



FORT KING

NATIONAL HISTORIC LANDMARK

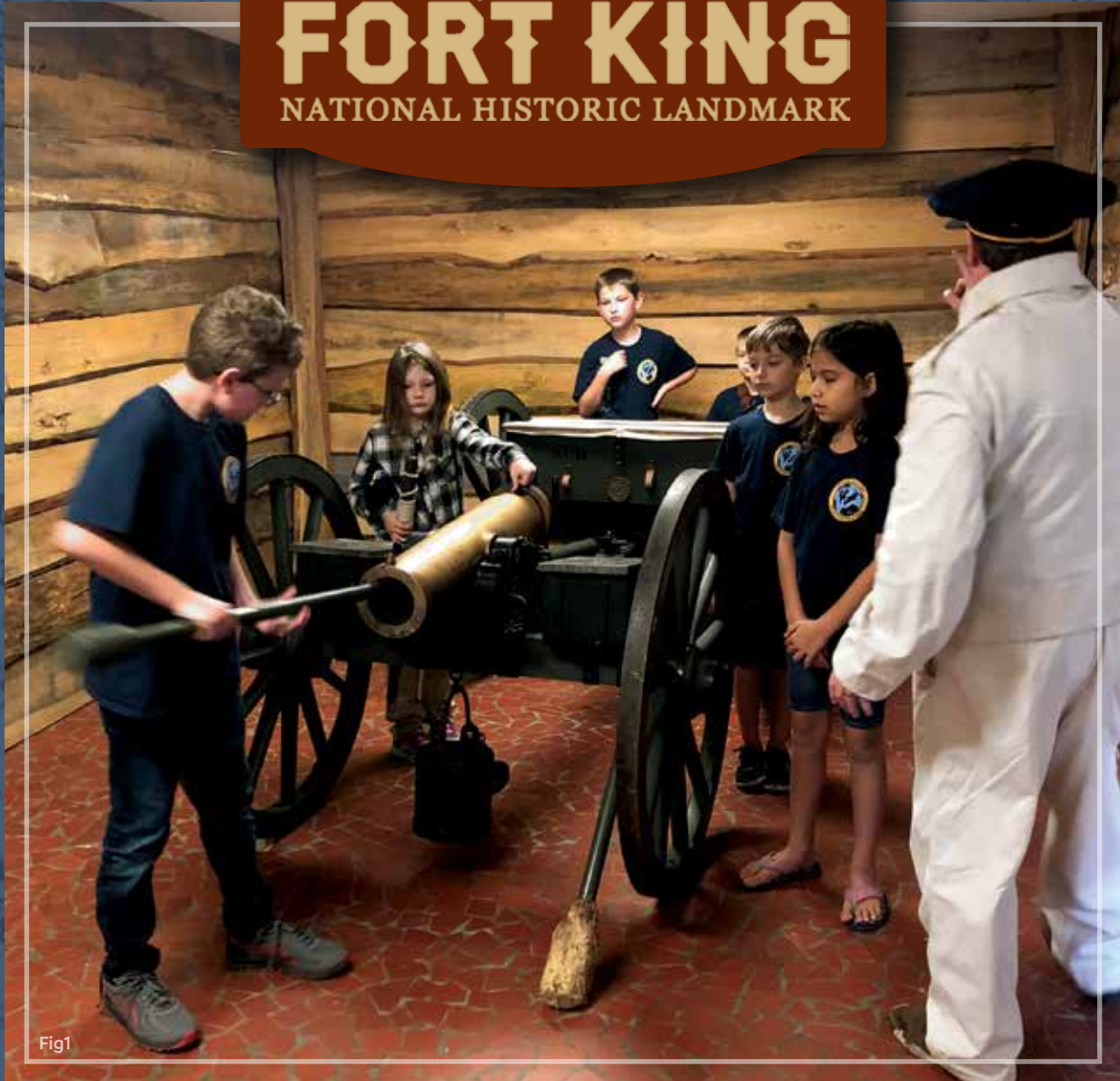


Fig1

EDUCATION GUIDE

This guide was made possible
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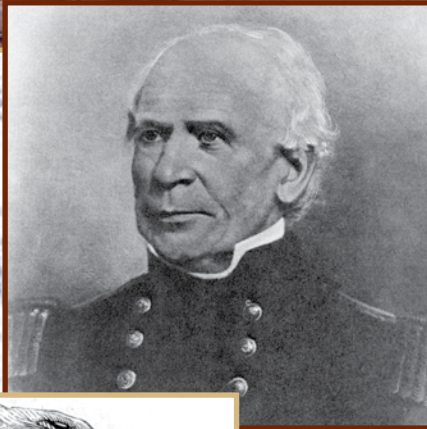
FLORIDA DEPARTMENT OF STATE / DIVISION OF
Historical Resources

