

## POLITICAL ART - THE SEMINOLE WARS GRADES 5-8

### OBJECTIVES:

- Students will interpret different points of view from primary sources.
- Students will learn and demonstrate an understanding of the techniques of political cartooning by creating their own cartoons.
- Students will demonstrate an understanding of the issues and viewpoints of the Second Seminole War through the creation of a political cartoon.

### FCAT STRANDS ADDRESSED:

**Reading Exam:** Main idea, Plot, Author's Purpose  
Comparison and Cause/Effect  
Reference and Research

### SUNSHINE STATE STANDARDS / BENCHMARKS:

#### *SOCIAL STUDIES – Grade 5*

**Strand A:** *Time, Continuity, and Change*

**Standard 1:** *The student understands historical chronology and the historical perspective.*

**Benchmark SS.A.1.2.2** The student uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.

**Strand A:** *Time, Continuity, and Change*

**Standard 4:** *The student understands U.S. history to 1880.*

**Benchmark SS.A.4.2.5** The student understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861.

**Strand A:** *Time, Continuity, and Change*

**Standard 6:** *The student understands the history of Florida and its people.*

**Benchmark SS.A.6.2.1** The student understands reasons that immigrants came to Florida and the contributions of immigrant to the state's history.

**Benchmark SS.A.6.2.3** The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

**Benchmark SS.A.6.2.4** The student understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.

**Benchmark SS.A.6.2.6** The student understands the cultural, social, and political features of Native American tribes in Florida's history.

### **LANGUAGE ARTS – Grade 5**

#### **Strand A: *Reading***

**Standard 2:** *The student constructs meaning from a wide variety of texts.*

**Benchmark LA.A.2.2.1** The student determines the main idea or essential message in a text and identifies relevant supporting details and facts, and arranges events in chronological order.

**Benchmark LA.A.2.2.5** The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

**Benchmark LA.A.2.2.6** The student recognizes the difference between fact and opinion presented in a text.

**Benchmark LA.A.2.2.7** The student recognizes the use of comparison and contrast in a text.

### **VISUAL ARTS – Grade 5**

#### **Strand B: *Creation and Communication***

**Standard 1:** *The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.*

**Benchmark VA.B.1.2.1** The student understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.

**Benchmark VA.B.1.2.2** The student understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.

**Benchmark VA.B.1.2.3** The student knows how to identify the intentions of those creating works of art.

#### **Strand C: *Cultural and Historical Connections***

**Standard 1:** *The student understands the visual arts in relation to history and culture.*

**Benchmark VA.C.1.2.2** the student understands how artists have used visual languages and symbol systems through time and across cultures.

**SOCIAL STUDIES – Grades 6-8**

**Strand A:** *Time, Continuity, and Change*

**Standard 1:** *The student understands historical chronology and the historical perspective.*

**Benchmark SS.A.1.3.2** The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, and graphs.

**Strand A:** *Time, Continuity, and Change*

**Standard 4:** *The student understands U.S. history to 1880.*

**Benchmark SS.A.4.3.4** The student understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

**Strand A:** *Time, Continuity, and Change*

**Standard 6:** *The student understands the history of Florida and its people.*

**Benchmark SS.A.6.3.1** The student understands how immigration and settlement patterns have shaped the history of Florida.

**Benchmark SS.A.6.3.3** the student knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

**Benchmark SS.A.6.3.4** The student understands how the interactions of societies and cultures have influenced Florida’s history.

**Benchmark SS.A.6.3.5** The student understands how Florida has allocated and used resources and the consequences of those economic decisions.

**LANGUAGE ARTS – Grades 6-8**

**Strand A:** *Reading*

**Standard 2:** *The student constructs meaning from a wide variety of texts.*

**Benchmark LA.A.2.3.1** The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.

**Benchmark LA.A.2.3.2** The student identifies the author’s purpose and / or point of view in a variety of texts and uses the information to construct meaning.

**Benchmark LA.A.2.3.3** The student recognizes logical, ethical, and emotional appeals in texts.

**Benchmark LA.A.2.3.5** The student locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

**Benchmark LA.A.2.3.8** The student checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

### **VISUAL ARTS – Grades 6-8**

#### **Strand B: *Creation and Communication***

**Standard 1:** *The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.*

**Benchmark VA.B.1.3.1** The student knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.

**Benchmark VA.B.1.3.2** the student knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.

**Benchmark VA.B.1.3.3** The student understands and distinguishes multiple purposes for creating works of art.

#### **Strand C: *Cultural and Historical Connections***

**Standard 1:** *The student understands the visual arts in relation to history and culture.*

**Benchmark VA.C.1.3.1** The student understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists.

**Benchmark VA.C.1.3.2** the student understands the role of the artist and the function of art in different periods of time and in different cultures.

## **MATERIALS:**

- Lesson Plan –”Analyzing Political Cartoons”
- Overhead transparencies of political cartoons related to a current events issue
- Overhead projector / overhead markers
- Handout – “Analyzing Political Cartoons”
- Handout – “History Center Viewing Guide – Seminole Indian Wars”
- Lesson Plan – “Drawing a Political Cartoon”
- Rubric – Political Cartoons
- Handout – “Seminole Wars”
- Handout – “Americans through Seminole Eyes”
- Handout – “The Florida Seminoles through American Eyes”
- Copy or drawing paper
- Pencils

## **PRE-VISIT ACTIVITIES:**

1. Several days before visiting the History Center, teach students how to analyze political cartoons using the lesson plan provided.
2. Go over the “History Center Viewing Guide – Seminole Indians” the day before the field trip so that students know what to look for while on the field trip.

