

INTERDEPENDENCE: ALLIANCE BETWEEN THE AFRICAN SLAVES AND THE SEMINOLES

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
The Era of Andrew Jackson (1820 - 1840)	<p>A.1 Understand how pattern, chronology, sequencing, and the identification of historical periods are influenced by frames of reference.</p> <p>A.2 Know the relative value of primary and secondary sources and use this information to draw conclusions from historical sources such as data in charts, tables, and graphs.</p> <p>A.15 Understand the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880.</p> <p>A.16 Know the major Native American groups, their customs, and their areas of settlement.</p> <p>A.18 Explain the nature of slavery and its impact on African Americans and the Southern economy.</p> <p>A.38 Understand how immigration and settlement patterns have shaped the history of Florida.</p>	<p>Federal Writers Project. <u>The Florida Negro</u>. Oxford, Mississippi: Mississippi University Press, 1993.</p> <p>Federal Writers Project. <u>The Seminole Indians in Florida</u>. Tallahassee, Florida. Department of Agriculture, 1940.</p> <p>Garbarino, Merwyn. <u>The Seminole</u>. New York, New York: Chelsea House, 1988.</p> <p>Hassrick, Royal. <u>North American Indians</u>. London, England: Octopus Books Limited, 1974.</p> <p>Johnson Publishing Co. <u>The Ebony Pictorial History of "Black" America</u>. Chicago, Illinois: Johnson Publishing Co., 1971.</p> <p>Jones, Maxine and Kevin McCarty, eds. <u>African Americans in Florida</u>. Sarasota, Florida: Pineapple Press, 1993.</p> <p>Katz, William. <u>The "Black" West</u>. New York, New York: Anchor Press, 1973.</p> <p>Littlefield, Daniel. <u>The Africans and the Seminoles</u>. Westport, Connecticut: Greenwood Press, 1966.</p> <p>Mosbach, Mabel. <u>The Negro in American Life</u>. New York, New York: Harcourt, Brace and World, Inc., 1966.</p> <p>National Geographic Society. <u>World of the American Indian Society</u>. Washington, D.C., National Geographic Society, 1979.</p> <p>Wright, J. Leitch Jr. <u>Creeks and the Seminoles: The Destruction and Regeneration of the Musogulge People</u>. Lincoln, Nebraska University of Nebraska Press, 1986.</p>	<p>SS.A.3.3.4 SS.A.6.3.1</p>
			GOAL 3 STANDARDS

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GOAL: Students will be introduced to the Seminole perception of slavery, and how it differed from the European American perception of slavery.

INFUSION POINT	OBJECTIVES
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> compare different versions of slavery -- the Seminoles and the European Americans. <input checked="" type="checkbox"/> debate slavery from a Seminole's and European American's point of view. <input checked="" type="checkbox"/> develop a plan that shows the survival skills employed by African slaves.

