Below)
4. Exit Ticket (See Below)

### Day 2

1. Bell Work (See Below)
2. Biographies of [Alexander Ramsey Thompson](#) and [David Moniac](#)
  - a. You can provide these biographies either as a hard copy or a digital copy.
  - b. If you choose to provide hard copies, make a class set of each biography. If you would like for your students to annotate the biographies, then make enough copies of each biography for all students to have their own.

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3. Venn Diagram (Answer Key) or T-Chart (Answer Key) (See Below)
4. Discussion Questions (See Below)

## Learning Objectives

At the end of this lesson, students will be able to:

- Describe key battles from the Second Seminole War
- Explain how the Indian Removal Act led to the Second Seminole War
- Describe how Andrew Jackson's role in the First Seminole War led to his policies regarding Native Americans
- Identify and describe men who fought in the Second Seminole War
- Compare and contrast soldiers from the Second Seminole War

## Procedure

### Day 1

1. **Bell Work (10 minutes):** Use this to introduce the Second Seminole War to students and make connections to Andrew Jackson and his presidency.
2. **Mapping the Geography of the Second Seminole War (10 minutes):** Use this to introduce the Second Seminole War. Provide students with the link so that they can have access to the StoryMap as well. Go over the Historical Context section as a class.
  - a. Make sure students understand the following (this should be a review of lessons previously taught):
    - i. The Treaty of Moultrie Creek
    - ii. Andrew Jackson's role in the First Seminole War
    - iii. The Indian Removal Act and how that led to the Second Seminole War
3. At this point, you can choose to continue to walk your students through the rest of the story map as a whole class or have them work in small groups or individually, depending on the needs of your classes. Students should take their time to explore the different aspects of the story map. As they are exploring the map, they should be answering the Checking for Understanding Questions. **(20 minutes)**
4. Have a whole class discussion about what they noticed, learned, and/or found interesting about the information included on the story map. **(5 minutes)**
5. **Exit Ticket (10 minutes):** Have students answer the Exit Ticket Day 1 questions either digitally or on paper. This should be submitted before they leave class.

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## Day 2

1. **Bell Work (10 minutes):** Use this to recap the information from the previous day's lesson.
2. **Veteran Biographies Introduction (10 minutes):** Explain to students that they are going to read two biographies of soldiers from the Second Seminole War. David Moniac was a U.S. Army officer and the first Native American graduate of West Point. Alexander Ramsey Thompson was a U.S. Army officer from New York. Explain that students should read the two biographies and then complete the Venn Diagram or T-Chart (the choice is yours) in order to compare and contrast the two men.
3. Students can either work in small groups or individually to complete this assignment. They should read both biographies and complete the chart to compare and contrast the two men. Once the chart is complete, they should answer the discussion questions. **(25 minutes)**
4. **Class Discussion (10 minutes):** Discuss as a class the things that students learned about the two men, as well as what they learned about the Second Seminole War.

## Bibliography for Further Reading/Teacher/Student Use

Baker, Holly. 2017. *David Moniac (December 25, 1802–November 21, 1836)*. UCF & NCA: Veterans Legacy Program. 2017.

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<https://vlp.cah.ucf.edu/biographies/sanc/BPYR-0-ATHOMPSON-F.html>.

"Mapping the Geography of the Second Seminole War." 2023. ArcGIS StoryMaps. October 23, 2023. <https://storymaps.arcgis.com/stories/9960a12c7d3e4e3bb88653b7fe803b8e>.

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<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-DavidMoniacPacket.pdf>.

"Seminole Leaders - Florida Department of State." n.d. Dos.fl.gov.

<https://dos.fl.gov/florida-facts/florida-history/seminole-history/seminole-leaders/>.

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“UCF’s Veterans Legacy Program Second Seminole Wars Primary Source Packet Veterans Legacy Program 2023.” n.d. Accessed July 14, 2024.

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-2ndSeminoleWarPrimarySourcePacket.pdf>.

“UCF’s Veterans Legacy Program Seminole Wars Mini Tour Seminole Wars: Historical Context.” n.d. Accessed July 14, 2024.

<https://vlp.cah.ucf.edu/instructionalmaterials/UCF-VLP-SANCMiniTourSSWNotes.pdf>.