## **AT THE HISTORY CENTER:**

Give students a copy of the “History Center Viewing Guide – Seminole Indians.” Ask them to complete this worksheet as they walk through the museum.

## **POST-VISIT ACTIVITIES:**

1. Go over the students’ responses to the “History Center Viewing Guide – Seminole Indians.”
2. Have student create political cartoons about the Seminole Wars using the lesson plan provided.



## Lesson Plan – Analyzing Political Cartoons

### Preparation:

Select a current events topic to discuss with students. Try to find something recent that is likely to be of interest to them. Collect several political cartoons about the topic and make overhead transparencies of them. In addition, make certain that you have enough background information about the issue to share with the students if needed.

Note: While newspapers and magazines are good resources for finding political cartoons, there are also a lot of web sites devoted to political cartoons. The most comprehensive and user friendly one is the Professional Cartoonists web site at [www.cagle.com](http://www.cagle.com). This site has an index of political cartoons, lesson plans for using political cartoons in the classroom, and a daily lesson plan section that features five new cartoons each week. The designers of the site welcome teachers to print out the cartoons for use in the classroom without having to obtain permission.

### Objective:

Students will be able to interpret and understand the opinions and ideas presented in political cartoons.

### Introduction:

1. Write the following question on the board or overhead:

What do you think about \_\_\_\_\_?

Ask students to write an answer to this question on a sheet of paper.

2. After students have had time to respond, ask them to share their responses with a partner.
3. After a few minutes, have partners share their responses with the class, using their responses to discuss the topic or event selected.

### Lesson:

1. Go over the following vocabulary words related to political cartoons with the students using one of the cartoon transparencies to provide examples.
  - **editorial:** an article presenting an editor's point of view or opinion
  - **cynical:** distrustful of people's motives

- **symbol:** something that stands for or represents something else
  - **caption:** title of a drawing or illustration
  - **caricature:** an exaggeration of personal characteristics, usually in picture form
  - **personification:** attributing human characteristics to animals or objects
2. Give each student a copy of the “Analyzing Political Cartoons” worksheet.
  3. Model the use of the worksheet to the class by putting one of the political cartoon overhead transparencies on the overhead projector and going through it with the class, answering the questions on the worksheet as a class.
  4. Repeat this process with one or two more examples to make certain the students understand how to analyze the cartoons. Afterwards, have each student complete the worksheet individually for another cartoon selected by you.

## Analyzing Political Cartoons

Name \_\_\_\_\_

1. What event or issue inspired this cartoon? How do you know?
2. What symbols, graphics, or words helped you understand the topic or main idea presented in the cartoon?
3. Are there any real people in the cartoon? If so, who are they?
4. If there are people in the cartoon, are they drawn as caricatures? If so, explain.
5. Does the cartoonist use personification in the cartoon? If so, explain.
6. Did the cartoonist use any colors in the cartoon? If so, do they have any special meaning?
7. Is there a caption for this cartoon? If so, what is it?
8. What do you think the cartoonist is trying to say about this issue?
9. Do you agree or disagree with the cartoonist's point of view? Explain your answer.

## History Center Viewing Guide – Seminole Indian Wars

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

**Directions:** Answer the following questions as you walk through the Seminole Indian exhibit of the History Center.

1. What is the origin of the name “Seminole?”
2. What was life like for the Seminoles before settlers began moving to Florida? Give at least 5 details.
3. When did Americans begin moving into Florida?
4. Why were American settlers interested in moving to Florida? List at least 3 reasons.
5. Why did tension and conflict develop between the American settlers and the Seminole Indians? List at least 3 reasons.

6. What is the significance of each of the following?
  - a) 1823 Treaty of Moultrie Creek
  - b) 1830 Indian Removal Act
  - c) Seminole Indian Wars
  - d) Coacoochee
7. What happened to the Seminole Indians after the wars? Give specific details.

In this section, draw at least 5 pictures of objects, symbols, photographs or other items from this exhibit. Two of your pictures should deal with the settlers while three of them should deal with the Seminole Indians.

## Lesson Plan – Drawing a Political Cartoon

### Preparation:

Make copies of the following handouts for students: “Seminole Wars,” “Americans through Seminole Eyes,” and “The Florida Seminoles through American Eyes.”

### Objective:

Students will be able to draw a political cartoon representing one of the points of view in the Seminole Wars.

### Introduction:

Go over the students’ responses to the “History Center Viewing Guide – Seminole Indians.”

### Lesson:

1. To reinforce what the students learned at the History Center, have them read the “Seminole Wars” article. Ask them to write a 5 to 7 sentence summary of the article. After giving students sufficient time, have them share their summaries with the class.
2. To help students further understand the viewpoints of both the American settlers and the Seminoles during the Seminole Wars, have the students read the primary source quotes from the “Americans through Seminole Eyes” and “The Florida Seminoles through American Eyes” handouts. To help them compare and contrast the points of view presented, ask students to create a Venn diagram in which they record key ideas / views of the settlers, key ideas / views of the Seminoles, and any ideas, facts, or views shared by the two groups. Students can add information they gained from the exhibit to their diagram. When students have finished their Venn diagrams, ask student volunteers to share their ideas with the class.
3. After discussing the students’ Venn diagrams, tell students that you want them to become political cartoonists in the mid 1800’s for the New York Times. The Second Seminole War just broke out and the editor has assigned them to develop a political cartoon to represent this major political event. Students may work alone or in pairs to create a political cartoon with a specific point of view on the war. Encourage students to use information and images they got from viewing the exhibits at the Historical Center. Give students a copy of the rubric so that they know how you will evaluate their cartoons.
4. Have students share their cartoons with the class and explain their point of view.

