

# Lesson Plans: 04 SS LPQ2 105 Seminoles and War

**Title:** 04 SS LPQ2 105 Seminoles and War

**Grade Level :** Grade 4

**Subject :** Reading - Elementary, Social Studies - Elementary

**Standards/Assessed**

**Benchmarks:** Florida STATE FL Social Studies Standard (2008)

Grade 4

Florida Sunshine State Standards

American History

1: Historical Inquiry and Analysis

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

3: Exploration and Settlement of Florida

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

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

**Description/Abstract of Lesson:** Students will understand the causes of the Seminole Wars through the eyes of the Seminole Indians, escaped slaves who joined the Seminole, and Osceola.

**Essential Question-Scope & Sequence:**

**Technology Connections and Teacher Materials:** *Seminole* PowerPoint attached below) Readings (attached below)

**Duration :** 3 Days

**Vocabulary:** **chikee** -houses built out of pine log frame and the roof covered by folded palm fronds  
**treaty** - agreement between 2 sides **full blooded** - a person whose ancestors were from the same family background or race **victorious** - winner of a war or struggle  
**devastating** - to destroy or wipe out **sanctuary** - a place of safety or protection from danger **subsidized** - someone who is paid money to fight **executed** - put to death by legal authority

**Steps to Deliver Initial Instruction:**

- Use the PowerPoint *Seminoles and War* as the basis of the lesson. Each slide should be carefully analyzed by the students. The text accompanying slides must be orally presented by the teacher. Students should be taking notes on the critical elements presented.

**Guided Practice with Feedback:**

- Slides 1 - 5: the early history of Florida under Spanish control. Students should understand that the Spanish came as conquerors, using force whenever necessary to control the native people. Over time, both the Spanish and natives learned to live with each other.
- Slides 6 - 7: how the Indians lived in Florida. This is a good time to compare and contrast with Plains Indians. (teepees vs. chickees, mobile societies vs. sedentary, brief animal skins and loin clothes vs. full length fabric clothing). Both types of societies developed their lifestyles based on environmental factors. Note that the early 19th Century European settlers built their first houses as chickees.
- Slides 8 - 12: conflicts between Seminole and European settlers. Introduction of fugitive slaves to Florida
- Slides 13 - 17: U.S. government trying to enforce treaties to remove Seminole to Oklahoma
- Slides 18 - 22: Seminole reactions to removal
- Slides 23 - 25: African influences on Seminole
- Slides 26 - 35: Battles and conflicts between Seminole and U.S. Army (slide 29 is early drawing and description of Ft. Pierce)
- Slides 36 - 38: Coacoochee
- Slides 39: Osceola
- Slides 40 - 45: Final government strategy and outcome.

**Independent Practice:**

- Distribute *Legend of Creation* (attached below) to students. The teacher may read

the entire passage to the students first.

- Each student should read the passage and identify the most important creatures and their function as part of creation. Students could either write a short response describing each character or draw an image of the character based on the reading.

**Differentiated  
Instruction/Small  
Groups:**

- Divide students into small groups. Distribute *Images of Osceola* (attached below). Each group will compare and contrast the 6 images of Osceola.
  - What can you tell about Osceola from each painting or drawing?
  - Are there any clues to decide which is most accurate? (background on some images does not look like Florida, date or place image was created).
  - Group answers should reflect critical evaluation of images. There will be continued disagreement as we do not have any photographs of Osceola. The discussion is more important than the "correct answer". George Caitlin is the only artist known to have actually met Osceola in person. Caitlin was also the most well-known Indian portrait artist.

**Lesson  
Closure/Review:**

- Students will use their new knowledge and the *Seminole Timeline* (attached below) to write a 5 sentence story about some aspect of Seminole life in the 19th Century. Story could be about an actual or made up person, but must follow facts from the timeline.

