

# Teacher Edition

By Dr. Laurie Boulden & Katherine Lamar

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## Dade Battlefield Booklet



The **SEMINOLES**:  
The **UNCONQUERED**  
freedom-seeking  
Native Americans  
of Florida



The **FEDERALS**:  
The scrappy military  
of the recently  
independent  
United States of  
America

*The Dade Battlefield Massacre started the 2<sup>nd</sup> Seminole War in Florida. Lasting from 1835-1842, this was the longest and most expensive war between the US and Native Americans.*

The start of  
America's  
**Longest & Most  
Expensive War**  
With Native  
Americans

With appreciation and thanks to the  
Babson Park Elementary 4<sup>th</sup> Grade Team and students  
for their help with this booklet.

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\* Student Favorite



<b>General Information</b>	<p><b>Name - Analyzing Perspectives at Dade Battlefield</b></p> <p><b>Grade level-</b> 4th Grade                      <b>Subject area-</b> S.S./ ELA</p> <p><b>Topic-</b> Seminole Wars                      <b>Time Required-</b> 60 minutes</p>
<b>Brief Description of Lesson</b>	<p><b>Analyzing Perspective at Dade Battlefield</b></p> <p><i>In this lesson, students will use primary source museum images and eyewitness accounts to compare and contrast Seminole and Federal perspectives regarding the Dade Massacre - the event that began the 2nd Seminole War.</i></p>
<b>Activity Goals</b>	<p><b>Focus questions-</b></p> <ul style="list-style-type: none"> <li>• How do the Seminole and Federal perspectives agree and differ?</li> <li>• What caused the 2nd Seminole War?</li> </ul> <p><b>Context-</b> <i>The Seminole Wars were the longest and most expensive war in American history. Between 1816 and 1858, <b>Federals</b> (i.e. U.S. Government's forces) attempted to remove the Seminole People from Florida and resettle them in Oklahoma. At the end of the 3 wars, the Federals left and no peace treaty was signed. Though over 3,000 members had been captured and resettled, the Seminoles of Florida remained unconquered. Today, there are about 3,000 members of Florida's Seminole tribe, living mostly within six reservations on the peninsula.</i></p> <p style="text-align: center;"><b>Standards -</b></p> <p style="text-align: center;"><i>See all twenty-one National (NCSS) and Florida Standards (CPALMS) in Appendix 2.</i></p> <p><b>Objectives-</b></p> <ul style="list-style-type: none"> <li>• Students will analyze multiple historical primary sources to identify similarities and differences in perspective.</li> <li>• Students will conduct research with multiple sources to identify causes of the 2nd Seminole War.</li> <li>• Students will identify evidence that challenges assumptions about and negative stereotypes of Native Americans.</li> </ul> <p><b>Assessments-</b></p> <ul style="list-style-type: none"> <li>• The teacher will monitor student discussion to make sure students are <u>providing evidence for conclusions</u>.</li> <li>• The teacher will monitor student discussion to make sure students are <u>comprehending the text</u>.</li> <li>• The student will use the Dade Battlefield Workbook or Worksheet to <u>answer the focus questions</u>.</li> </ul>

<p><b>Primary Sources:</b> <i>Library of Congress</i></p>	<p>A Cannon.jpg <a href="https://www.loc.gov/item/2004660967/">https://www.loc.gov/item/2004660967/</a></p> <p>Tampa Bay on the Gulf of Mexico.jpg <a href="https://www.loc.gov/item/96507236/">https://www.loc.gov/item/96507236/</a></p> <p>Micanopy: A Seminole Chief <a href="https://www.loc.gov/item/2003670066/">https://www.loc.gov/item/2003670066/</a></p> <p>Jumper Library of Congress.jpg <a href="https://www.loc.gov/item/2003677284/">https://www.loc.gov/item/2003677284/</a></p> <p>Black Seminole Woman.jpg <a href="https://www.loc.gov/resource/cph.3c12857/">https://www.loc.gov/resource/cph.3c12857/</a></p> <p>Map of the seat of war in Florida <a href="https://www.loc.gov/item/2018588050/">https://www.loc.gov/item/2018588050/</a></p> <p>Osceola of Florida.jpg <a href="https://www.loc.gov/item/96508305/">https://www.loc.gov/item/96508305/</a></p>
<p><b>Primary Sources:</b> <i>Other</i></p>	<p><i>See additional sources in "Image Reference." (Teacher Edition, pg. 33. or the Booklet pg. 27).</i></p>
<p><b>Methods</b></p>	<ul style="list-style-type: none"> <li>• <b>Project Zero Thinking Routine:</b> "Step In, Step Out, Step Back"</li> <li>• <b>Project Zero Thinking Routine:</b> "Sticking Points"</li> <li>• <b>Library of Congress:</b> "Map Analysis" (optional in Teacher Edition, pg. 25)</li> <li>• <b>National Portrait Gallery:</b> "Reading Portraiture"</li> </ul>
<p><b>Additional Resources:</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Dade Battlefield Booklet</li> <li><input type="checkbox"/> Teacher Edition: Dade Battlefield Booklet</li> <li><input type="checkbox"/> Hand Lenses/ Magnifying Glasses</li> <li><input type="checkbox"/> (Optional) Full Page Handouts (see Appendix 1)</li> <li><input type="checkbox"/> (Optional) <b>Teacher Script</b> (see Appendix 3)</li> </ul>
<p><b>Activity Procedures:</b> <i>Anticipatory</i></p>	<p>15 MINUTES:</p> <p><b>Distribute Booklet, Hand Lenses, and (optional) Handouts.</b></p> <p>Complete "<b>Analyzing Perspectives</b>" using the "<b>Step In, Step Out, Step Back</b>" Thinking Routine.</p> <ul style="list-style-type: none"> <li>• <b>(3 minutes)</b> Teacher introduction to the concept of <b>Perspective</b>.</li> <li>• <b>(2 minutes)</b> Students lay the Booklet flat so they can see both covers, quietly observe the images and record important details.</li> <li>• <b>(10 minutes)</b> Discuss the questions. Students may record their answer to the question: "How do you step into someone else's perspective?" on the back cover.</li> </ul> <p><i>* This may be completed separately from the rest of the lesson.</i></p>

**Activity  
Procedures:**

***Lesson***

45 MINUTES:

1. **(20 min)** As a class, read through the “Dade Battlefield Massacre” testimonies.
2. **(15 min)** Student pairs work together to complete “Sticking Points” Thinking Routine. You might need extended time.
3. **(10 min)** Discuss answers.

**a. FACTS.**

1. Explain: **An experience may be interpreted differently by different cultures and people with different perspectives. This includes the facts that an individual from that culture remembers.**
2. Questions: **Do the Federals do something with the environment that the Seminoles don’t expect? What?**  
Yes, they built the “log pen” as a defense.
3. **Why did the Federals construct the breastwork/pen?**  
To protect against bullets.
4. **What was the role of the cannon in resolving the conflict?**  
Minimal. According to the Seminoles it just went over their heads.
5. **In this situation, do black individuals play similar or different roles on the Seminole and Federal sides?** Different.  
The black Seminoles are warriors. The black Federal is a slave.  
\*NOTE: Seminoles also had black slaves, captives, and friends.

**b. VALUES:**

1. Explain: **An experience may be interpreted differently by different cultures and people with different perspectives. What you value is what you focus on.**
2. Give Examples:
  1. If a person who valued sports and fashion looked around this classroom, **what would they notice?**
  2. If a person who valued reading and friendship looked around this classroom, **what would they talk about first?**
3. Notice:
  1. **Alligator values** staying in Florida over being honest about intentions.
  2. **Alligator values** bravery because he mentions the brave Federal soldier.
  3. **Both warriors value their leaders**, Ransom uses Major Dade and Captain Frasers’ names. Micanopy doesn’t use their names; he references the man on the horse. Alligator uses his leaders’ names, too.
4. **Why might these values be different?** (*Answers vary*)