# Bell Work (Day 1)

1. What was the Indian Removal Act of 1830?
  2. What was the Trail of Tears?
3. Why did Andrew Jackson want the Native Americans removed from the eastern United States?



# Bell Work

1. What was the Indian Removal Act of 1830? An act proposed by Andrew Jackson to persuade the Native American tribes remaining in the eastern U.S. to relocate to “Indian Territory” in present-day Oklahoma.
2. What was the Trail of Tears? This was the journey that the Cherokee were forced to take to Indian Territory by federal troops in the winter of 1838. About 4,000 Cherokee died while making the journey, which is how it became known as the “Trail of Tears.”
3. Why did Andrew Jackson want the Native Americans removed from the eastern United States? He wanted to separate the Native Americans from the white Americans living in the east. He also wanted to take lands belonging to the Native Americans.

# Bell Work (Day 2)

1. How did the U.S acquisition of Florida affect Native Americans living there?
2. Which treaty was signed with the Seminole Indians, giving them a reservation in Central Florida?
3. Who was to blame for the Seminole Wars?



# Bell Work

1. How did the U.S acquisition of Florida affect Native Americans living there? Many settlers moved into Florida and onto Seminole lands. This led to the Seminoles losing their lands, and to the Seminole Wars fought between the U.S. and the Seminoles.
2. Which treaty was signed with the Seminole Indians, giving them a reservation in Central Florida? The Treaty of Moultrie Creek
3. Who was to blame for the Seminole Wars? Explain. Answers will vary; students should provide evidence to support their responses.

## The Second Seminole War Story Map Check for Understanding

Directions: As you explore the Story Map about the Second Seminole War, answer the following questions.

1. When did the First Seminole War end?
2. When did the Second Seminole War occur?
3. How many forts did the US military build in Florida during the Second Seminole War?
4. How many forts would lend their names to future cities in Florida? Which forts were these? (You may need to use Google to help you with this question.)
5. Which fort is the oldest? Who established it and when?
6. Which 2 forts were used to prevent a Spanish invasion of Florida?
7. Which fort was named after a president?
8. What name is Fort Marion known by today, and what was its role during the Second Seminole War?
9. Which fort was named for a Creek officer in the U.S. military who died during the Second Seminole War?
10. Which battle is considered the first battle of the Second Seminole War?
11. How did the Battle of Lake Okeechobee lead to Zachary Taylor's presidential election in 1848?



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The Second Seminole War Story Map  
Check for Understanding **ANSWER KEY**

1. When did the First Seminole War end?  
1823
2. When did the Second Seminole War occur?  
1835-1842
3. How many forts did the US military build in Florida during the Second Seminole War?  
About 200
4. How many forts would lend their names to future cities in Florida? Which forts were these? (You may need to use Google to help you with this question.)  
Accept either 5 or 7 for the answer. The forts were Ft. Lauderdale, Ft. Myers, Ft. Pierce, Ft. Walton, and Ft. White. Students may also include Ft. Maitland (for Maitland) and Ft. Christmas (for Christmas). If they do, accept these answers.
5. Which fort is the oldest? Who established it and when?  
Fort Marion; it was established by the Spanish between 1672 and 1756.
6. Which 2 forts were used to prevent a Spanish invasion of Florida?  
Fort Walton and Fort Clinch
7. Which fort was named after a president?  
Fort Harrison
8. What name is Fort Marion known by today, and what was its role during the Second Seminole War?  
The Castillo de San Marcos; it housed Native American prisoners



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9. Which fort was named for a Creek officer in the U.S. military who died during the Second Seminole War?  
Fort Moniac
10. Which battle is considered the first battle of the Second Seminole War?  
Dade's Battle/Dade's Massacre (accept either answer)
11. How did the Battle of Lake Okeechobee lead to Zachary Taylor's presidential election in 1848?  
Since the Seminoles retreated, he claimed victory for the US in this battle, despite the fact that his troops had suffered significant casualties. This put him in the national spotlight and led to his presidential victory in 1848.