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<p>The Seminoles' version of slavery was different from the European Americans'. African slaves lived separately from their Seminole slave masters, but both groups cooperated at times in planting and harvesting activities. Each owned large herds of livestock. The Seminoles required little labor from their slaves; instead an annual tribute was paid in the form of crops or game. This type of slavery was remarkably similar to many slave systems in Africa.</p> <p>Africans and Native Americans eventually lived together in maroon communities. Many African slaves became multi-lingual, some speaking English, Spanish, and the Native American languages. Hence, many African slaves served as translators for various groups of people.</p> <p>Some male slaves owned guns and hunted to supplement their diet. The "Black" Seminole slaves' lifestyles were similar to their masters'. Their houses were made of timber and shingles, lashed to posts and rafters, and fastened together with strips of oak. The Seminoles intermarried with their slaves. If a slave refused to be sold, the Seminoles agreed. These characteristics of Seminole slavery are just a few of the differences between the European American slave system and the Seminole slave system.</p> <p>Abraham, a Black Seminole slave, served as an advisor to Seminole Chief Micanopy. He helped to negotiate and translate two important Seminole treaties. These treaties were the Payne's Landing Treaty and the Fort Gibson Treaty. Both of these treaties dealt with the Indian Removal Act of 1830. These key pieces of legislation required that all Native Americans living in the south move to lands west of the Mississippi.</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<p>Another important Black Seminole slave was Cudjo. He was employed by the U.S. Government as an interpreter. Cudjo also helped to negotiate the treaty of Payne’s Landing. Another interpreter was Ben Bruno, an assistant to Seminole Chief Billy Bowlegs. The role of interpreter is an example of an important service that Black Seminole slaves rendered to their communities. The master-slave relationship had evolved into a new hybrid culture by the time some Seminoles were removed from Florida between 1838 and 1843.</p> <p>In the 16th and 17th centuries, Florida did not have many people and it seemed to be a good place for runaway slaves to escape from Georgia and South Carolina plantations.</p> <p>They joined another group of runaway Native Americans who escaped from the Creek Nation and settled in Florida to begin a new life; they called themselves “Seminoles,” which meant “runaways.” The slaves and Seminoles joined forces and a new people were born: The Black Seminoles.</p> <p>In the early 1700’s there were more than 100,000 such Black Seminoles. The White plantation owners in Florida were uncomfortable about the presence of Native Americans. They believed that slaves would be encouraged to escape from their owners.</p> <p>The African slaves and the Seminoles enjoyed a positive and productive relationship. The former slaves knew and exposed many weaknesses within the White plantations. The Africans also served as interpreters between the Whites and the Native Americans. Another interpreter was Abraham, sometimes called Negro Abraham.</p>

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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION <i>Continued</i>
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<p>Many times the African slaves married Seminoles and raised their children together. In 1818, General Andrew Jackson entered Florida to attack the Seminoles. These actions pushed the Native Americans and their African slave friends further into the interior of Florida. In 1819, Florida was taken from Spain and became a U.S. territory.</p> <p>When the U.S. Army entered Florida to destroy the Seminole villages and help more White settlers move in, the second Seminole War began. It continued from 1835 until 1842. The soldiers wanted to defeat the Seminoles and return the runaway slaves to their former owners.</p> <p>President Andrew Jackson wanted the Seminoles in Florida to move west to places like Oklahoma. Abraham, the African slave interpreter, went with a group of Seminole Chiefs to inspect the land west of the Mississippi River where the U.S. government wanted them to relocate. Nearly 500 African slaves joined their friends, the Seminoles, in the long trip to Oklahoma between 1838 and 1843. They would never see Florida again. Once there, the Black Seminoles continued to be troubled by slave catchers. About 300 Seminoles left Oklahoma and went to Mexico, where they worked as scouts and patrols along the border between Mexico and the U.S.</p> <p>After the Civil War ended in 1865, many Black Seminoles returned to the United States and worked as scouts for the United States Army until 1914. From 1873 to 1881, they fought hostile Native Americans in at least 25 battles, but not a single man in their unit was killed, and four of them received the U.S. Medal of Honor for bravery.</p>