**Creator :** Social Studies Content Team

**File Attachments:** Legends of the Seminoles Creation reading.pdf

Osceola images.pdf

Seminole timeline.pdf

Seminole Wars 4th.ppt

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## Legends of the Seminoles -Creation

When the Creator, the Grandfather of all things, created the earth, there were many things he wanted to put there. Birds, animals, reptiles, insects, and many different living things. The Creator did have certain favorite animals. He liked the Panther, Coo-wah-chobee - crawls on four legs, close to the ground. The Panther would sit beside the Creator and He would pet the Panther, over and over, across its long, soft, furry back.

The Creator made sure that certain animals and plants possessed unique healing powers. When the Creator touches certain things longer than normal, His powers automatically go into what He touches. He told Panther, "When it's complete, I would like for you to be the first to walk on the earth. You are majestic and beautiful. You have patience and strength. There is something special about you. You are the perfect one to walk the earth first."

Creator went to work making all sorts of animals and birds. Animals on all fours, animals with hooves, animals with paws, birds with claws, insects, reptiles - why, there was nothing the Creator left out. When the earth was ready, Creator put all the animals in a large shell. He set it along the backbone of the earth - the real high mountains. "When the timing is right," He told the animals, "the shell will open and you will all crawl out. Someone or something will crack the shell and you must all take your respective places on the face the earth." The Creator then sealed up the shell and left, hoping the Panther would be first to come out.

Time went along, and nothing happened. Alongside the shell stood a great tree. As time passed, the tree grew so large that its roots started encircling the shell. Eventually a root cracked the shell. The Panther was patient, which the Creator liked. But, at this particular time, Panther was too patient. The Wind started circling around the crack in the shell, round and round the inside, so vigorously that the crack was made larger.

The Wind, however, remembered that the Creator wished for the Panther to be on earth first. "We will fulfill the Creator's wishes," said the Wind, reaching down to help the Panther take its place on earth.

The Wind was everywhere. The Wind was the air we breathe. After Wind helped the Panther out first, the Panther thanked Wind for the honor. Next to crawl out was the Bird. The Bird had picked and picked around the hole, and, when the time was right, stepped outside the shell. Bird took flight immediately. After that, other animals emerged in different sequences. Bear, Deer, Snake, Frog, Otter. There were thousands of others, so many that no one besides the Creator could even begin to count them all. All went out to seek their proper places on earth.

Meanwhile, as Bird was flying around looking for a place to live on earth, the Creator was watching. He watched each animal and did not intervene, but left the animals on their own. The Creator often allows things to happen along their own sequences. Sometimes a thing must happen on its own merits.

When the Creator saw that all was done, He decided to name the animals and put them into Clans. For being such a good companion, the Creator rewarded the Panther with special qualities: "Your Clan will have the knowledge for making laws and for making the medicine which heals," Creator told Panther. "You, the Panther, will be in possession of all knowledge of different things. The Panther will have the power to heal different ailments and to enhance mental powers."

Creator believed the actions of the Wind were very honorable and noble, so He told the Wind: "You will serve all living things so they may breathe. Without the wind - or air - all will die." The Bird, for being able to take flight, will be ruler of the earth, said the Creator: "The Bird will make sure that all things are put in their proper places on earth."

So this is how the beginning was made. Some call it the Creation. Though there were many, many animals put on this earth by the Creator, all came to know their proper places on earth.