	<p><b>c. INTERESTS (practical interests)</b></p> <ol style="list-style-type: none"> <li><b>Both warriors are interested in military activities</b> and have invested in guns, clothes, and building skills.</li> <li><b>Alligator is interested in staying in Florida.</b></li> <li>We don't know if Ransom is interested in removing the Seminoles from Florida or just getting a paycheck.</li> <li>We do know <b>Ransom is loyal to his group</b> and doesn't run away.</li> </ol> <p><b>d. POLICIES (general decisions and actions)</b></p> <ol style="list-style-type: none"> <li><b>Both warriors are part of armed forces</b> - the decision to fight for what you believe in and respond with violence when threatened. They both use guns as tools to enact policies.</li> <li><b>Alligator is part of the Seminole Nation</b>, it has a council that is elected and makes decisions democratically.</li> <li><b>What are some of the names of the Seminole leaders?</b> <i>Jumper, Alligator, Micanopy, Osceola</i></li> <li><b>Ransom is part of the United States of America</b>, it has a congress that makes decisions democratically.</li> <li><b>Are these government institutions similar or different?</b> Similar. They both believe in democratic forms of government.</li> </ol> <p><b>BONUS: Who is the President of the United States at this time?</b>  *Hint: He is the 7th President and is on the \$20 bill. <i>Andrew Jackson</i></p> <p>4. <b>HIDDEN TREASURE:</b> These testimonies are focused on animosity (anger and fighting), but there is <b>APPRECIATION</b> hidden within each text.</p> <p><b>a. What is something Ransom appreciates about the Seminoles (or one particular Seminole)?</b>  The kindness of the Native American woman.  That the Seminoles respected the dead Federals.</p> <p><b>b. What is something Alligator appreciates about the Federals (or one particular Federal)?</b>  The bravery of the Federal soldier who would not give up. At one point Micanopy and Major Dade appreciated each other as friends.</p>
<p><b>Activity Procedures</b></p> <p><i>Closure</i></p>	<p>Students discuss and record answers the <b>Focus Questions:</b></p> <p>From Ransom's <b>perspective</b>, what caused the 2nd Seminole War?</p> <p><i>The Massacre.</i></p> <p>From Alligator's <b>perspective</b>, what caused the 2nd Seminole War?</p> <p><i>The U.S. removing Seminoles from Florida.</i></p>



<p><b>Accommodations</b></p> <p><i>Language Learners &amp; ESE Students</i></p>	<ul style="list-style-type: none"> <li>• Illustrations in Booklet</li> <li>• Definitions of Keywords &amp; Glossary</li> <li>• Cooperative Learning</li> <li>• Graphic Organizers</li> <li>• Chunking Reading</li> <li>• Opportunities for Extension and Creativity</li> </ul> <p><b>Gifted:</b></p> <ul style="list-style-type: none"> <li>• Focus on the concept of “Perspective”</li> <li>• Addressing social/emotional issues</li> <li>• Opportunity for acceleration and independent work</li> </ul>
<p><b>Extensions</b></p> <p><i>Located in the Booklet</i></p>	<ol style="list-style-type: none"> <li>1. <b>EXTENSION 1 A -Blindspots (pg 18):</b> What did Ransom and Alligator miss? Whose perspective is missing? What question do you still have? <i>(After completing this question, students may research to answer their own question.)</i></li> <li>2. <b>EXTENSION 1 B -Seminole Woman and Baby (pg 19):</b> What motivates the Seminoles to fight against resettlement? Why is cultural unity important? <i>(After completing this question, students may identify the roles of Black Seminoles by researching Abraham, Chief Advisor to Micanopy.)</i></li> <li>3. <b>EXTENSION 2 - Map Analysis and The Swampy Florida Peninsula (pg 20):</b> <i>(Afterwards, students may research the Florida Everglades.)</i></li> <li>4. <b>EXTENSION 3 - Massacre or Not? (pg 22):</b> Was the Dade Battlefield Massacre a massacre? Use historical evidence to support your answer. What caused the 2nd Seminole war? <i>(Students may use research to write an essay.)</i></li> <li>5. <b>EXTENSION 4: Osceola (pg 24):</b> Complete a “Reading Portraiture” on the Catlin’s 1838 lithograph of Chief Osceola. <i>(Afterwards, students may explore the Library of Congress for other portraits of other Seminole leaders.)</i></li> </ol>

## 1. What does the word "Seminole" mean?

This most common answer is "runaway."

This word evolved. Spanish-speakers called the Floridian Native Americans "*cimarron* (runaway)" because they had run away from conflicts with Creek Indians up North and because they ran away from the mission villages that Spanish Catholic missionaries constructed for them. There is no "rr" sound in the Native languages of Mvskoki and Mikisuki, so the Natives heard something different. "*Este Cimarron* (This Runaway)" sounded like "*isti semall*". In Mvskoki, "*isti semall*" means "*free people of distant fires*". The Native Americans liked that title and used it. Later, when English-speakers heard it, they heard "Seminole."

English-speakers used the word "Seminole" as a blanket label for all the many diverse tribes of Native Americans living in Florida.

## 2. Where did the Seminoles originate?

Native American populations traveled freely between what is today Florida, Georgia, and Alabama. There were hundreds of tribes. After Spanish colonization, the Native American population dwindled. In the 1700s, a Creek Indian civil war, profitable opportunities to hunt game and raise cattle in Florida, and familiarity with the land led groups from the Lower Creek community to break off and settle in Florida. Black individuals escaping slavery also sought freedom in Florida. These groups combined with the few remaining Floridian Native Americans. Communities thrived around Lake Miccosukee, the cattle ranches of Alachua, and further south in the Everglades. A new identity emerged onto the pages of history.

This identity was not homogenous. Like ancient Greek city states, Seminole culture differed from town to town. Evenso, these diverse communities were connected by common languages and religious practice. But, where Seminole unity truly crystalized was in its opposition to the incursion of the U.S. Federal Government. Interestingly, Seminole identity and American identity (i.e. that claimed by citizens of the U.S.A.) developed in parallel.

## 3. Who are the Black Seminoles?

There were three groups that fell under the English-speakers label "Black Seminoles."

**First**, the black slaves that the Seminoles purchased or captured and held.

**Second**, the freedom-seekers who joined the Native American tribe and started families.

**Third**, the freedom-seekers friendly with the Seminoles. This group kept its own cultural identity. They camped near Seminole towns. They shared agricultural produce with the Seminoles. And - when war came - they fought alongside the Seminoles.

## 4. What is important to know about the Seminole Tribe of Florida?

1. They are **UNCONQUERED!**

2. Their main loyalty lies with their town.

3. They are bilingual and often trilingual.

*Mikisuki is only spoken by Seminoles in South Florida.*

4. The Seminoles in Florida and the Seminoles in Oklahoma are **NOT** the same.

5. Seminoles are **STILL** in Florida!

*About 3,000 currently live in the Sunshine State.*

**Author's Note:** Dade Battlefield Historic State Park is located in Florida. We walked the paths that soldiers and Native Americans walked. As we listened to the narratives of both sides, though we could no longer see the violence of war, we could feel it through the trees and the somber breezes whispering through the leaves.

Two first-person narratives furnish insight into the events of December 28, 1835. Ransom Clark provides an account of the experience of American soldiers who were killed in an ambush by Seminole Indians. Seminole leader, Halpatter Tustenuggee, known as Alligator, provides an account of the battle from a native perspective.

The narratives are colorful and violent. Without changing the language, this book cuts their words down in order to be appropriate for fourth grade studies. With the use of images, the intent is for students to better understand this important historical event, its impact, and to consider the relationships among peoples with vastly different views of the world.

The text is not copyright. It is a narrative from 1835.

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*This booklet is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.*

**\*\* The following primary source accounts were recorded in 1836. Each author is speaking in his own voice and uses language you might not be used to.**

*"... " indicates where portions of the narrative have been left out in order to make the overall presentation appropriate for elementary learners. Florida History, including Native Americans, is a fourth-grade topic. While standards outside of Florida may not specifically address Seminole Indians, the activities herein are applicable to a wider understanding of relationships between peoples.*

**From the Library of Congress:**

**Primary Source** – The raw materials of history, original documents and objects which were created in the time under study

**Secondary Source** - accounts that retell, analyze, or interpret events, usually at a distance of time or place.

## Activity: Analyzing Perspectives (15 min)

### ACTIVITY:

1. Have students lay the booklet flat so they can see both FRONT & BACK COVERS.
2. Read the instructions on the BACK COVER.
3. Give students **2 MINUTES** to observe and record important details that give clues to each persons' *perspective*.
4. Discuss *perspective* using the **"Step In, Step Out, Step Back" Questions**.
5. **EXTENSION:** Have students answer the following question on the back cover:

What does it take to step into someone else's *perspective*?

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#### Dade Battlefield Booklet



The Dade Battlefield Massacre started the 2<sup>nd</sup> Seminole War in Florida. Lasting from 1835-1842, this was the longest and most expensive war between the US and Native Americans.

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#### OBSERVATION NOTES: *Seminole Warrior & Federal Soldier*

Lay this booklet flat so you can see the front cover and this back cover.

Look at the images on the front cover using a hand-lens.