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# Exit Ticket (Day 1)

1. How do you think that the terrain in Florida (swamps, rivers, forests, etc.) impacted the experiences of the US soldiers as they moved around the state during the Seminole Wars? How were the movements of the Seminoles similar or different?
2. What remnants of the Second Seminole War can we see in Florida today?



# Exit Ticket - Answer Key

1. How do you think that the terrain in Florida (swamps, rivers, forests, etc.) impacted the experiences of the US soldiers as they moved around the state during the Seminole Wars? How were the movements of the Seminoles similar or different? **Answers will vary; students may mention that the terrain made it difficult for US troops to move around because they were unfamiliar with it, while the Seminoles had an easier time because they knew how to navigate the terrain; students may also mention that the terrain made it difficult for the US soldiers to keep their forts since so many were abandoned. Accept any reasonable answers.**
2. What remnants of the Second Seminole War can we see in Florida today? **Answers may vary; there are cities who are named after some of the forts; some of the forts are still standing and are historical landmarks; there are plaques notating where some of the forts were located.**



# Discussion Questions (Day 2)

1. Which one of these men had a fort named after him during the Second Seminole War?
2. Why do you think David Moniac, a Native American, fought against the Seminoles? Explain your answer.
3. Name one thing you learned about each veteran that you did not add to your chart.

# Discussion Questions - Answer Key

1. Which one of these men had a fort named after him during the Second Seminole War?

**David Moniac (Fort Moniac, near FL border in GA)**

2. Why do you think David Moniac, a Native American, fought against the Seminoles?

Explain your answer. **Answers will vary; ideas include:**

**-Moniac was a Creek, not a Seminole, so he might not have felt a need to protect a different tribe**

**-His parents had European ancestry, so he may not have felt completely Native**

**-He may have felt a loyalty to the US since his uncle negotiated a peace treaty with the US government in 1790 that included a provision to allow the education of select Creek youth (he could have possibly been one of the 4 selected)**

3. Name one thing you learned about each veteran that you did not add to your chart.

**Answers will vary; accept any reasonable answer**



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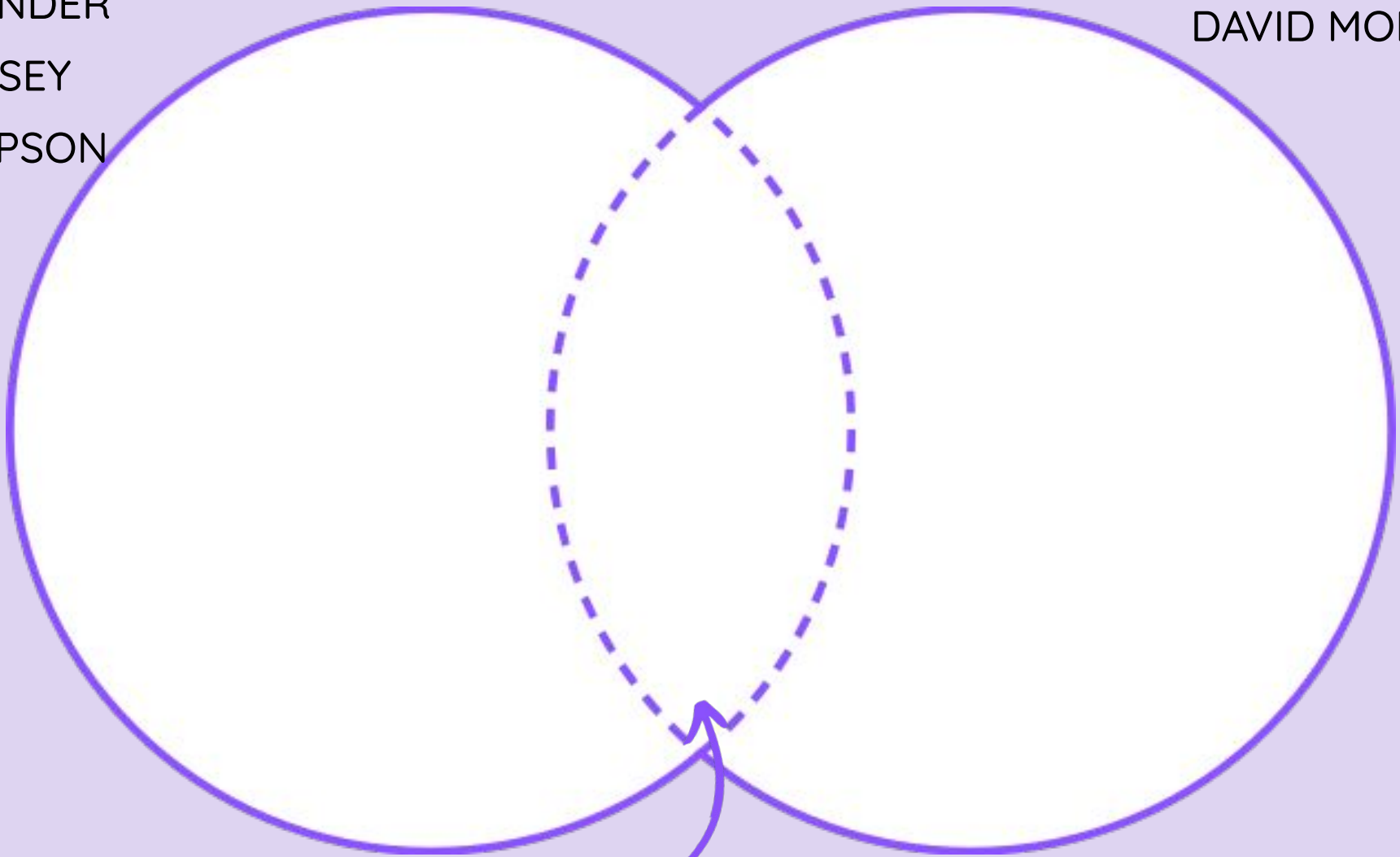
# COMPARE AND CONTRAST