### Political Cartoon Rubric

**DIRECTIONS:** Read the statements below. Then indicate the number from the following scale that reflects your assessment of the student's work.

1 = Bad                      2 = Poor              3 = Average              4 = Good              5 = Excellent

1. The political cartoon contains details from the historical time period.

1      2      3      4      5

2. The message of the political cartoon clearly represents one of the points of view of the war.

1      2      3      4      5

3. An appropriate caption accompanies and explains the political cartoon.

1      2      3      4      5

4. The political cartoon is clean and neat, and the information on it well organized.

1      2      3      4      5

5. The political cartoon is creative.

1      2      3      4      5

6. There are few or no spelling, punctuation, and grammar errors on the political cartoon.

1      2      3      4      5

7. The graphics and symbols on the political cartoon are appropriate.

1      2      3      4      5

8. The political cartoon demonstrates an understanding of its topic and related concepts.

1      2      3      4      5

Comments:

Total Points/Grade: \_\_\_\_\_

## Seminole Wars

The Seminole Wars were three wars or conflicts between the Florida's Native American tribe the Seminoles and white American immigrants. The First Seminole War was fought in 1817-1818, the Second Seminole War was fought from 1835 to 1842 and the Third Seminole War was fought from 1855 to 1858.

The Seminole tribe was founded in the early 1700s when groups of Lower Creek migrated into the area from Georgia and Alabama. The region was nominally under the control of the Spanish and they allowed the people to establish themselves to form a buffer between the Spanish and the British territories. From the 1770s the name Seminole came to be attached to the tribes, from either the Spanish word *cimarron* meaning runaway or Muskogee word *si-mi-noli* meaning wild or free.

The First Seminole War began with the invasion of western Florida by U.S. army forces under the command of General Andrew Jackson. White settlers had previously attacked the Seminoles in Florida, primarily over concern of the acceptance of runaway slaves into Seminole society. U.S. settlers attacked and destroyed the fort at Apalachicola, the so-called Negro Fort as it was manned by Black Seminoles, in July 1816 but the war is usually dated from the arrival of Jackson in December 1817. Jackson's forces captured St Marks on April 7 and Pensacola on May 24, 1818. The campaign secured American control of east Florida. Unofficial American military expeditions continued until Spain formally agreed to cede the territory to America.

In 1818, James Monroe's Secretary of State, John Quincy Adams defined the American position on this issue. Adams accused Spain of breaking the Pinckney treaty by failing to control the Seminoles, and refused to apologize for Jackson's actions. The U.S. gained formal control of Florida in 1821 through the Adams-Onis Treaty, which had taken weeks for Luiz de Onis, Spain's representative in Washington, and Adams to work out. The Government immediately started efforts to displace the Seminoles, encouraging them to join other tribes in the Indian Territories (around modern Oklahoma). Following the passage of the Indian Removal Act in 1830 some of the tribes people signed the Treaty of Payne's Landing in May 1832 and began the move but others retreated into the Florida interior. The treaty required all Seminoles to move out of Florida by May 1835 and the U.S. Army arrived in the territory in early 1835 to enforce the treaty.

The Second Seminole War was primarily fought by the Seminoles as a guerilla war. To combat this, the Americans set up a series of forts throughout interior Florida, including Fort Gatlin near Orlando.

For seven years, approximately 3,000 Seminole warriors commanded by head chief Micanopy but led and inspired by Osceola fought a U.S. army that committed over 200,000 soldiers to the conflict. As the Americans became increasingly frustrated with their inability to conquer the Seminoles, they became correspondingly treacherous in their

dealings, capturing Osceola under a flag of truce (he later died in prison at Fort Moultrie, South Carolina in 1838). By 1841, the American forces began to successfully combat the Seminole tactics under William J. Worth from 1841. Seminole villages were destroyed and their crops burned, starving the warriors. Threatened with starvation the conflict came to an untidy end in August 1842, although no peace treaty was ever signed. Between 1835 and 1842, over 3,000 Seminoles had left Florida forever, and over 1,500 U.S. soldiers had been killed. The war was the longest and most expensive American war of the nineteenth century.

Following the Second Seminole War, approximately 300-400 Seminoles retreated into the Everglades. Most were expelled following the Third Seminole War, the final Florida clash between the Seminoles under Chief Billy Bowlegs and the Americans. By the time the conflict was declared finished on May 8, 1858 estimates of fewer than 200 Seminoles remained in Florida, when Bowlegs surrendered he had only forty warriors with him.

**References:**

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Florida of the Seminoles, <http://www.floridahistory.org/floridians/seminol.htm>

The Seminole Tribe of Florida, <http://www.seminoletribe.com/>

The Seminole Wars, <http://dhr.dos.state.fl.us/facts/history/seminole/wars.cfm>

## AMERICANS THROUGH SEMINOLE EYES

### *Chief Sitarkey*

“When I walk about these woods, now so desolate, and remember numerous herds that once ranged through them, and the former prosperity of our nation, the tears come into my eyes.” *After the invasion of the United States to Florida and the relocation to of Seminoles to reservations.* Mahon, 31.