Pay close attention to details and words.

What details give a clue as to how this person *feels* (emotionally or physically)?

What details give clues about this person's *beliefs* and what he *cares* about?

What details give clues about what this person has *experienced* or *knows* about?

Record your observations here.

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## Analyzing Perspectives Discussion

**Perspective** - an attitude towards something -  
whether one sees it as positive, negative, or neutral;  
a way of *regarding* (seeing or thinking about) something

**Step In:** What do you think *each of these people* might feel,  
care deeply about, or believe? What might they know about or experience?

\*Reason with the limited information and  
images you have. The clues are in the details!

**Step Out:** What would you like to learn about so you can understand  
*each of these people's* perspectives better?

\*What is something NOT in this picture  
*that* would help you get to know these soldiers?

**Step Back:** What do you notice about YOUR OWN perspective,  
feelings, and assumptions about *each of these people*?

Was your first impression of the Seminole warrior **positive**, **negative**, or **neutral**?

Was your first impression of the Federal soldier **positive**, **negative**, or **neutral**?

Who do you assume was **massacred** in "The Dade Battlefield Massacre"?

What does it take to step into someone else's  
*perspective*?

### PERSPECTIVE:

NOTICE THE SOLDIERS HAVE THEIR BACKS TURNED TO EACH OTHER!

To *step into someone else's perspective*, you must "turn around"  
to see what they see and listen to what they have to say in their own words.

You need **primary sources**!

### STEP IN examples:

**Care deeply** about their nation because I see there is a flag.

**Feel** hot because I see they are wearing a wool jacket in Florida.

**Believe** in fighting for a cause because I see they have a gun and a uniform.

**Know/Experience** camping because I see the woods.

### STEP OUT example:

I would like to learn about where they live and why they want to fight so I can understand their perspective better.

### STEP BACK examples

I notice I **perceive** more details about the (Seminole/Federal).

I notice that I **feel** like cheering on the (insert Seminole/Federal) side.

I notice I **feel** uncomfortable about a possible conflict.

I notice I **assume** one person is poorer/weaker than the other.

This is a **Project Zero Thinking Routine** developed in Harvard University called "**Step In, Step Out, Step Back.**" It addresses the following standards\*:

NCSS 1.A.  
NCSS 1.B.  
NCSS 2.A.

NCSS 4.G.  
NCSS 6.F.  
VA.1.H.3.1.

ELA 4.C.4.1.  
ELA 4.RL.2.3.  
SS.4.A.3.2.

\*see Appendix 2



## Reading: Eyewitness Accounts (20 min)

### ACTIVITY:

1. Read through the **Eyewitness Accounts** together.
2. Discuss vocabulary, images, and shaded questions as you go.

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#### Setting the Scene:

A large group of U.S. Federal soldiers walk along a dirt road. They had started marching on December 23. It is now December 28. They have missed Christmas. They are traveling from Fort Brooke on the west coast of Florida to Fort King in the middle of Florida. The commander is riding a horse. His name is Major Dade and his soldiers are going to make sure Fort King is secure. There has been tension with the Seminoles and U.S. settlers have been running to Fort King for protection. The Seminoles are scheduled to be deported from Florida in 4 days. Major Dade is friends with Micanopy, an important Seminole chief, who he trusts will follow the treaty. It is very cold and many soldiers have put their coats on over their ammunition bags, making their bullets hard to reach. They are getting close to Fort King...

#### Private Ransom Clark's Eyewitness Account of the Dade Massacre

"It was eight o'clock  
[on December 28, 1835].

Suddenly I heard a rifle shot ... a **volley**, as if from a thousand rifles, was poured in upon us from the front, and all along our left **flank**...

We [the **Federals**] were surrounded by about 900 Indians and 100 Negroes who had run away from their masters' **plantations** and joined themselves to the **savages**....

**Volley** - large number of bullets shot at the same time

**Flank** - side of a group of soldiers

**Federals** - armed forces of the U.S. Government

**Plantations** - big farms usually for sugar, cane, cotton, or tobacco

**Savages** -

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#### An Eyewitness Account of the Dade Massacre by Seminole Leader Halpatter Tustenuggee (Alligator)

"We had been preparing for this more than a year.

Though promises had been made [to the **Governmental Agent**] to assemble on the 1st of January, it was **not to leave the country, but to fight for it**.

In council, it was determined to strike a decided blow about this time.

Our **agent** at Fort King had put **irons** on our men and said we must go.

Why did the Native Americans "strike a blow" against the Americans?

**Agent** - U.S. government official who interacts with Native Americans

**Irons** - big metal handcuffs

#### Osceola, Seminole chief

Osceola (Asi-Yahola) was NOT a chief, but he was a charismatic Seminole warrior. He was the most internationally recognized Native American of his time!

He was mixed; he had a Creek mother and a Seminole father. He earned the name **Tallassee Tustenuggee** (Alligator). He became an American patriot and bravery.



Reading the **Primary Source** Eyewitness Reports addresses the following standards\*:

NCSS 1.A.

NCSS 1.B.

NCSS 1.D.

VA.1.H.3.1.

NCSS 2.C.

NCSS 2.D.

NCSS 3.H.

NCSS 4.G.

This reading will provide the information needed to complete the following standards.\*

SS.4.A.3.2

SS.4.A.3.10

ELA 4.C.4.1.

ELA 4. RL.2.3

\*see Appendix 2



**FLORIDA TIMELINE:**

- 1513 - Became a Spanish Colony
- 1817-1818 – 1<sup>st</sup> Seminole War
- 1819 – Adams-Onis Treaty
- 1821 - Became a **U.S. Territory** with Andrew Jackson as the 1<sup>st</sup> Governor
- 1835-1842 – 2<sup>nd</sup> Seminole War
- 1845 - Became a state
- 1855-1858 – 3<sup>rd</sup> Seminole War
- 1861-1865 – U.S. Civil War
- 1865 – 13<sup>th</sup> Amendment Abolishes Slavery in the USA

**African Americans:**

Black individuals played key roles on both sides of this conflict.

See **EXTENSION 1** for information on Black Seminoles and Federal interpreters.

**Setting the Scene:**

*A large group of U.S. Federal soldiers walk along a dirt road. They had started marching on December 23. It is now December 28. They have missed Christmas. They are traveling from Fort Brooke on the west coast of Florida to Fort King in the middle of Florida. The commander is riding a horse. His name is Major Dade. He is concerned because Fort King has stopped sending messages. Major Dade and his soldiers are going to make sure Fort King is secure. There has been tension with the Seminole Indians and U.S. settlers have been running to Fort King for protection. The Seminoles are scheduled to be deported from Florida in 4 days. Major Dade is friends with Micanopy, an important Seminole chief, who he trusts will follow the treaty. It is very cold and many soldiers have put their coats on over their ammunition bags, making their bullets hard to reach. They are getting close to Fort King...*

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We [**the Federals**] were surrounded by about 900 Indians and 100 Negroes who had run away from their masters' **plantations** and joined themselves to the **savages**. ....

**Volley -**

large number of bullets shot at the same time

**Flank -**

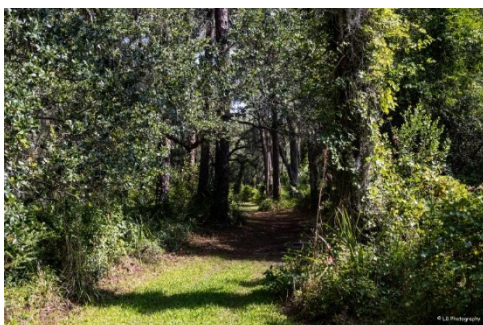
side of a group of soldiers

**Federals -**

armed forces of the U.S. Government

**Plantations -**

big farms usually for sugar cane, cotton, or tobacco

**Savages -****Battlefield & Museum:**

This photo was taken at the Dade Battlefield. It is the path Ransom traveled and what he would have seen. There are evidence of bullets high up in the trunks of the trees. You can visit the Dade Battlefield Museum and walk the same path. You can also experience a battle re-enactment with Seminole and Federal Camps, a market, games, food, and horses if you visit in early January.



The pond was on our right, and the Indians were scattered round, in a semicircle, on our left, in the rear, and <b>in advance</b> ..."	<b>Advance</b> - front of a group of soldiers
How many attackers did Ransom see?	Where were the Seminoles?

Ransom perceived 1,000 attackers.



The Seminoles were on the left side, in front, and behind them.  
  
They were NOT on the pond side.