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write similarities and differences to compare and contrast the two Second Seminole War veterans.

ALEXANDER  
RAMSEY  
THOMPSON

DAVID MONIAC



Similarities



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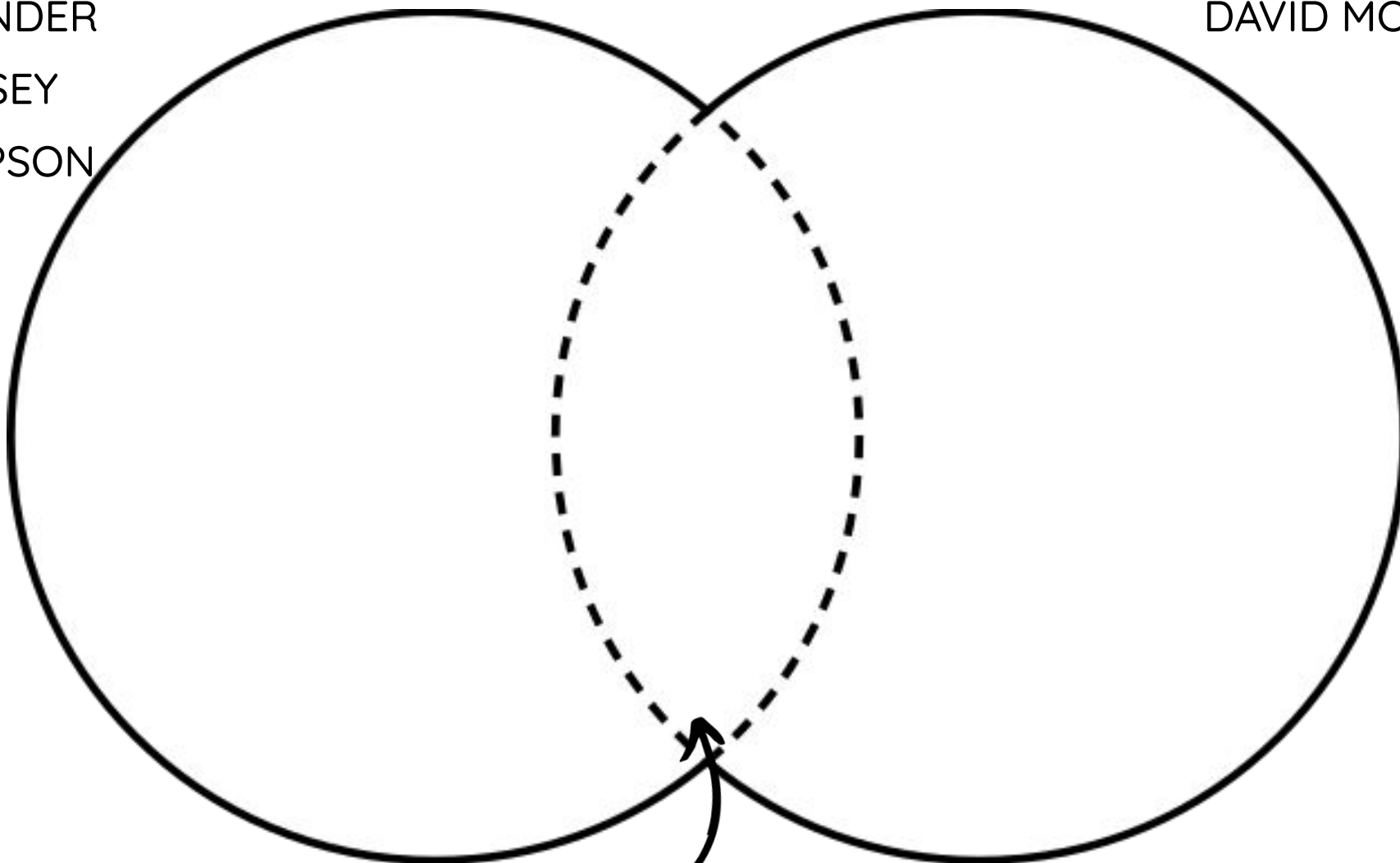
# COMPARE AND CONTRAST