**Images of Osceola**

**What can you tell about him from this painting or drawing?**

**Are there any clues to decide which is the most accurate?**

**Which is the “best”? Why?**



**George Catlin 1838 (drawn in Florida, in person)**



**John Pierce 1838 (used in a book, *Osceola*)**

**Images of Osceola**

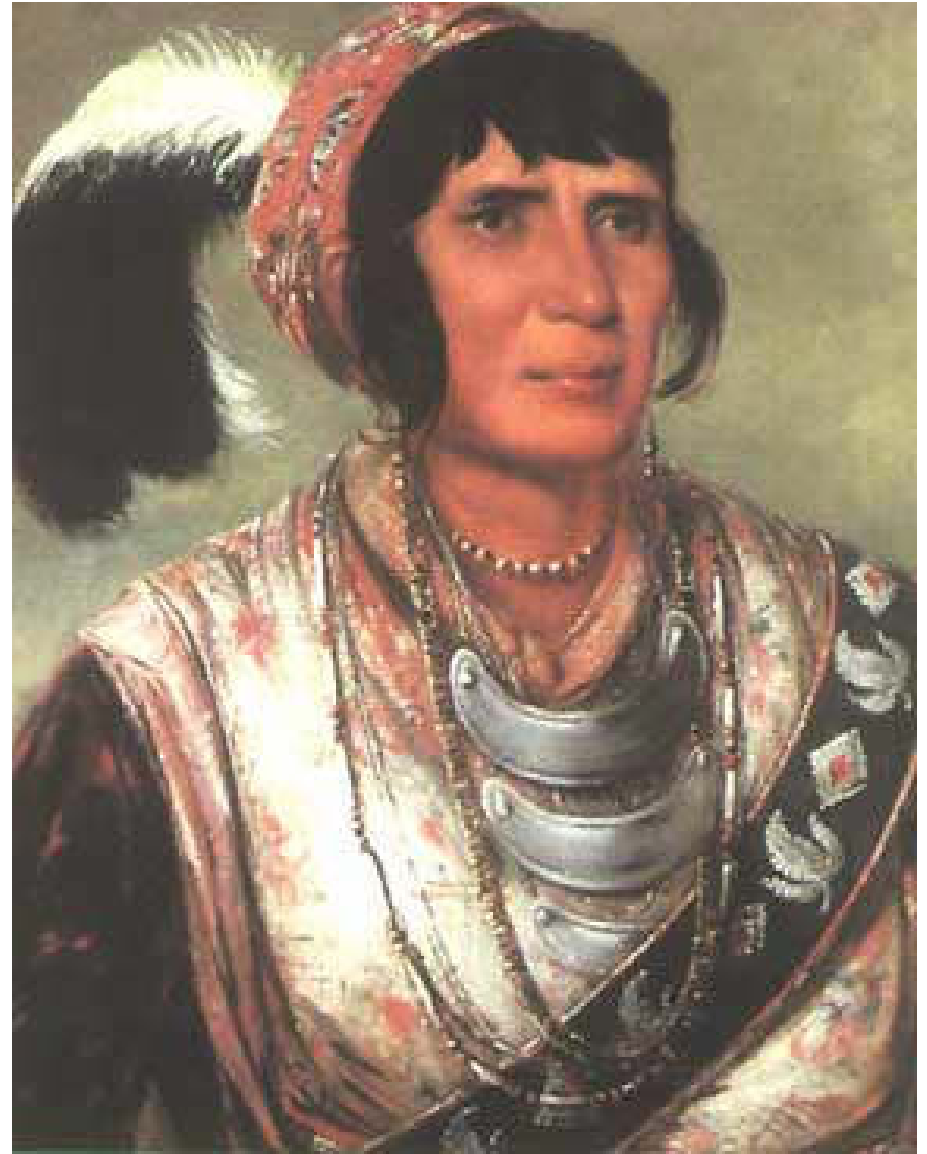
**What can you tell about him from this painting or drawing?**

**Are there any clues to decide which is the most accurate?**

**Which is the “best”? Why?**



**Robert Curtis 1838 Charleston (after capture)**



**George Catlin 1838 Charleston (after capture)**

**Images of Osceola**

**What can you tell about him from this painting or drawing?**

**Are there any clues to decide which is the most accurate?**

**Which is the “best”? Why?**



**John Bufford 1838 (an Army map maker in Florida)**



**H.D. (from an 1845 book *Indian Tribes of N. America*)**

Using the facts and dates from the timeline, write a 5 sentence story about the Seminoles. You can create a whole new person, but they must follow the facts from the timeline