"At the first fire, one-third of the <b>detachment</b> , and Major Dade and Captain Fraser were killed...	<b>Detachment</b> - group of soldiers sent away on a mission
---	--

Federal soldiers hid behind trees, cut down trees, and used trees to build a little breastwork or fence of logs to protect themselves.

They also fired guns and a cannon.

Ransom perceives he killed 3 attackers.

Later we learn the Seminoles report only 3 men killed.

The cannon didn't make a difference because they didn't have a good place to aim it.

The Seminoles did not appear as a group but as a few warriors at a time.

The Federals fired at random.

The first fire of the Indians was the most destructive, seemingly killing or disabling one half our men.

We promptly threw ourselves behind trees, and opened a sharp fire of musketry...

the Indians chiefly fired, lying or squatting in the grass. ...

"We immediately then began to fell trees, and erect a little triangular breastwork.

We had barely raised [it] knee high, when we again saw the Indians advancing ... yelling and whooping, . . . I know well that I killed three men. I fired also forty or fifty rounds, ...

...The cannon was necessarily fired at random, as only two or three Indians appeared together. ... "

**Musketry** - many long guns

**Fell Trees** - cut down trees

**Breastwork** - low place of defense

**Rounds** - bullets

What did the soldiers do to protect themselves?

Why didn't the cannon make much difference?





Ransom  
perceived the  
battle lasted  
from  
8 AM – 4 PM,  
8 hours.

"Our men were by degrees all cut down. The battle lasted until about four in the afternoon, and I was about the last one who handled a gun, ...Lt. Basinger was the only officer left alive, and he severely wounded. He told me as the Indians approached to **feign myself dead.**

I looked through the logs and saw the savages approaching in great numbers.

A heavily made Indian, of middle stature, painted down to the waist [assumed to be Micanopy] seemed to be the chief. He made them a speech... they did not seem to suspect the wounded of being alive – **offered no indignity**, but stepped about carefully, quietly stripping off our **accoutrements** and carrying away our

**Feign Dead** -  
pretend to be dead

**Offered No Indignity** -  
were respectful

**Accoutrements** -  
personal items and  
equipment

The Seminoles might have taken personal items because they were running low on supplies or wanted trophies.

They might not have wanted the equipment to go to waste or for weapons to be retrieved and used on them again.

Ransom perceived:

1. "savages approaching in great numbers,"
2. Micanopy making a speech,
3. Seminoles taking things from the dead, and
4. Seminoles going back in the same direction they came.

arms. Then they retired in a body in the direction from whence they came..."

*[Ransom tells about being shot in his right leg, right arm, right shoulder, and lung. He crawls towards Ft. Brooke.]*

"On the 5th day, I arrived within 3/4 of a mile of the fort, when from loss of blood, hunger and exhaustion I sank upon the ground to die.

I was discovered in this situation a short time afterwards by a friendly squaw, who assisted me to the fort."

Arms - weapons

Retired in a Body -  
left as a group

Squaw -  
female Native American

Why might the Seminoles have taken personal items and equipment from the fallen soldiers?

Who did Ransom see as he feigned dead?



Fort Brooke:

This image from the Library of Congress shows the Federal encampment at Fort Brooke (Tampa). This is what it would have looked like when Ransom left and returned.





### CAN YOU SEE THE CANON?

The original monument to Major Dade was the canon, which the Seminoles had thrown in the pond.

The Federals came back, fished it out, and made it into something like this monument you can see at Dade Battlefield today.

## Micanopy: A Seminole Chief

### SEMINOLE FASHION

**Chief Micanopy** is wearing black feathers as a headdress and a silver medallion that means he has met the U.S. President.

**Osceola** is wearing a necklace with 3 small metal breastplates that denotes his involvement in the military. He also has a blue diamond beaded sash, probably attached to his ammunition case.

Seminole garb is very colorful. It includes beading and quilt-work like you can see on **Chief Jumper's** scarf.

Clothes often included Scottish tartans they had acquired when trading with the British.

How might these pictures of Seminole leaders challenge your assumptions about Native Americans?



## Seminole Indians, Florida: tommy Jumper, Chief



## An Eyewitness Account of the Dade Massacre by Seminole Leader Halpatter Tustenuggee (Alligator)

"We had been preparing for this more than a year.

Though promises had been made [*to the Governmental Agent*] to assemble on the 1st of January, **it was not to leave the country, but to fight for it.**

In council, it was determined to strike a decided blow about this time.

Our **agent** at Fort King had put **irons** on our men and said we must go.

**Agent** -  
U.S. government  
official who interacts  
with  
Native Americans

**Irons** -  
big metal handcuffs

Why did the Native Americans "strike a blow" against the Americans?

**The Indian Removal Act**  
of 1830  
(signed by  
President  
Jackson)

This Act  
attempted to  
remove all  
Native  
Americans East  
of the  
Mississippi to  
Oklahoma.

This is the  
**Trail of Tears.**

Those  
Seminoles  
captured would  
be deported by  
boat.

### Osceola, Seminole chief

Osceola (*Asi-Yahola*) was NOT a chief, but he was a charismatic Seminole warrior. He was the most internationally recognized Native American of his time!

His heritage was mixed; he had a Creek mother and an English trader father. He earned the Seminole title **Tallassee Tustenuggee** (i.e. *village war leader*). He became an American symbol of **patriotism** and **bravery**.



The U.S.  
government  
wanted the  
Native  
Americans to  
gather and  
leave, but the  
Seminoles  
did not want  
to leave  
Florida!



Alligator  
**perceives**  
180 warriors  
on the  
Seminole  
side.

The  
Seminoles  
prepared to  
assail in a  
pine forest  
before a  
swamp.

Trees provide  
cover and it is  
hard to fight  
in a swamp.

Jumper  
reproached  
Micanopy for  
being  
"too timid"  
and for  
wanting to  
wait before  
attacking.

Osceola was  
supposed to be  
at this battle, but  
wasn't. Maybe  
Micanopy was  
waiting for him.

The troops were three days on their march, and approaching the Swamp. Here we thought it best to **assail** them; ... Micanopy was **timid**, and urged delay. Jumper earnestly opposed it, and **reproached** the old Chief for his decision. He [Jumper] addressed the Indians and requested those who had **faint hearts** to remain behind; he was going when Micanopy said he was ready.

Just as the day was breaking, we moved out of the swamp into the **pine-barren**. I counted, by direction of Jumper, one hundred and eighty warriors. Upon approaching the road, each man chose his position on the west side ...

Every warrior was protected by a tree, or **secreted** in the high palmettoes.

**Assail** - attack

**Timid/Faint Hearts** -  
afraid

**Reproached** -  
Talk to someone in a  
disapproving or  
disappointed way

**Pine-Barren** -  
forest of tall pine  
trees and grass

**Secreted** - hidden

Where did the Seminoles prepare to assail?  
Why might they choose these locations?

Why did Jumper  
reproach Micanopy?







About nine o'clock in the morning the **command** approached.

In **advance**, some distance, was an officer on horse, who Micanopy said was the captain; he knew him personally; had been his friend in Tampa.

So soon as all the soldiers were opposite, between us and the pond, ...Jumper gave the whoop, Micanopy fired the first rifle, ... every Indian arose and fired, which laid upon the ground, dead, more than half the white men.

The cannon was **discharged** several times...; the balls passed far over our heads.

**Command-**  
group of military  
officers

**Advance -**  
the front

**Discharged -**  
shot a weapon

**Ransom**  
perceived  
the 1<sup>st</sup> volley  
killed  
1/3 of the  
Federals.

**Alligator**  
perceived the  
1<sup>st</sup> volley  
killed  
1/2 of the  
Federals.

The  
Seminole  
followed their  
leaders'  
example.

The soldiers shouted and whooped, and  
the officers shook their swords and swore.

...

How did the Seminoles know  
to start shooting their rifles?

What might have  
caused Micanopy to  
turn on his friend?



As we were returning to the swamp  
supposing all were dead, an Indian came  
up and said the white men were building a  
fort of logs.

Jumper and myself, with ten warriors,  
returned. As we approached, we saw six

**Swamp -**  
A forested wetland;  
there is standing  
water most if not all  
of the year.

#### SIMILARITY:

Both the Seminole  
warriors and the  
Federal soldiers  
participate in  
"whooping."

#### DIFFERENCE

Alligator mentions  
the Federals having  
swords.

Ransom does not  
mention swords.

men behind two logs placed above another, with the cannon a short distance off. ...When I got inside the log-pen, there were three white men alive, whom the negroes put to death, after a conversation in English.

There was a brave man in the pen; he would not give up; ... but two Indians on horseback **overtook** him, ...