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Write similarities and differences to compare and contrast the two Second Seminole War veterans.

ALEXANDER  
RAMSEY  
THOMPSON

DAVID MONIAC



Similarities



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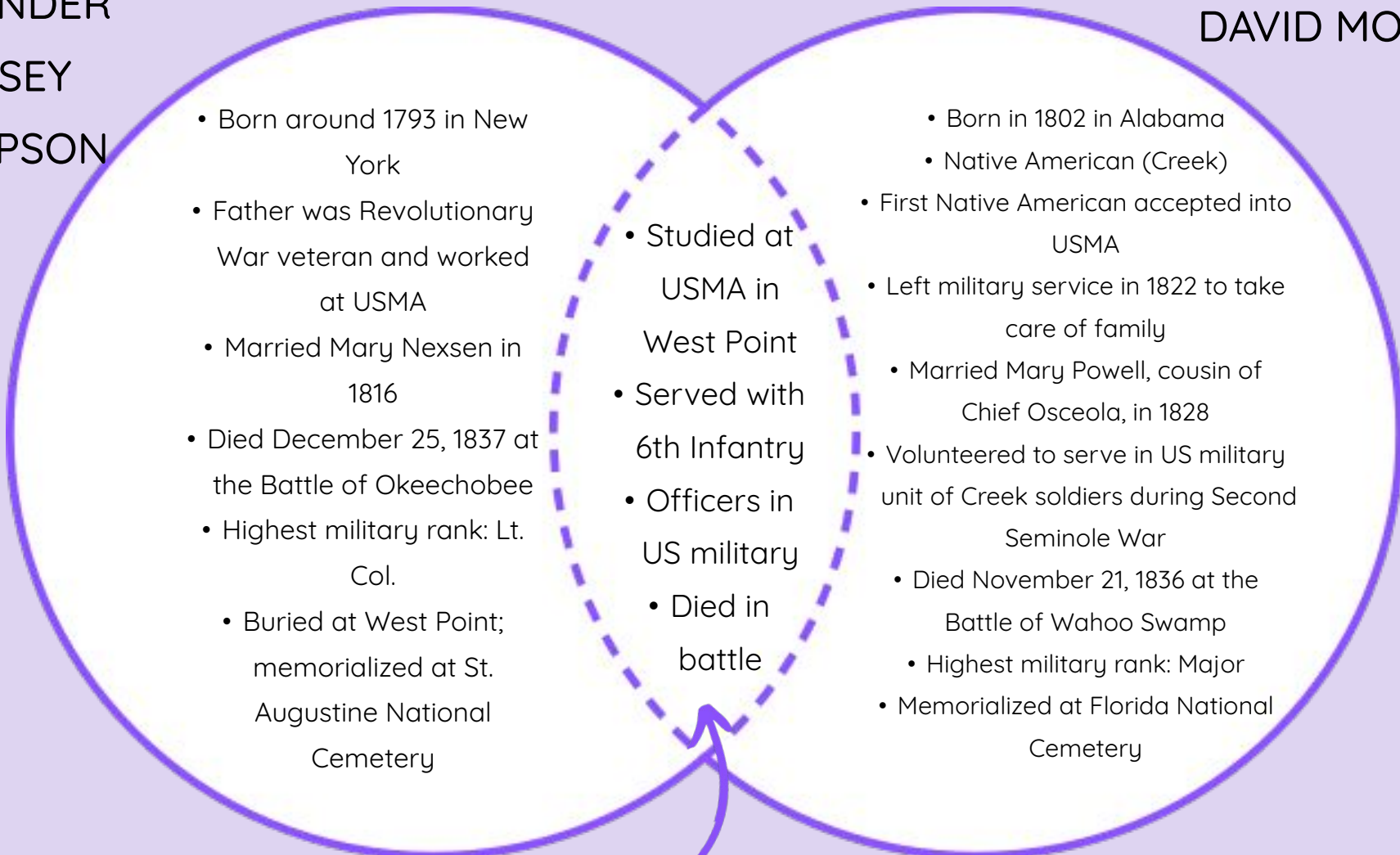
# COMPARE AND CONTRAST