### *Neamathala*

“Brave warriors, though they despise death, do not madly contend with the strong.” *Explaining that the Seminoles would not fight the United States if they did not have to.* Mahon, 45.

“We are poor and needy; we do not come here to murder or complain...we rely on your justice and humanity; we hope you will not send us south, to a country where neither the hickory nut, the acorn, nor the persimmon grows...For me, I am old and poor; too poor to move from my village to the south. I am attached to the spot improved by my own labor, and cannot believe that my friends will drive me from it.” *After the signing of the Moultrie Creek Treaty, prelude to the Second Seminole War.* Mahon, 45.

### *Charley Emathla*

“When I was there, the agent, Phagam, was a passionate man. He quarreled with us after we got there- had Major Phagam done his duty it would all have been settled, and there would have been no difficulty.” *On the Treaty of Payne's Landing.* Mahon, 83.

### *Seven chiefs made the following statements after they signed the Treaty of Fort Gibson (a revision of the Treaty of Payne's Landing):*

“When they (white men) were at Camp Moultrie they made a treaty, and was to be paid their annuity for twenty years. That is all I have to say.” *Micanopy*

“The land is very good. I saw it and I was very glad to see it...The neighbors there were very bad people, we did not like them bad Indians (Pawnees). (To Stokes Commission)...Your talk seems always good, but we do not feel disposed to go west.” *Onselmatche (Jumper)*

“We told the agent that the people were bad there-the land was good. When we went there we saw Indians bring in scalps to the garrison... I am sick, I cannot say all I want to say.” *Holahti Emathla*

“I am no half-breed, and do not lean on one side. If they tell me to go after the seven years (that the Moultrie Creek Treaty had left to run) I say nothing;...until seven years are out, I give no answer.” *Charley Emathla*

“I never gave my consent to go west. The whites may say so, but I never gave my consent.”  
*Holatter Micco.*

“At Payne's Landing the white people forced us into a treaty. I was there; I agreed I agreed to go west and did go west; I went in a vessel and it made me sick...We wish to hear the Agent's views and opinions on the matter.” *Charley Emathla*

McReynolds, 142.

### ***Osceola***

“When I make up my mind I act. If I speak, what I say, I will do. If the hail rattles, let the flowers be crushed. The oak of the forest will lift up its head to the sky and the storm, towering and unscathed.” *In response to Indian agent John Phagam stealing tribal funds and his determination to settle the dispute.* Mahon, 92.

“The only treaty I will execute (drawing his knife, in anger and driving it into the table) is with this!” *Notifying General Wiley Thompson that he would no longer tolerate the white man's treaty and did not want their money.* Peters, 80.

“Am I a Negro? A Slave? My skin is dark, but not black. I am an Indian-a Seminole. The white man shall not make me black. I will make the white man red with blood; and then blacken him in the sun and rain, where the wolf shall smell of his bones, and the buzzard live upon his flesh.” *Upon learning that Indians were not allowed to buy powder for firearms.* Peters, 86.

“It is not upon them that we make our war and draw the scalping-knife, it is upon the men; let us act like men.” *Briefing to his warriors to spare the lives of women and children before a war party set out.* Peters, 101.

### ***Halpatter-Tustenuggee or Alligator***

“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 men behind two logs placed one above another, with the cannon a short distance off. This they discharged at us several times, but we avoided it by dodging behind the trees just as they applied the fire. We soon came near, as the balls went over us. They had guns, but no powder; we looked into the boxes afterwards and found that they were empty. 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; he seized an Indian, Jumper's cousin, took away his rifle, and with one blow with it beat out his brains, then ran some distance up the road; but two Indians on horseback overtook him, who, afraid to approach, stood at a distance and shot him down. The firing had ceased, and all was quiet when we returned to the swamp about noon. We left many Negroes upon the ground looking at the dead men. Three warriors were killed and five were wounded.” *About his return trip from the Dade Massacre.* Peters, 90-91.

*Holahte Emathla and Fuchi Lusti-Hadjo*

“Could our father now see us, he would see us with all our people around us, at the place where we were told to come; and from whence the big canoes were to carry us to our new country; we are here and we are ready to go. If we did not mean to go we would not here, but with our mad brothers in the red path. We believe that our great father is our best friend. General Thompson has always told us so, and he always told us the truth... Our father, we have seen much trouble since this division came amongst our people; our lives have been constantly threatened, and we have lived unquiet and unsafe in our towns; and we have felt as if we had, and indeed, for some moons past, have had no home; and this because we have been your fast and true friends...Our father, we have said our talk; we wished to say it whilst we lived, for in these times we know not how soon we may be amongst the dead. We hope that our father will find our talk good.” *To his people about their trip to the west and to the government asking how they could do this to them.* Peters, 131.