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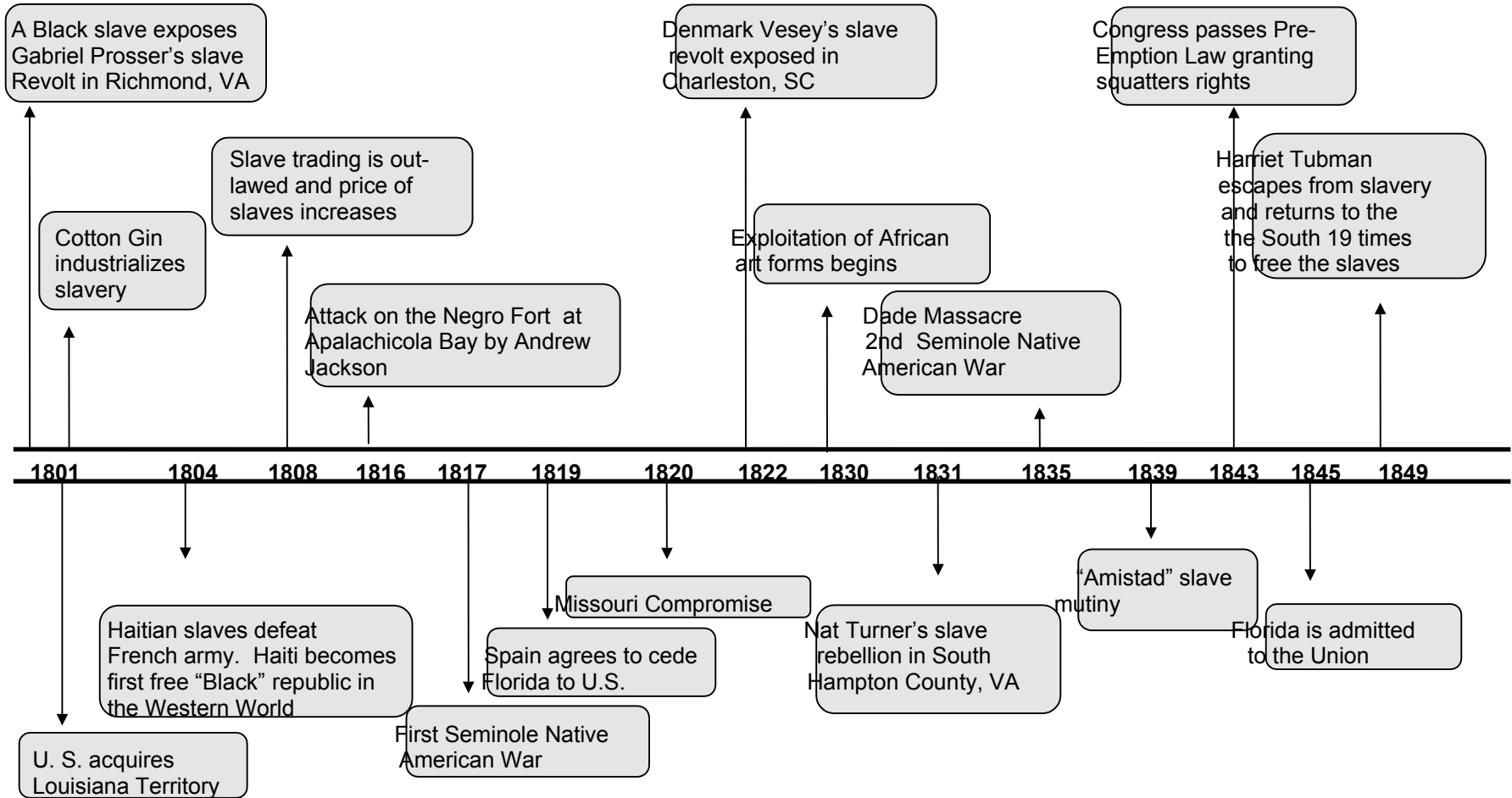
STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<ul style="list-style-type: none"> ➤ 1800 - Over 100,000 Black Seminoles in Florida. ➤ 1801 - A Black Slave exposes Gabriel Prosser's Slave Revolt in Richmond, Virginia. ➤ 1801 - U.S. acquires Louisiana Territory. ➤ 1804 - Haitian Slaves defeat French Army; Haiti becomes the first Free Black Republic Nation in the Americas. ➤ 1808 - Slave trading is outlawed and the price of slaves increases. ➤ 1816 - Fort Negro at Appalachicola Bay is attacked by Andrew Jackson. ➤ 1817 - The first Seminole War. ➤ 1819 - Spain cedes Florida to the U.S. ➤ 1822 - Denmark Vesey's slave revolt is exposed in Charleston, South Carolina. ➤ 1830 - Indian Seminole Act. ➤ 1831 - Nat Turner's slave rebellion in South Hampton County, Virginia. ➤ 1835 - The Dade Massacre, second Seminole Native American War. ➤ 1838 - Some Seminoles are removed from Florida during the period ending in 1943. ➤ 1839 - "Amistad" slave ship mutiny. ➤ 1845 - Florida is admitted to the Union. ➤ 1849 - Harriet Tubman escapes from slavery and joins the Abolition Movement. ➤ 1865 - Many Black Seminoles return to the United States and work as scouts for the U.S. Army fighting other Native Americans.