Name: \_\_\_\_\_ **ANSWER KEY** \_\_\_\_\_ Class: \_\_\_\_\_

Write similarities and differences to compare and contrast the two Second Seminole War veterans.

ALEXANDER  
RAMSEY  
THOMPSON

DAVID MONIAC



- Born around 1793 in New York
- Father was Revolutionary War veteran and worked at USMA
- Married Mary Nexsen in 1816
- Died December 25, 1837 at the Battle of Okeechobee
- Highest military rank: Lt. Col.
- Buried at West Point; memorialized at St. Augustine National Cemetery

- Studied at USMA in West Point
- Served with 6th Infantry
- Officers in US military
- Died in battle

- Born in 1802 in Alabama
- Native American (Creek)
- First Native American accepted into USMA
- Left military service in 1822 to take care of family
- Married Mary Powell, cousin of Chief Osceola, in 1828
- Volunteered to serve in US military unit of Creek soldiers during Second Seminole War
- Died November 21, 1836 at the Battle of Wahoo Swamp
- Highest military rank: Major
- Memorialized at Florida National Cemetery

Similarities

# Second Seminole War Biographies

Use the chart below to consider or reflect on the two biographies you read.

ALEXANDER  
RAMSEY THOMPSON

SIMILARITIES

DAVID MONIAC



# Second Seminole War Biographies

Use the chart below to consider or reflect on the two biographies you read.

ALEXANDER  
RAMSEY THOMPSON

SIMILARITIES

DAVID MONIAC

# Second Seminole War Biographies

Use the chart below to consider or reflect on the two biographies you read.

## ALEXANDER

### RAMSEY THOMPSON

- Born around 1793 in New York
- Father was a Revolutionary War veteran and worked at USMA
- Married Mary Nexsen in 1816
- Died December 25, 1837 at the Battle of Okeechobee
- Highest military rank: Lt. Col.
  - Buried at West Point, memorialized at St. Augustine National Cemetery

## SIMILARITIES

- Studied at USMA
- Served with 6th Infantry
- Officers in US military
  - Died in battle

## DAVID MONIAC

- Born in 1802 in Alabama
- Native American (Creek)
- First Native American accepted into USMA
- Left military service in 1822 to care for family
  - Married Mary Powell, cousin of Chief Osceola, in 1828
- Volunteered to serve in US military unit of Creek soldiers in 1836
- Died November 21, 1836 at the Battle of Wahoo Swamp
  - Highest military rank: Major
- Memorialized at Florida National Cemetery