*Coacoochee*

“The whites dealt unjustly by me. I came to them, they deceived me; the land I was upon I loved, my body is made out of its sands; the Great Spirit gave me legs to walk over it: hands to aid myself; eyes to see its ponds, rivers, forests, and game; then a head with which to think. The sun, which is warm and bright as my feelings are now, shines to warm us and bring forth our crops, and the moon brings forth our crops, and the moon brings back the spirit of our warriors, our fathers, wives and children. The white man comes: he grows pale and sick. Why cannot we live here in peace? I have said I am the enemy of the white man. I could live in peace with him, but they first steal our cattle and horses, cheat us, and take our lands. The white men are as thick as the leaves in the hammock; they come up on us and get thicker every year. They may shoot us, drive our women and children all night and day; they may chain our hands and feet, but the red man's heart will always be free. I have come here in peace, and have taken you all by the hand; I will sleep in your camp though your soldiers stand around me like pines. I am done; when we know each other better. I will say more.” *To Colonel William Worth and his men at Ft. Brooke.* Mahon, 211.

“I was once a boy; then I saw a white man afar off. I hunted in these woods, first with a bow and arrow; then with a rifle. I saw the white man, and was told he was my enemy. I could not shoot him as I would a wolf or bear; yet like these he came upon me; horses, cattle and fields he took from me. He said he was my friend; he abused our women and children, and told us to go from the land. Still he gave me his hand in friendship; we took it. Whilst taking it, he had a snake in the other; his tongue was forked; he lied and stung us. I asked but for a small piece of these lands, enough to plant and to live upon, for a spot where I could place the ashes of my wife and child. This was not granted me. I was put in prison. I escaped. I have been again taken; you have brought me back; I am here; I feel the irons in my heart...We know but little; we have no books which to tell us things; but we have the Great Spirit, moon, and stars; these told me last night, you would be our friend. I give you my word; it is the word of Coacoochee. It is true I have fought like a man, so have

my warriors; but the whites were too strong for us. I wish now to have my band around me and go to Arkansas. You say I must end the war! Look at these irons! Can I go to my warriors? Coacoochee chained? No; do not ask me to see them. I never wish to tread upon my land unless I am free. If I can go to them unchained they will follow me in; but I fear they will not obey me when I walk to them in irons. They will say my heart is weak. I am afraid. Could I go free they will surrender and emigrate.” *Responding to Colonel Worth's scripted regret of what happened to his people.* Mahon, 212-213.

“Has not Coacoochee sat with you by the council fire at midnight, when the wolf and the white man were around us? Have I not led the war dance and sung the song of the Seminole? Did not the spirits of our mothers, our wives, and our children stand around us? Has not my scalping knife been red with blood, and the scalps of our enemy been drying in our camps? Have I not made the warpath red with blood, and has not the Seminole always found a home in my camp? Then will the warriors of Coacoochee desert him?...The sun shines bright today, the day is clear; so let your heart be; the Great spirit will guide you. At night when you camp, take these pipes and tobacco, build a fire when the moon is up and bright, dance around it, then let the fire go out, and just before the break of day, when the deer sleeps, and the moon whispers to the dead, you will hear the Great Spirit; they will give you strong hearts and heads to carry the talk of Coacoochee. Say to my band that my feet are chained. I cannot walk, yet I send them my true word as true from the heart as if I was on the warpath or in the deer hunt. I am not a boy; Coacoochee can die, not with shivering hands, but as when grasping the rifle with my warriors around me. My feet are chained, but the head and heart of Coacoochee reaches you. The Great White Chief will be kind to us. He says, when my band comes in I shall again walk my land free, with my band around me. He has given us forty days to do this business in; if you want more say so, I will ask for more; if not, be true to the time. Take these sticks; here are thirty-nine, one for each day; this much larger than the rest, with blood upon it, is the fortieth. When the others are thrown away, and this only remains, say to my people that with the setting sun Coacoochee hangs like a dog, with none but white men to hear his last words. Come then, come by the stars, as I have led you to battle! Come, for the voice of Coacoochee speaks to you.” *To his warriors before they set out to find the rest of the warriors who were not captured by the United States.* Mahon, 213-214.

## THE SEMINOLES THROUGH AMERICAN EYES

“I hope also that [the Seminoles] may be made to feel our justice.” *General James Brown, Commanding general of the Army.* Mahon, 65.

“It was a condition, altogether without precedent, in which the country was now placed war was raging with the most rancorous violence within our borders; congress has been in session nearly two months, during which time this conflict was raging; yet of the causes of the war, how it was produced, if the fault was on one side or on both sides, in short, what had lighted up the torch, congress was altogether uninformed.” *Henry Clay, politician and statesman from Kentucky, striking out at President Andrew Jackson about Indian Removal.* Meltzer, 116.

“The very worst feature of the whole war.” *Unidentified white officer after hearing that plantation slaves were joining the Seminoles in the war.* Meltzer, 102.

“Sir-On my visit to the agency, I regret to state, that I discovered evidences of fraud and improper conduct on the part of Major (John) Phagan, which I will communicate to the department with my accounts, with which, in fact, they will be necessary as explanations. I discovered that in regard to the employees of the agency, he had subcontracts with them for much less than the amount they receipted for to the government, and that even for the amount of these subcontracts he was in default to them. I found also that he was in debt to several Indians, and to Abraham, one of these Seminole interpreters; to the contractor, for beef at the agency, for provisions at the payment of the annuity in 1832; and Col. Blunt, an Indian chief, has a claim of fifty dollars for arrears of his annuity receipted for to him. I have promised Abraham and the Indians to report this to the department.” *James D. Westcott Jr., secretary and acting governor of the Indian Territory in Oklahoma.* Peters, 72-73.

“(To) inflict just punishment for outrages so unpunished.” *Andrew Jackson giving orders to General Clinch on how to settle the Seminole/Slave uprising.* Meltzer, 103.

