

# Veterans Legacy Program Curricular Materials



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**U.S. Department  
of Veterans Affairs**  
National Cemetery  
Administration



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**Department  
of History**



Lesson Title	Painting Historical Significance - The Horse Painting Ceremony in Remembering the Kiowa
Grade(s)	K-3
Time (Minutes/ Days)	Two 30 minute classes

## Lesson Overview

Students will learn about the Plains Indians who the US Military held captive at Fort Marion in St. Augustine, Florida (now known as the Castillo de San Marcos.) Several of these people died during their captivity and are buried in St. Augustine National Cemetery, although their headstones do not have their names on them. Then students will learn about the Kiowa ceremony to honor their dead warriors by painting a horse with significant symbols and walking the horse through the cemetery. Students will watch oral history videos to learn about these events. Finally, students will consider the important parts of their own history and culture and “paint” their own horse.

## Essential Questions

1. Why were the Plains Indians people, including the Kiowa, forcibly taken to Fort Marion?
2. How are modern Kiowa impacted by the experiences of their ancestors at Fort Marion?
3. What is the importance of culture and community to the Plains Indian tribes?

## Florida State Standards

- **SS.K.A.2.4** Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.
- **SS.1.A.2.1** Understand history tells the story of people and events of other times and places.
- **SS.1.A.2.4** Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
- **SS.2.A.2.3** Describe the impact of immigrants on the Native Americans.
- **SS.3.A.1.1** Analyze primary and secondary sources.

## Oklahoma State Standards

- **K.2.6** Describe family and community customs and traditions as basic elements of culture.

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- K.3.2 Explain how we honor people and events of the past.
- 1.2.5 Describe community customs and traditions as basic elements of culture.
- 1.3.1 Explain why people may see events from different points of view.
- 1.3.2 Describe the contributions of people and groups who have shaped our history and ways we commemorate important places and events of the past.
- 2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community
- 2.3.1 Analyze the contributions of people and groups who have shaped our history and who are honored by holidays and commemorative months.
- 2.3.2 Compare perspectives of people in the past to people in the present.
- 3.1.5 Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.
- 3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.
- 3.3.6 Describe the migrations, settlements, relocations and forced removals of American Indians
- 3.3.10 Describe the contributions of Oklahoma's military personnel, including the Buffalo Soldiers, the code talkers, and the 45th Infantry.

## Required Materials

- Remembering Those Held Captive at Fort Marion: The Horse Painting Ceremony Graphic Organizer (see below)
- Honoring Your History: Paint Your Own Horse Graphic Organizer
- Honoring Your History: Horse Painting Worksheet
- Finger Paints (Primary Colors)

## Learning Objectives

1. Students will learn about oral histories.
2. Students will learn about the experiences of the Kiowa through oral histories.
3. Students will consider the parts of their lives that are important and create symbols to represent those things.

## Procedure

1. Teacher will give a brief presentation about the history of the Kiowa and their captivity in Fort Marion.
  - a. You can adapt [this PowerPoint](#) (for middle school) and/or let your students [watch this video](#).
2. Discussion in small groups about how the prisoners must have felt.

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3. Students will watch a short clip of Warren Queton painting Granite (the horse) as well as a short description from him about what the different colors and symbols mean.
  - a. [Oral History Video](#)
4. Students will brainstorm in small groups things that are important to their own history. Students should consider:
  - a. Family
  - b. Friends
  - c. Hobbies/ Extracurriculars
  - d. School
  - e. Etc.
5. Students will paint their own horse with the important symbols of their lives using finger paints.

Teachers may wish to watch this video which provides context before beginning the lesson: [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.

## Bibliography for Further Reading/Teacher/Student Use

- Crowe , F. Hilton. "Indian Prisoner-Students at Fort Marion: The Founding of Carlisle Was Dreamed in St. Augustine." The Regional Review. National Park Service, December, 1940. [https://www.nps.gov/parkhistory/online\\_books/regional\\_review/vol5-6c.htm](https://www.nps.gov/parkhistory/online_books/regional_review/vol5-6c.htm).
- Glancy, Diane, "Fort Marion Prisoners and the Trauma of Native Education" (2014). University of Nebraska Press -- Sample Books and Chapters. 283. <http://digitalcommons.unl.edu/unpresssamples/283>
- Mulford , Madeleine. "UCF Researchers Help Restore the Lost History of Indigenous Prisoners in St. Augustine." UCF Today. January 26, 2023. <https://www.ucf.edu/news/ucf-researchers-help-restore-the-lost-history-of-indigenous-prisoners-in-st-augustine/>.
- Soergel, Matt. "Who is buried in St. Augustine graves marked 'Six Unknown Indians'?" USA Today. February 25, 2023. <https://www.usatoday.com/story/news/nation/2023/02/25/researchers-try-to-identify-native-americans-in-st-augustine-graves/11341773002>
- Truskey , Colleen . "Between Two Worlds: Indian Imprisonment at Castillo De San Marcos National Monument." National Trust for Historic Preservation. December 22, 2017. <https://savingplaces.org/stories/between-two-worlds-indian-imprisonment-at-castillo-de-san-marcos-national-monument>.