The firing had **ceased**, and all was quiet when we returned to the swamp about noon. .... (Of the Seminoles) Three warriors were killed and five wounded."

**Overtook** -  
to catch up and  
pass

**Ceased** -  
stopped

Alligator says that 12 warriors approached the log-pen

Ransom says that there were "great numbers" approaching the log-pen.

How many Seminoles did Alligator say attacked the log-pen in the end?  
How many did Ransom say?

How long  
did the battle last?

Alligator perceives the battle lasted from 9am-Noon. That is 3 hours.

### What Happened Next:

*This event marks the start of the 2nd Seminole War (1835-1842).*

*In this war, the **Federals** will attempt to catch and deport the Seminole Indians to Oklahoma. The **Seminoles** will fight for their freedom to stay in Florida.*

*The **Seminole Wars** will be the longest and most expensive war the U.S. government wages against Native Americans. **In the end, both sides will claim victory.***

*The **Federals** - unable to find the Seminoles in the swampy Everglades - will leave.*

*The Seminoles will never sign a peace treaty and thus remain **UNCONQUERED**.*

*Today, about 3,000 Seminole Indians still live in Florida.*

***Ransom** continued being a soldier. He traveled, told his story, and died 5 years later from his injuries. He was buried in his home town in New York. He was 28 years old.*

***Alligator** was eventually captured and sent to Oklahoma. He may have lived into old-age and learnt the alphabet alongside his children...or escaped to Mexico.*



# Organizer: Sticking Points (25 min)

25

## ACTIVITY:

1. Have students work in groups of 2-3 to complete the graphic organizer. For "FACTS" students do NOT need to answer all guiding questions in *italics*.
  2. Review answers as a class.
- A larger full-page handout is available in Appendix 1.

The image shows three overlapping copies of a graphic organizer titled "Sticking Points". The top copy is titled "Dade Battlefield STICKING POINTS" and includes a "Name" field. It features a table with columns for "Sticking Points", "Agree", and "Disagree", and rows for "Facts", "Values", and "Interests". The middle copy is titled "STICKING POINTS" and includes a "Page | 18" label. The bottom copy is titled "STICKING POINTS" and includes a "Page | 17" label.

This is a **Project Zero Thinking Routine** developed in Harvard University called **"Sticking Points."** It addresses the following standards\*:

NCSS 1.A.  
NCSS 1.B.  
NCSS 1.D.  
NCSS 1.E.  
NCSS 2.A.  
NCSS 2.B.  
NCSS 2.C.

NCSS 3.G.  
NCSS 3.H.  
NCSS 4.G.  
NCSS 6.D.  
NCSS 6.E.  
NCSS 6.F.  
NCSS 6.G.

ELA 4.C.4.1.  
ELA 4.RL.2.3.  
SS.4.A.3.2.  
SS 4.A.3.10

\*see Appendix 2

## STICKING POINTS

Based on what you have read, complete the graphic organizers.

Sticking Points	Agree	Disagree	
		Ransom	Alligator
<b>Facts</b>  <i>When did it start?</i> <i>How long did it last?</i>  <i>Where are they?</i>  <i>How many warriors were there?</i>  <i>What weapons were used?</i>  <i>How many Federals died?</i>	Black individuals fought on the Seminole side.  There was a fight by a pond.  Canon (not effective), guns, and a log-pen  In the morning on December 28, 1835.  There was whooping.  Major Dade died first	Micanopy made a speech at the end  1,000 attackers  8 AM  8 hours  Many Seminoles died, Ransom killed 3 & survived  1/3 Federals killed at first.	180 Seminoles  Officers had swords  9 AM  4 hours  3 Seminoles died, all the Federals died.  More than ½ Federals killed at first
<b>Values</b>  <i>Who is valued?</i>  <i>What skills or objects are valued?</i>  <i>What character traits are valued?</i>	The leaders are valued because they are named.  Military skills are valued.  Bravery	Major Dade, Captain Fraser, Lt. Basinger, The Seminole Woman (squaw)  Protection of the trees  Lt. Basinger values protecting Ransom	Micanopy, Jumper The Council  Surprise attack  Choosing ones tribe above friendship.  They do NOT value timidity



Sticking Points	Agree	Disagree	
		Ransom	Alligator
<b>Interests</b> <i>Practical interests like land, group loyalty, activities, or investments</i>	Telling their story  Military activities  Group loyalty (they do not run away in battle)	Staying alive  Getting to Ft. Brooke  We do NOT know if Ransom is interested in the Florida land	Staying in Florida
<b>Policies</b> <i>General decisions and actions.</i>  <i>This includes government institutions of which they are a part.</i>	Fighting together  Using violence to support their cause  Soldiers whoop  Use the physical environment when defending themselves	<b>Government:</b> The United States of America Armed Forces (Federals)  Building fortifications (log-pen)  Using canon	<b>Government:</b> The Council of the Seminole Tribe (Seminoles)  Joining forces with black individuals in guerilla warfare  Misleading the U.S. Agent
<b>From his perspective, what caused the 2nd Seminole War?</b>		Dade Battlefield Massacre	Putting Seminoles in irons and trying to remove Seminoles from Florida
<b>Hidden Treasure</b> Each group perceives the other is "savage," but can you find the APPRECIATION hidden in each text?			
<b>What does <u>Ransom</u> appreciate about the <u>Seminoles</u>?</b>	Respect for the dead ("offered no indignity")  Kindness of the female Seminole (squaw)	<b>What does <u>Alligator</u> appreciate about the <u>Federals</u>?</b>	Bravery of the Federal soldier who wouldn't give up

**Reproducible  
handout in  
Appendix 1.**

**Luis Pacheco**  
has a fascinating  
story.

You can find it  
on Wikipedia.

## EXTENSION 1: Blind Spots

There were about 500 U.S. Federal soldiers in Florida.

Major Dade had 100 soldiers, 7 officers, 1 doctor, and 1 slave interpreter. They marched the dirt path from Fort Brookes (Tampa) to Fort King (Ocala) because they had lost communications and were concerned for their fort and the settlers sheltering inside.

The Seminoles sent 180 warriors.

Four wounded Federal soldiers survived...two hidden by the pond, one killed while escaping, and Ransom Clark. Black interpreter Luis Pacheco was captured. He was not killed because he was not free.

Federals perceived it a massacre; Seminoles saw it as a great victory.

- Summary from Missall's "The Seminole Struggle" (pg. 126-131)

### Blind Spots: What did Ransom & Alligator miss?

They missed naming 4 of the 7 officers, the doctor, and the Federal's slave interpreter.  
They missed the reason the Federals were marching.  
They missed the other 3 Federal survivors.

### Who survived the battle, but his *perspective* is missing?

Luis Pacheco's perspective is missing.  
The black individuals fighting with the Seminoles, their perspective is missing.

### What *question* might the reader still have?

Answers vary.



## Seminole Woman and Baby

Seminoles are diverse. At this time, there are Black Seminoles who have joined the tribe after escaping slavery. They have families. This is before the Civil War when slavery still existed in Florida.

Seminoles themselves have black slaves and black captives of war.

If captured by the Federals, black individuals know they will be divided from the rest of the tribe.



### Why did the Seminoles fight against **resettlement**?

Answers vary. Keeping their families together. Not losing "property."

### Why is **cultural unity** (*staying together and keeping similar beliefs and behaviors*) important?

Answers vary. It is good for strengthening families and protecting children.

This **EXTENSION** addresses the following standards\*:

NCSS 1.A.  
NCSS 1.B.  
NCSS 1.E  
NCSS 2.C.