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TIME LINE: 1801 - 1849



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INFUSION POINT	DEFINITION OF KEY TERMS
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<ul style="list-style-type: none"> ➤ Abraham – Black Seminole Slave who negotiated two important treaties for the Seminoles. ➤ Ben Bruno - An interpreter and assistant to Seminole Chief Billy Bowlegs. ➤ Chief Micanopy - Chief of the Seminoles (The town of Micanopy is located in South - Central Florida). ➤ Cudjo - An interpreter for Indian Agent John Phagan. ➤ Culture - The behaviors, patterns, arts, beliefs, institutions, and all other products of human work and thought, as expressed in a particular community or time period. ➤ Fort Gibson Treaty - An agreement on March 28, 1833, which said the Seminole Indian Chiefs were satisfied with the new lands and would move within three years. ➤ Hybrid - Something of mixed origin or composition. ➤ Intermarriage - Marriage between members of different groups. ➤ Interpreter - One who translates from one language to another. ➤ Maroons - Groups of slaves and Native Americans who often, by escaping, lived separately from their colonial masters. ➤ Payne's Landing Treaty - An agreement on May 9, 1832, which provided for a delegation of seven Seminole Chiefs to inspect lands west of the Mississippi for possible reunion with the Creeks. ➤ Treaty - A written agreement or arrangement made by negotiations; a contract.

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RECOMMENDED STUDENT ACTIVITIES

Mathematics

- Create a timeline that shows the different events in the lives of the Black Seminoles.
- Compute the distance between Central/Western Florida and Central Oklahoma.
- List at least five methods of measuring time without using a watch or a clock.

Science

- Conduct research on the geography of the Appalachicola region of Florida.
- Research and report on the caves of Northern Florida.
- Construct a sun-dial.
- Analyze a compass and explain how it operates. Discuss the methods the Seminoles used to navigate the rivers and travel the land.

Curriculum infusion

Social Studies

- Working in small groups, discuss the idea of slavery within the Seminole Indian community.
- Examine a Seminole Indian Community in Florida today. Compare and contrast today's world with the world of "Abraham."
- Draw a map that describes the Payne's Landing Treaty, and the Fort Gibson Treaty.
- Construct a chart that depicts the different skills and knowledge that was needed by the African Seminole slave.

Language Arts

- Write a story about the life of a Seminole Indian slave.
- Compose a poem about freedom from a slave's point of view. Draft a list of laws that would guide the behavior of both slaves and non-slaves in a community.
- Research and report on "Maroon" communities in America.

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RECOMMENDED STUDENT ACTIVITIES

Humanities Arts



Curriculum infusion

Critical Thinking Skills

- Conduct an interview of a Seminole Indian Elder regarding his view of slavery and present your report using visuals.
- Prepare an interactive journal on the content of the unit.
- Prepare a scrapbook on past and contemporary lives of the Seminoles and in particular the "Black" Seminoles living in Oklahoma, Florida, and other areas of the USA.

Research Skills

- Using the Internet and media sources, prepare a position paper on the relationship of the Seminoles and the African slaves.
- Prepare a report on the terrain of the area where the Seminole Indians and the African slaves resided.
- Document the loss of human lives during the period of interaction with the Seminoles and African slaves.
- Visit a Seminole Indian reservation and document any materials or artifacts that existed from the period discussed in this unit.



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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>The Era of Andrew Jackson (1820 - 1840)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to spell and define the given vocabulary. 2. Students will be assessed on their research and oral presentation on the “Treaty of Payne’s Landing.” 3. Students will be assessed on research and communication skills during a panel discussion of the Fort Gibson Treaty. 4. Students will be assessed on their oral reports of an “eye-witness account” on the lives of Abraham and Cudjo based on their knowledge of the content. 5. Students will be assessed on their essay on the “Exploits of Billy Bowlegs.” 6. Students will be assessed on how well they research, and present orally Native Americans’ issues as they relate to: <ol style="list-style-type: none"> I. a) Taxation b) Citizenship c) Education d) Reparations II. The teacher will develop a matrix for scoring the research and oral presentations.

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INFUSION POINT

RECOMMENDED STUDENT EVALUATION

The Era of Andrew
Jackson
(1820 - 1840)

Pre/Post Assessment