# Remembering Those Held Captive in Fort Marion: The Horse Painting Ceremony

## Painting the Horse & Oral History of Warren Queton

<p>Explain what you see while Warren is painting the horse, Granite.</p>	
<p>Write down what questions you have while you watch the horse painting.</p>	
<p>Why did the white men take Native Americans as captives according to Warren?</p>	
<p>What does the lightning bolt on the horse symbolize?</p>	



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What is the importance of the buffalo?	
What does the handprint symbolize?	
What kind of paints were used to paint the horse?	



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## Honoring Your History: Paint Your Own Horse

In the space below, brainstorm five ideas of what ideas/ people/ things are most important to your own history and culture. How will you represent this on your horse?

Write down something important to you.	What will you choose to represent this idea on your horse?



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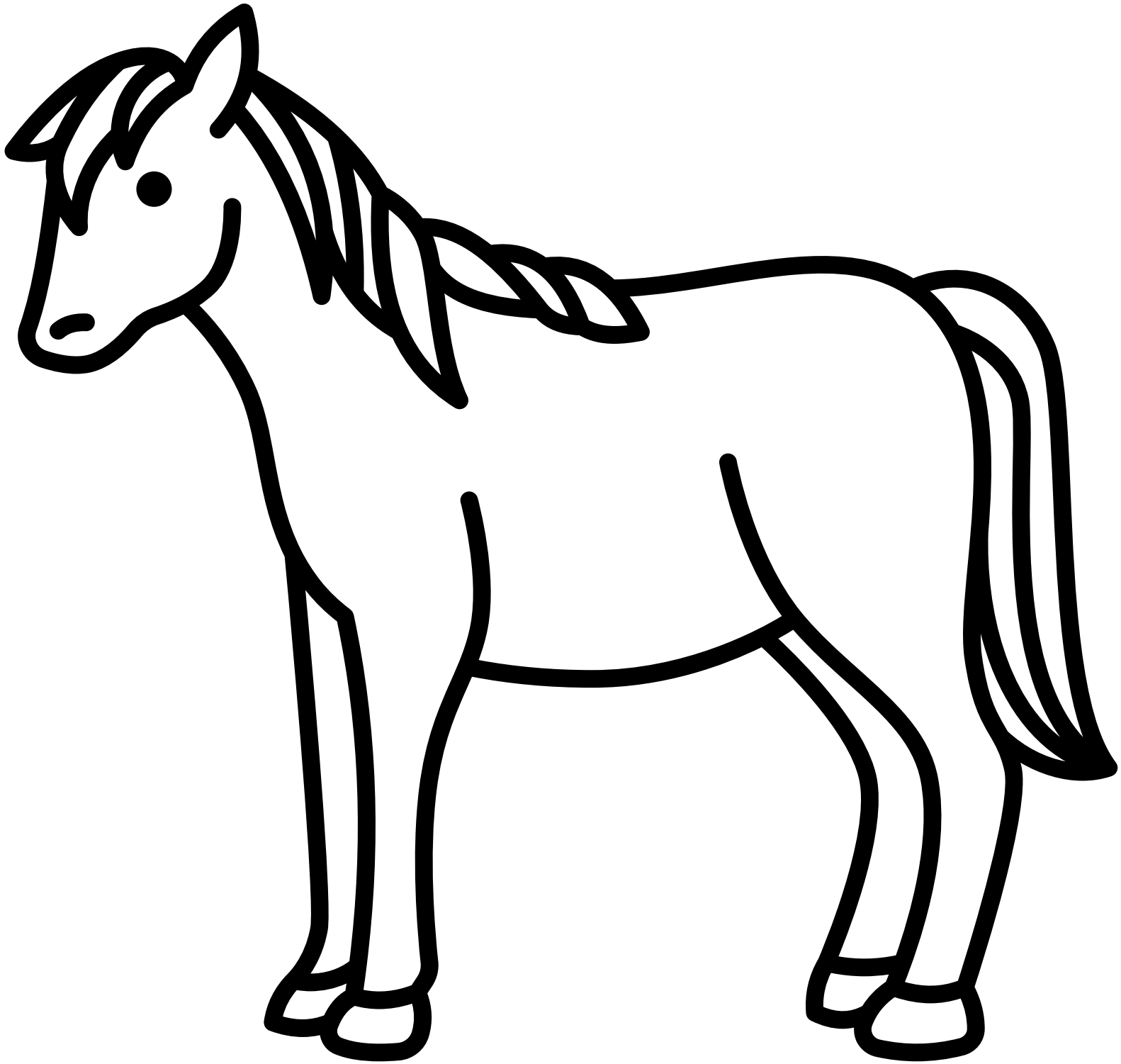
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# Honoring Your History: Horse Painting

On the horse below, paint your five symbols that represent important parts of your history & culture.



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