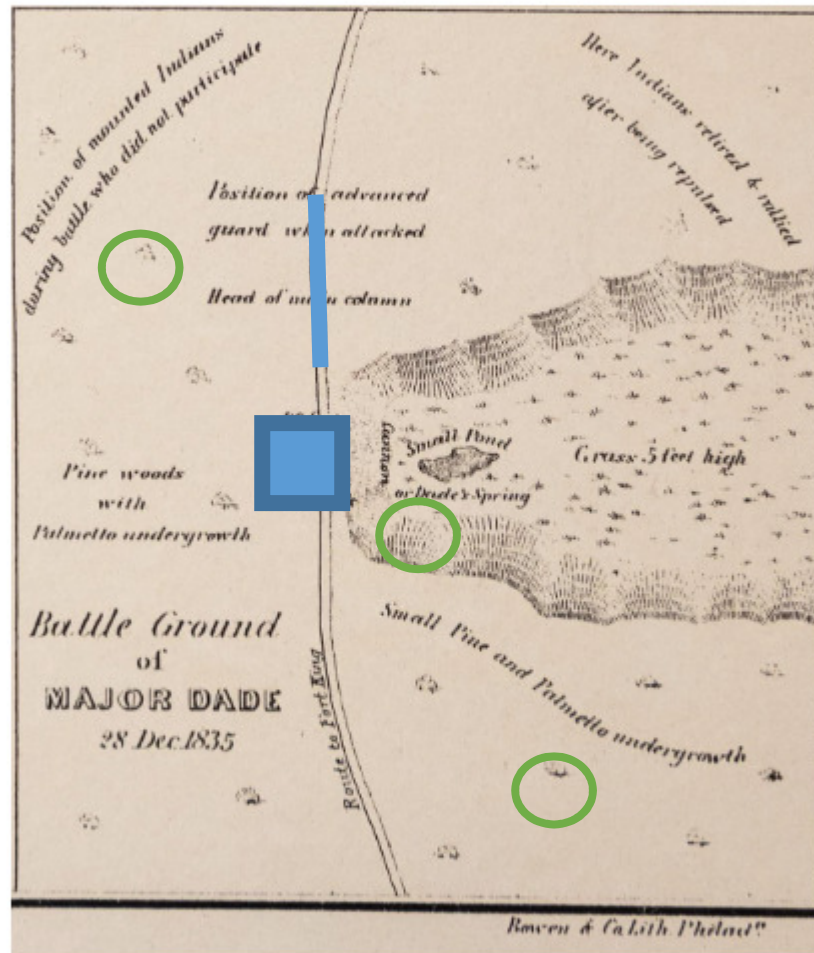
NCSS 2.D.  
NCSS 4.G.  
NCSS 6.D.

ELA 4.C.4.1.  
ELA 4.RL.2.3.  
SS.4.A.3.10.

\*see Appendix 2

## EXTENSION 2: Map Analysis

Map Excerpt: "Seat of War in Florida" by Major Gen. W. Scott



1. Circle 3 locations the Seminole warriors could hide. Answers vary.
2. Color where the Federals were 1st attacked and the log-pen they built.

### OPTIONAL ACTIVITY: ANALYZING MAPS Thinking Routine from The Library of Congress

Have students use magnifying glasses to analyze these two maps. Apply the questions to each map.

**OBSERVE:** What do you notice 1<sup>st</sup>? What details do you see? What words do you see? What looks out of place? What graphical elements do you see?

**REFLECT:** Why do you think this map was made? Who was the audience for this map? If this map was made today, what would be different? What would be the same?

**WONDER:** What would you ask the cartographer (i.e. mapmaker)?



### EXTENSION 3: Massacre or Not

**MASSACRE** - brutal slaughter, the deliberate and cruel killing of a large number of usually helpless or unresisting humans

#### Was the Dade Battlefield Massacre a massacre?

Use historical evidence from the images and reports to support your answer.

Answers vary but MUST refer to at least 1 image or eyewitness account AND the definition above.

**Yes.** According to Ransom, the Seminoles were "savage," outnumbered the Federals, and deliberately killed survivors except for him.

**No.** Images show that the Federals had weapons and a canon and fought back. A massacre is against "helpless or unresisting" people. The Federals were armed and resisting.

#### Which images or evidence in the eyewitness reports support your answer?


Answers vary but must include at least 2 pieces of evidence.

This is a monument to Major Dade. The original was made out of the cannon that the Federals pulled out of the pond where the Seminoles had thrown it after the battle.





## GOVERNMENT INSISTENCE... SEMINOLE DEFIANCE




**Seeds of Sorrow**

From the moment Europeans landed on their shores, Florida's indigenous people were under attack. For decades, tribes like the Seminoles struggled to keep their lands and freedom, devastated by disease, slavery and warfare. In 1830, the U.S. government took things one step further: President Andrew Jackson, himself a veteran of the First Seminole War, signed the Indian Removal Act into law, demanding all Native people move west of the Mississippi River.

**The Ultimatum**

In 1832, several Seminole leaders signed the Treaty of Paynes Landing, which required the Tribe to move to land in present-day Oklahoma. Many Seminoles disputed the treaty, saying they had been forced to sign or that those who agreed did not have authority to speak for the tribe. After years of resistance, the U.S. Army gave the Seminoles an ultimatum: Leave by Jan. 1, 1836, or be forced out of Florida. With the deadline approaching, many Seminole had made up their minds: They would defend their homes or die trying.



© LS Photography

Based on the “Eyewitness Accounts,” what started the 2nd Seminole War?

Ransom implies the Dade Battlefield Massacre.  
Alligator says the attempt to remove

Based on the museum plaque above, what else caused the 2nd Seminole War?

See above. U.S. Government policy, Seminole defiance, the Indian Removal Act of 1830,  
Andrew Jackson, breaking the disputed Treaty of Paynes Landing,  
Seminoles not wanting to leave by 1/1/1836, and the Seminole choice to defend their homeland.

This **EXTENSION** addresses the following standards\*:

NCSS 1.B.  
NCSS 2.A.  
NCSS 2.B.  
NCSS 2.C.

NCSS 4.G.  
NCSS 6.F.  
NCSS 6.D.  
VA.1.H.3.1.

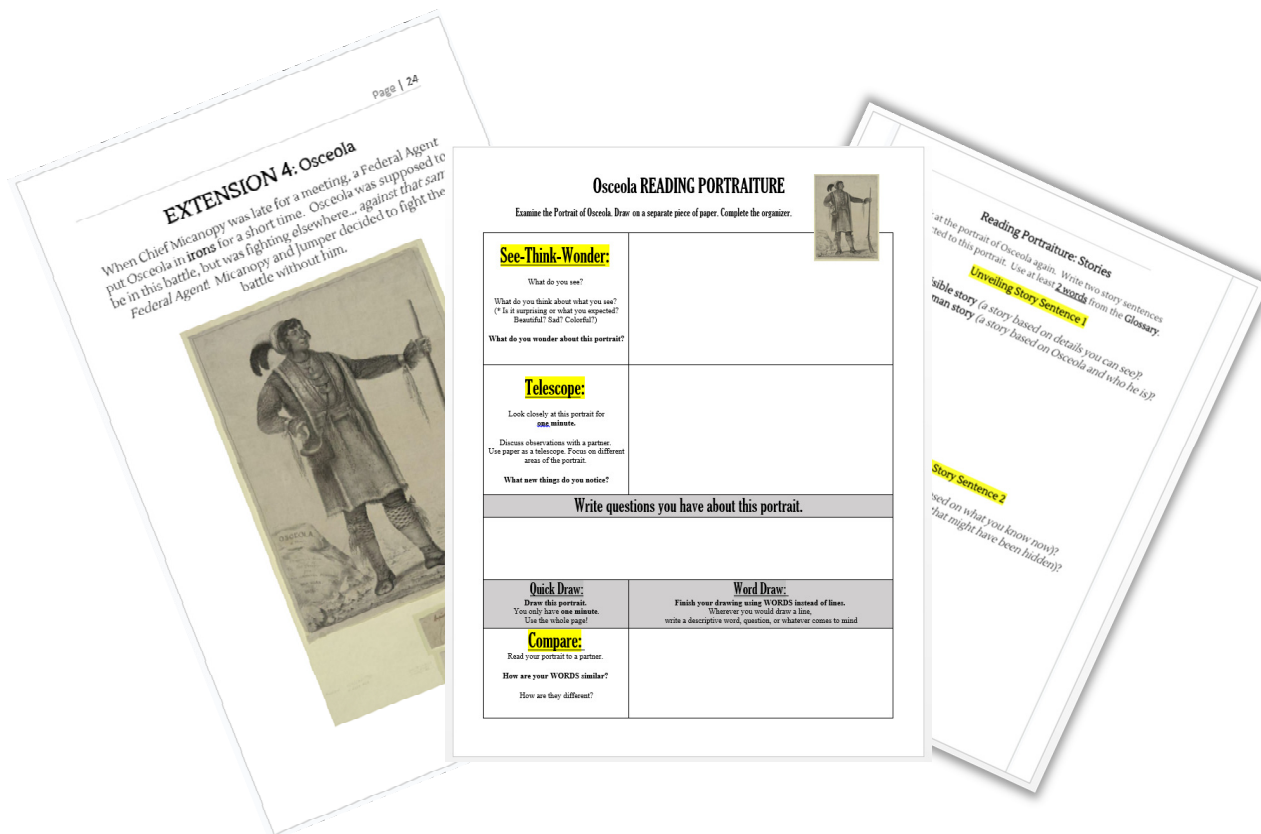
ELA 4.C.4.1.  
ELA 4.RL.2.3.  
SS.4.A.3.2. \*see back cover  
SS 4.A.3.10.