“I pray you, does not this circumstance raise a doubt whether...the treaty can be considered valid and binding? The Indian question of removal is one that should be managed with great caution and care...Tread then cautiously! The people here want their lands on which they reside.” *Governor John H. Eaton of Florida raising concern about the Treaty of Payne’s Landing and its legality.* McReynolds, 139.

“A foul blot upon the escutcheon of the nation.” *Thomas L. McKinney, former superintendent of Indian affairs, in response to the Treaty of Payne’s Landing.* Mahon, 77.

“You solemnly bound yourselves to remove within three years from the ratification of that treaty, and the whole delegation that went west confirmed that promise by entering into a final agreement to do so, by which the whole nation is bound. You know you were not forced to do it. You know that Colonel Gadsden told you at Payne’s Landing that it was

the wish of your father to remove you west of the Mississippi River.” *General Wiley S. Thompson, Indian agent, angrily and illogically to the Seminole chiefs questioning that they still had several years left to stay in Florida.* Mahon, 85-86.

“The miserable creatures will be speedily swept from the face of the earth.” and “It is confidently hoped...that ten years intercourse with the whites has so far corrupted and demoralized the Seminoles as to make them incapable of protracted resistance.” *Niles Register, (newspaper), underestimating the Seminoles determination to keep their homeland.* Mahon, 122.

“That for reducing the refractory Indians to a sense of their dependence, and to withhold from them the means of doing mischief, I have prohibited the sale of arms, powder, and lead to them.” and “The Indians have purchased an unusually large quantity of powder and lead; I saw one keg carried off by the chiefs.” *General Wiley S. Thompson, Indian agent-1835.* Sprague, 86.

“The intercourse laws prohibit the purchase of an Indian Pony by a member of civilized society, without permission of the agent; and why, but because the Indian is considered in a state of pupilage, and incapable of protecting himself against the arts and wiles of civilized man.” *General Wiley S. Thompson, Indian agent.* McReynolds, 150.

“Was this the language of a subdued people, humbly suing for peace?...Sooner than quit their native soil, they had appealed to arms; they had massacred a detachment of one hundred men; they had held their country notwithstanding the gallantry of Clinch and his handful of troops on the 31st of December; they had even held General Gaines himself, with his strong and excellent column, penned up under fire from the 27th of February; they had, in short gutted their revenge, conquered the country up to the left bank of the Withlacoochee, gained all they wanted and felt themselves in strength to dictate the terms of peace.” *General Winfield Scott, on the ending of temporary peace between the whites and the Seminoles.* Peters, 118.

“I have received your letter relative to the removal of the Seminole Indians under the provisions of the treaty of 1832, but which was not ratified until 1834. I pray you, does not this circumstance raise a doubt whether by a strict rule, the treaty can be considered valid or binding? Our Indian compacts must be constructed and controlled by the rules which civilized people practice; because in all our actions with them we have put the practices with them we have put the treaty-making machinery in operation precisely in the same way, and to the same extent, that is employed with the civilized powers of Europe. Were these people willing voluntarily to remove (though such seems not to be the case), the whole difficulty would be removed and no evil could arise. But as military force is about to be resorted to, it is material that the government, before making such appeal, be satisfied that right and justice is on their side; and that they are not engaged in the execution of a treaty which, if void, is no part of the law of the land. The employing a military force is an act of war., and the Indians will embody and fight in their defense. The Indian question of removal, is one that should be managed with great caution and care, that the enemies in

congress, ever ready to find fault, may have no just and tenable ground on which they reside, and they will urge a removal *fās aut nefās*; and the Big Swamp which in the treaty is declared to be the first of their country to be vacated, is of high repute, and is that on which the eyes of speculators are fixed. On the whole, and to conclude, I offer this advice: avoid the exercise of force as long as possible, and let it be only the last sad alternative; and then let not, by any means, the militia be appealed to- they will breed mischief.” *Governor John H. Eaton addresses the Secretary of War, on the 8th of March, 1835, from Tallahassee.* Peters, 83.

“Thus it is the poor devils are driven into the swamps and must die next summer, if not before, from the effects of being constantly in the damp, low, foggy ground. Any yet they will not go. There is a charm, a magic... in the land of one’s birth.” *Soldier from General Jesup’s outfit.* Peters, 139.

“Unprincipled white men will tamper with the Negroes of the Indians and thus lead to a renewal of hostilities.” *General Thomas Jesup’s fear that whites would interfere with Seminole blacks during removal that he forbid any whites to enter the territory from the St. John’s River to the Gulf of Mexico* Peters, 142.

“If the war be carried on, it must necessarily be one of extermination. We have at no former period in our history, had to contend with so formidable an enemy. No Seminole proves false to his country, nor has a single instance ever occurred of a first rate warrior having surrendered.” *General Thomas Jesup to Governor Richard Keith Call of Florida.* Peters, 145.

“Every indulgence they asked promptly and kindly granted...The conduct and courage of the enemy do not alter the nature of the war, nor diminish our obligation to subdue them and to compel them to fulfill their engagements. To abandon the settled policy of the government because the Seminoles have proved themselves to be good warriors and rely for the protection of our frontiers upon the faith of treaties with a people who have given such repeated proofs of treachery, would be unwise and impolitic.” *Joel T. Poinsett, Secretary of War, response to Jesup’s defense of the Seminoles.* Peters, 156.