## Extension 4: Reading Portraiture (45 min)

### ACTIVITY:

1. **15 minutes:** Class Discussion: "See, Think, Wonder" thinking routine and students record what they WONDER, TELESCOPE, and write QUESTIONS
2. **.10 minutes:** DRAWING the portrait and COMPARING with a partner.
3. **20 minutes:** Writing the 2 stories, 1 sentence each using a Glossary word. Share.



This **EXTENSION** addresses the following standards\*:

NCSS 2.A.

NCSS 3.B.

VA.1.H.3.1

\*see Appendix 2

## EXTENSION 4: Osceola

When Chief Micanopy was late for a meeting, a Federal Agent put Osceola in **irons** for a short time. Osceola was supposed to be in this battle, but was fighting elsewhere... *against that same Federal Agent!* Micanopy and Jumper decided to fight the battle without him.



This is a thinking routine developed the **National Portrait Gallery** at the Smithsonian.

You may use it on any **primary source portrait** you can find at the **Library of Congress**.



## Reading Portraiture

<b>See-Think-Wonder:</b> What do you see? What do you think about what you see? <b>What do you wonder about this portrait?</b>	Insert question
<b>Telescope:</b> Look closely at this portrait for one minute. Discuss observations with a partner. Use a paper as a telescope. Focus on different areas of the portrait. <b>What new things do you notice?</b>	Insert observations
Write down one question you have about this portrait.	Insert question
<b>Quick Draw:</b> On a piece of paper, <b>draw this portrait.</b> You only have one minute. Use the whole page!	Own Page
<b>Word Draw:</b> Finish your drawing using <b>WORDS instead of lines.</b> Wherever you would draw a line, write a descriptive word, question, or whatever comes to mind.	
<b>Compare:</b> Read your portrait to a partner. <b>How are your WORDS similar?</b> How are they different?	Insert similarities
<b>Unveiling Story Sentence 1:</b> What is the <b>visible story</b> ( <i>a story based on details you can see?</i> OR What is the <b>human story</b> ( <i>a story based on who Osceola is?</i> )	

Answers Vary.

### Unveiling Story Sentence 2:

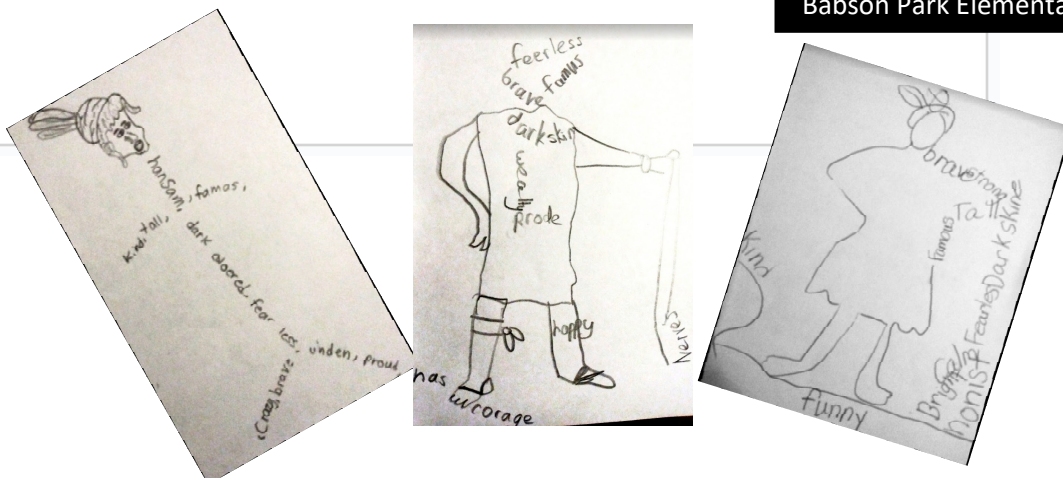
What is the **new story** (*a story based on what you know now?*)? OR What is the **untold story** (*a story that might have been hidden?*)?

Answers Vary.

**Reproducible  
handout  
WITH MORE  
SPACE  
in  
Appendix 1.**

You may also choose to have students draw on a sticky note or separate sheet of paper so their artwork can be displayed.

4<sup>th</sup> Grade Student Art from  
Babson Park Elementary, FL



Glossary

- Advance-** the front
- Assail-** attack
- Breastwork-** low place of defense
- Ceased-** stopped
- Discharged-** shot a weapon
- Federals-** armed forces of the U.S. Government
- Fell trees-** cut down trees
- Flank-** side of a group of soldiers
- Massacre-** brutal slaughter, the deliberate and cruel killing of a large number of usually helpless or unresisting humans
- Musketry-** many long guns
- Overtook-** to catch up and pass
- Pine Barren-** a stretch of pine trees
- Plantations-** big farms usually for sugar cane, cotton, or tobacco
- Reproached-** talk to someone in a disapproving or disappointed way
- Rounds-** bullets
- Savages-** brutal, vicious, uncivilized persons
- Secreted-** hidden
- Timid/Faint Heart-** afraid
- Volley-** large number of bullets shot at the same time

Image References

- Cover page: Seminole Soldier LB Photography, 2023
- Cover page: Federal Soldier LB Photography, 2023
- Page 4: On the Trail LB Photography, 2023
- Page 5: Taking Cover in the Pine [Barren](#) LB Photography, 2023
- Page 6: A Cannon by Alfred Waud, 1860
- Page 7: Another View of the Breastworks LB Photography, 2023
- Page 8: Tampa Bay on the Gulf of Mexico Gray and James, 1837
- Page 10: Copy of a Map of the Seat of War in Florida, 1836
- Page 11: Major Campaigns Map Dade Battlefield LB Photography, 2023
- Page 12: Micanopy. A Seminole Chief LT Lithographic, 1838
- Page 12: Seminole Indians, FL: tommy Jumper, Chief Witteman Collection LOC, ND
- Page 13: Osceola, Seminole chief painting by R. J. Curtis, 1838
- Page 14: Dade Massacre Diorama LB Photography, 2023
- Page 15: The Swamp and Woods LB Photography, 2023
- Page 16: Here Lieutenant Mudge Fell LB Photography, 2023
- Page 17: The Fort of Logs LB Photography, 2023
- Page 21: Seminole Squaw and Child Library of Congress c1905
- Page 22: Here Major Dade Fell LB Photography, 2023
- Page 23: Causes Plaque Dade Battlefield LB Photography, 2023
- Page 24: Osceola of Florida George Catlin, 1838

References

Missall, J. & M.L. (2020). *The Seminole Struggle: A History of America's Longest Indian War*. Pineapple Press.

# **Appendix 1:**

## **Full-Page Handouts**



# Dade Battlefield STICKING POINTS

Name \_\_\_\_\_

Sticking Points	Agree	Disagree	
		Ransom	Alligator
<b>Facts</b>  <i>When did it start?</i> <i>How long did it last?</i>  <i>Where are they?</i>  <i>How many warriors were there?</i>  <i>What weapons were used?</i>  <i>How many Federals died?</i>			
<b>Values</b>  <i>Who is valued?</i>  <i>What skills or objects are valued? What character traits are valued?</i>			
<b>Interests</b> <i>Practical interests like land, group loyalty, activities, or investments</i>			
<b>Policies</b> <i>General decisions and actions. This includes government institutions of which they are a part.</i>			
<b>From his perspective, what caused the 2nd Seminole War?</b>			
<b>Hidden Treasure</b> Each group <b>perceives</b> the other is "savage," but can you find the APPRECIATION hidden in each text?			
<b>What does <u>Ransom</u> appreciate about the <u>Seminoles</u>?</b>		<b>What does <u>Alligator</u> appreciate about the <u>Federals</u>?</b>	

# Osceola READING PORTRAITURE

Examine the Portrait of Osceola. Draw on a separate piece of paper. Complete the organizer.



<https://www.loc.gov/item/96508305/>

## See-Think-Wonder:

What do you see?

What do you think about what you see?  
(\* Is it surprising or what you expected?  
Beautiful? Sad? Colorful?)

What do you wonder about this portrait?

## Telescope:

Look closely at this portrait for  
**one minute.**

Discuss observations with a partner.  
Use paper as a telescope. Focus on different  
areas of the portrait.

What new things do you notice?

**Write questions you have about this portrait.**

## Quick Draw:

**Draw this portrait.**  
You only have **one minute.**  
Use the whole page!

## Word Draw:

**Finish your drawing using WORDS instead of lines.**  
Wherever you would draw a line,  
write a descriptive word, question, or whatever comes to mind

## Compare:

Read your portrait to a partner.

**How are your WORDS similar?**

How are they different?

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## Reading Portraiture: Stories

Look at the portrait of Osceola again. Write two story sentences connected to this portrait. Use at least **2 words** from the **Glossary**.

### Unveiling Story Sentence 1

CHOOSE 1:

What is the **visible story** (*a story based on details you can see*)?

What is the **human story** (*a story based on Osceola and who he is*)?

### Unveiling Story Sentence 2

CHOOSE 1:

What is the **new story** (*a story based on what you know now*)?

What is the **untold story** (*a story that might have been hidden*)?





# **Appendix 2:**

## **Standards**



# **STANDARDS COVERED**

## **IN THIS BOOKLET**

### **NATIONAL STANDARDS (NCSS)**

#### **Culture**

1.A. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

1.B. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.

1.D. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

1.E. Give examples and describe the importance of cultural unity and diversity within and across groups.

#### **Time, Continuity & Change**

2.A. Demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views.

2.B. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

2.C. Compare and contrast different stories or accounts about past events, people, places, or situation. Identify how they contribute to our understanding of the past.

2.D. Identify and use various sources for reconstructing the past, such as documents, letter, diaries, maps, textbooks, photos, and others.

#### **People, Places & Environment**

3.B. Interpret, use, and distinguish various representations of the earth such as maps, globes, and photographs

3.G. Describe how people create places that reflect ideas, personality culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

3.H. Examined the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

#### **Individual Development & Identity**

4.G. Analyze a particular event to identify reasons individuals might respond to it in different ways.

#### **Power, Authority, & Governance**

6.D. Recognize how groups and organization encourage unity and deal with diversity to maintain order and security

6.E. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.

6.F. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

6.G. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts

### **FLORIDA STANDARDS (CPALMS)**

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

SS.4.A.3.2. Identify cause and effects of European colonization on Native Americans

ELA.4.C.4.1. Conduct research to answer a question, organizing information about the topic, using multiple valid sources

ELA.4.RL.2.3. Explain an author's perspective.

VA.1.H.3.1 Identify connections between visual art and other content areas.



# **Appendix 3:**

## **Teacher Script**





# TEACHER SCRIPT: Dade Battlefield Booklet

Distribute Booklets, Magnifying Glasses, and Pencils

15 minutes: **ACTIVITY: “Step In, Step Out, Step Back”**

Today we will be learning about a battle. It was a battle in Florida history between the Seminole Indians and U.S. soldiers called Federals. The **Seminoles** and the **Federals** (\*students repeat). We are going to be investigating the **perspectives** of soldiers from each side. Say “**perspective.**” (\*students repeat). A **perspective** is whether you see something as good (*everybody \* thumbs up*), bad (*thumbs down*), or neutral (*thumbs sideways*).

Now, let’s check **your perspective**. What is your **perspective** on SPIDERS? Show me your thumbs! (\*students thumbs) Look around! So many **perspectives**! Some **perspectives** match and some don’t.

Look at the pictures.

Sometimes the Seminoles and Federals **perspectives** match, and sometimes they don’t.

There are clues in the pictures that can tell us about each soldier.

Let’s lay the booklet flat so we can see the Front and Back Cover.

Take 2 minutes to use the magnifying glass and REALLY LOOK at these images. Look for clues about what these men feel, what they care about. Look for clues about what they know, the skills they have, what they believe is important, and what they might have experienced. Record your observations.

2 minutes starts now! (*Allow for 2 minutes.*)

## Project Zero Thinking Routine

**Now, let’s “STEP IN” to these pictures.** Look closely at the Seminole and Federal soldiers. The details are clues.

- What might this Seminole feel or care deeply about? (What detail gives it away?)
- What might the Federal feel or care deeply about? (What detail gives it away?)
- What might each soldier know about? (What detail gives that away?)
- What might the Seminole believe or experience? (What detail gives that away?)
- What might the Federal believe or experience? (What detail gives that away?)

**Now, let’s take a “STEP OUT” of the picture.**

- What do you need to learn (that is not in the picture) in order to understand the Seminole’s **perspective** better?
- What do you need to learn in order to understand the Federal’s **perspective** better?
- What is something you could ask the Seminole or Federal to learn their **perspective**?

**Now, let's turn this around. Let's "STEP BACK" and look at ourselves –**

our own thinking and the feelings we got when we first looked at these pictures. Don't get dizzy!

- ☐ What do you notice about your own **perspective** of the Seminole soldier?  
WHAT WAS YOUR FIRST IMPRESSION: (Thumbs up, down, sideways)
- ☐ What do you notice about your own **perspective** of the Federal soldier?  
WHAT WAS YOUR FIRST IMPRESSION: (Thumbs up, down, sideways)

Did you notice that the **Seminole** and the **Federal** are back-to-back?  
Even in this picture these 2 soldiers have different **perspectives**. So, big question:

- What does it take to step into someone else's **perspective**? (*Students may write answers in the booklet in the space provided or just continue as a discussion.*)

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**ONE THING YOU DO TO UNDERSTAND SOMEONE ELSE'S PERSPECTIVE,  
IS TO LISTEN TO THEM IN THEIR OWN WORDS.**

*Today we are going to step into the perspectives of Ransom - a Federal Soldier (point to picture) – and Alligator - a Seminole Warrior (point to picture). We will hear their eyewitness **perspectives** of the Dade Battlefield Massacre in their own words. Then we will analyze their **perspectives** ... where they match and where they don't.*

*Disclaimer: Each author is speaking in his own voice and might use words you are not used to. Listen closely to their **perspective**.*

***Are you ready to listen? Follow along as I read aloud.***

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**20 minutes: READING**

*(Read the different primary sources stopping as time allows to ask questions, clarify vocabulary, and make connections to pictures).*

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**15 minutes: STICKING POINTS PAIR WORK**

**Project Zero Thinking Routine**

***Now you have heard the eyewitness accounts, let's see where their PERSPECTIVES agree and differ. Work with your partner/group to fill in as much of the Graphic Organizer as you can. You do NOT need to answer all the questions, but try to fill in all the boxes with what you have noticed.***

**FACTS** takes 10-15 minutes to complete.

**VALUES** takes 2-5 minutes to complete.

**INTERESTS** takes 2 minutes to complete

**POLICIES** takes 2 minutes to complete

*Accelerated students can complete all 4 sections in about 20 minutes*

## 10 minutes: STICKING POINTS SHARE

**Let's see what you found** (choose 1-2 answers from each column, prompt for evidence of their conclusion, if you are running out of time focus on **FACTS, VALUES, PERSPECTIVES, & TREASURE**).

Examples:

**FACTS:** They agree that there was a fight by a pond and the canon wasn't helpful  
Ransom thought there were 1,000 enemy soldiers when  
Alligator said there were only 180.

**VALUES:** They both value their leaders (because they talk about them by name),  
bravery, and self-sacrifice for a cause (because they are soldiers).  
Ransom values loyalty (he doesn't run away) and the friendliness of the Seminole woman.  
Alligator values the bravery of the Federal soldier who didn't give up  
and the speeches of the chiefs/leaders.

**PERSPECTIVES: What started the 2nd Seminole War?** From Ransom's Perspective, the event at Dade Battlefield was an uncalled for massacre. That started it. From Alligator's Perspective, the attempt by the U.S. government to move Seminoles from Florida and putting some of their warriors in chains started the Seminole planning...which started the war.

**INTERESTS:** They are both interested in military activities. Ransom is interested in staying alive. Alligator is interested in staying on the land in Florida. We do not know if Ransom is interested in the land in Florida.

**POLICIES: Both sets of soldiers "whooped."** Ransom took part in a march to support Federal Forts and protect it from Seminole raids. Ransom is part of the U.S. Federal Armed Forces. Alligator took part in the decision to ambush the Federal soldiers and fight to remain in Florida. Seminoles and freedom-seekers or Black Seminoles fight alongside each other. Alligator is a chief and part of the Seminole Council which is the governing body of the Seminoles. Both agree on a policy of using violence to support their cause.

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**HIDDEN TREASURE: What did each soldier appreciate about the other side?** Ransom appreciated that the Seminole's seemed to respect the dead and that the Seminole woman was friendly. Alligator appreciated the soldier who was brave and didn't give up. Micanopy had been friends with Major Dade in Tampa, so at one time they had appreciated each other.

Appreciating each other truly is "hidden treasure." 😊