“Can any Christian in this republic...still pray for the continuance of blessings when he is about to wrest from the unhappy Seminole all that the Great Spirit ever conferred upon him?” *A soldier, Second Seminole War.* Peters, 158.

“Not a single first-rate warrior had been captured, and only two Indian men have surrendered. The warriors have fought as long as they had life, and such seems to me to be the determination of those who influence their councils- I mean the leading Negroes.” and “If I have at any time said aught in disparagement of the operations of others in Florida, I consider myself bound, as a man of honor, solemnly to retract it.” *General Thomas Jesup lamenting on inability of himself and his men to overtake the Seminoles.* Meltzer, 129.

“With this tribe the government have been engaged in deadly and disastrous warfare for four or five years; endeavoring to remove them from their lands, in compliance with a Treaty stipulation, which the Government claims to have been justly made, and which the Seminoles aver, was not. Many millions of money, and some hundreds of lives of officers and men have already been expended in the attempt to dislodge them; and much more will doubtless be yet spent before they can be removed from their almost impenetrable swamps and hiding places, to which they can, for years to come retreat; and from which they will be enabled in their exasperated state, to make continual sallies upon the unsuspecting and defenseless inhabitants of the country; carrying their relentless feelings to be wrecked in cruel vengeance on the unoffending and the innocent.” and Osceola was “a most extraordinary man, and one entitled to a better fate.” *Painter, George Catlin*. Peters, 159.

“The fearless bravery and manly qualities of this chief\*, his unusual knowledge of scientific warfare, and above all his unswerving determination to defend to the last his chosen home, had spread his fame throughout the length and breadth of the country, and won for him respect and admiration even in the hearts of his bitterest enemies. The fame of Osceola was well earned...for true patriotism and determined effort, against the combined armies of a great and powerful nation, in one of the most remarkable struggles know to history. His fame will never die; centuries will come and go, but the name Osceola will remain as long as the earth is peopled.” and “He made himself- no man owed less to accident. Bold and decisive in action, deadly but consistent in hatred, dark in revenge, cool, subtle, and sagacious in council, he established gradually and surely a resistless ascendancy over his adoptive tribe, by the daring of his deeds, and the consistency of his hostility to the whites, and the remembered as the man that with the feeblest means produced the most terrible effects.” *Poet, Charles M. Coe*. Peters, 161. \*NOTE: Osceola was not a Seminole chief.

“From the confidence with which General Jesup expresses his views of the policy to be pursued toward the Indians, we should suppose he had entirely mistaken the nature of his mission to Florida. We presume the General Government will feel no obligations to him for spending their money in constant negotiations with the enemy whom he is sent to subdue whilst an army of 10,000 men is kept in pay merely to witness his rare talents for diplomacy. And we are sure the people of Florida will not thank him for his assiduous efforts to barter away their lands to savage enemies...In whatever light the proposition is received, it is abhorrent to every man endowed with common feelings of humanity.” *The Tallahassee Floridian*. Peters, 166-167.

“The people of Florida will not submit to it [Jesup’s plan to allow the Seminoles to remain in the everglades]...The national honor and dignity are too deeply concerned for it to listen for one more moment to the proposed arrangement.” *St. Augustine Herald*. Peters, 167.

“It has been said that a nation of honor forbids any compromise with them-can there be a point of honor between a great nation and a band of naked savages, now beaten, broken, and dispirited, and dispersed? I think those who believe so form a very low estimate of

national honor. But admit that our national honor could be tarnished by giving up the contest entirely, and forming a new treaty with different provisions from those of the existing treaty- we are surely at liberty, without compromising our honor, to adopt those measures whether of direct hostility or of policy which shall promise the greater probability of ultimate success.” *General Thomas Jessup in a letter to Joel T. Poinsett, Secretary of War.* Peters, 168.

“It is too late in the day to condemn an enemy, who, seconded by the peculiar characteristics of the country, has baffled the military operations of successful generals, and virtually defeated our troops in every skirmish. The fact is, we are inclined to believe that the Seminoles are impregnable in their fastness, and are not to subdued by military force. Soft words and the persuasive force of gold, may induce them to emigrate. Otherwise, we believe that they will maintain their footing in spite of all the efforts we can make to dislodge them. The country to which they might be confined is itself, whether the design of forcibly expelling them had not better be relinquished. It is idle to suppose that the national honor requires their subjugation. No credit will accrue from the most successful termination of war.” *Editorial, The Political Arena.* Peters, 168.

“It is one of the imperfections of human government that the men who conceive and direct the perpetration of great national crimes are usually exempt from the immediate dangers which beset those who act merely as their instruments in the consummation of transcendent wrongs. Had General Jackson and General Cass been assured they would have been the first individuals to meet death in their efforts to enslave the Exiles [ the Seminole blacks], it is doubtful whether either of them would have been willing to adopt a policy which should thus consign them to premature graves. Or had Mr. Van Buren or his Cabinet... been conscious that, in carrying out this war for slavery they would fall victim to their own policy, it may well be doubted whether either of them would have laid down his life for the safety of that institution; yet they were evidently willing to sacrifice our military officers and soldiers.” *Congressman, Josh Giddings, shortly after the war on the ease of which certain United States bureaucrats were able to sacrifice their own soldiers in order to carry out their wishes.* Meltzer, 150-151.

“The government is in the wrong, and this is the chief cause of the preserving opposition of the Indians, who have nobly defended their country against our attempt to enforce a fraudulent treaty.” *Major Ethan Allen Hitchcock, opinion of the Seminole War.* Mahon, 270.

“Their sin is patriotism, as true as ever burned in the heart of the most civilized.” *Lieutenant John T. Sprague, opinion of the Seminole War.* Mahon, 270.

“You, sir, will bring down the renowned chair in which you sit into infamy if your seal is set to this instrument of perfidy; and the name of this nation, hitherto the sweet omen of religion and liberty, will stink to the world...Will the American government steal? Will it lie? Will it kill?” *Writer, Ralph Waldo Emerson, letter to President Martin Van Buren.* Meltzer, 167-69.

“It is high time that sickly sentimentality should cease. ‘Lo, the poor Indian!’ is the exclamation of the fanatic pseudo-philanthropist; ‘Lo, the poor white man!’ is the ejaculation which all will utter who have witnessed the human butchery of women and children and the massacres that have drenched this territory in blood.” *Governor Leigh Read of Florida, in a speech to his legislative council.* Peters, 184.

“Seminoles do not have to make restitution of such stolen, and other property, to wit, Negroes as they have now in possession or as has been allowed refuge there from its owners.”

“Such a termination of the war would be a sacrifice of the national dignity, and an absolute and clear triumph on the part of the Indians.”

“Suing for peace on the part of the United States, and as evidence of a want of confidence in their ability to conclude that the war through the means of their belligerent and physical strength.” *South Carolina citizens concerned about losing their slaves.* Peters, 186-187.

“One hundred and thirty warriors assembled in the neighborhood of Fort King and having feasted upon Uncle Sam’s rations and amused our government with tales as smooth as those that fall from ladies’ lips, they took to the hummocks one fair night without even so much as bidding the General farewell. You may cry peace! Peace! But there is no peace: and so long as Government compels us to respect the delusive white flag (under whose folds the most shocking murders have been committed) and extend the usages of civilized warfare to these scoundrels, just so long will we continue to hear the cracks of the rifle and witness the bloody effects of the gleaming scalping knife.” *An officer, U.S. Army about General Armistead’s campaign.* Peters, 193.

The Indians “have so far fulfilled, though slowly, every promise they have made and it was with no less astonishment than mortification that I suddenly found myself instructed...to forfeit every pledge I had made to the Indians and pursue a course which in the present state of affairs would in my opinion not only disperse those assembled, under the proclamation for peace, but incite the entire Indian population to acts of retaliation and revenge, inevitably tend to induce a state of war.” *Colonel Josiah H. Vose after being told to take up arms against the Seminoles.* Mahon, 316-317.

“Find the enemy, capture or exterminate.” *General William J. Worth.* Gannon, 188.

“Coacoochee, I take you by the hand as a warrior, a brave man: you have fought long and with a true and strong heart for your country...Like the oak, you may bear up for many years against strong winds: the time must come when it will fall: this time has arrived. You have stood the blasts of five winters, and the storms of thunder, lightning, and wind, five summers: the branches have fallen and the tree burnt at the roots, is prostrated. Coacoochee, I am your friend: so is your great father at Washington. What I say to you is true, my tongue is not forked like a snake, my word is for the happiness of the red man.

You are a great warrior and the Indians throughout the country look to you as a leader by your councils they have been governed. This war has lasted five years, much blood has been shed, much innocent blood: you have made your hands and the ground red with the blood of women and children. This war must now end. You are the man to do it; you must and shall accomplish it. I sent for you that through the exertions of yourself and men, you might induce your entire band to emigrate.” *General William J. Worth, delivering a prepared speech at Coacoochee’s surrender.* Peters, 212-213.

“A man whose only offense was defending his home, his fireside, the graves of his kindred, stipulating on the Fourth of July for his freedom and his life.” *Lieutenant John T. Sprague of the irony of Coacoochee’s pleading for himself and his people on the 4th of July, 1841.* Peters, 213.

“The only reason that the war was not ended long ago was that the troops had been compelled by that sympathy to hold out the white flag to the “poor devils” and “If the rope and gallows had been used, as they would have been for the white man committing such enormities, the affair would have been settled long before this...But public sentiment and sympathy was ever ready to extend itself for the red man and the Negro. The white man of the South might be butchered by the hundreds, and the act would be looked upon with indifference; when colored skins were concerned, then it was that an outcry was raised. It was for the Indians and the Negro for whom the public sympathy boiled and bubbled.” *Charles Downing, Delegate from Florida.* Meltzer, 154.

“If you can root from the heart of the Seminole its ferocity and scorn of faith; if you can lay the tiger in his nature; then you may essay pacification. I regard the conduct of the people of Florida toward their savage neighbors to be eminently entitled to the praise of the country. Let us hear no more of sympathy for these Indians. They know no mercy. They are demons, not men. They have the human form, but nothing of the human heart...If they cannot be emigrated, they should be exterminated.” *David Levy, Florida congressman.* Mahon, 311.

“Four thousand Seminole were finally driven into exile by a mighty nation that boasted of its justice, its honor, and its love of liberty. The Florida Indians and blacks defended their homes and their freedom with a desperate tenacity that has few parallels in the annals of colonizers and conquerors. A ragged, starving handful of guerillas they defied the power of an invading army ten times their number. They made America pay for their racism.” *Author, Milton Meltzer.* Meltzer, 198.

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