WELCOME TO



Micanopy
Fig2

Gen. Thomas Jesup
Fig3



Abraham
Fig4

WE ARE EXCITED THAT YOU HAVE CHOSEN Fort King National Historic Landmark as an education destination to shed light on the importance of this site and its place within the Seminole War. This Education Guide will give you some tools to further educate before and after your visit to the park. The guide gives an overview of the history associated with Fort King, provides comprehension questions, and delivers activities to incorporate into the classroom. We hope that this resource will further enrich your educational experience.

To make your experience more enjoyable we have included a list of items:

- Check in with our Park Staff prior to your scheduled visit to confirm your arrival time and participation numbers.
- The experience at Fort King includes outside activities. Please remember the following:
 - » Prior to coming make staff aware of any mobility issues or special needs that your group may have.
 - » Be prepared for the elements. Sunscreen, rain gear, insect repellent and water are recommended.
 - » Wear appropriate footwear. Flip flops or open toed shoes are not recommended.
 - » Please bring lunch or snacks if you would like to picnic at the park before or after your visit.
- Be respectful of our park staff, volunteers, and other visitors by being on time.
- Visitors will be exposed to different cultures and subject matter that may be difficult at times. Please make sure that all students are mindful and respectful of the material presented at Fort King.
- Be sure to actively listen to your guide. Ask lots of questions and enjoy your time at the park.
- For any additional questions or concerns feel free to reach out to staff at (352) 368-5533.

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Fig5

FORT KING WAS A TYPICAL U.S. ARMY FRONTIER FORT and a noteworthy symbol of the longest and costliest war America had with its native people – the Seminole War. Fort King is a narrative that speaks of a complicated history as relates to the occupation of the State of Florida and beyond. It is the story of a young country struggling to thrive and of native inhabitants trying to survive.

Fort King stood at the edge of where a line had been drawn. A line that divided land designated for the Seminole from land American settlers wanted for themselves. As the line was redefined, time and time again, an extensive battle ensued. From one side of the line, this was a battle intended to remove a hostile threat and to pave the way for settlers. But from the other side of the line, this was a battle against unwarranted aggression and theft of a land and way of life that had belonged to the people native to this land.

Fort King's position in the center of the state and at the northern border of the Seminole reservation made it one of the most important posts in support of the federal mandates. Throughout the war, it was commonly said, "All roads lead to Fort King." And in fact, they did. In 1827, Colonel Duncan L. Clinch described the post's importance as follows:

"From my knowledge of the Indian Character, I consider this post of more importance, in controlling the Indians, and in giving protection and security to the inhabitants of Florida, than any other post in the territory, as it is in the immediate vicinity of the largest number of the Florida Indians, and between them and the white inhabitants." (Carter, Clarence E.)

Beyond its geographical and strategic location, Fort King is the site that ignited the Second Seminole War. This fort put Osceola front and center in popular culture. It is here at Fort King that Osceola was first taken captive and shamed in front of his people by the Indian Removal Agent, Wiley Thompson. It is here that he later retaliated with his attack on Fort King, killing Wiley Thompson and others. Fort King represents the entire spectrum of broad national patterns of Indian Removal policies associated with Jacksonian Democracy.

Fort King also played a vital role in the birthplace of Marion County and the City of Ocala. After the war, the fort became the county seat and housed the first court house and location for public assembly in the newly formed Marion County.

Today, the reconstruction of Fort King serves as an ongoing exploration of our past, informing our understanding of historical events and how they shaped us individually and collectively.

The story of Fort King is one
THAT DEMANDS RETELLING



COLONEL WILLIAM KING



CAMP KING, LATER KNOWN AS FORT KING, was named after Colonel William King, a man all but lost to history. What we know of Colonel King is that he was born in Delaware, was of English descent, and had a colorful military record. His earliest date of military service was in 1808 when he was commissioned as a 2nd Lieutenant of the 5th Infantry. His military career led him through many battles which earned him a promotion in 1814 to Lieutenant Colonel. During this time, he and his men were particularly prominent at the Battle of Horseshoe Bend in Alabama. After this battle, King had a disagreement with how General Andrew Jackson had reported on the incident and sent a friend to challenge Jackson to a duel to resolve the issue. General Jackson amended his report of the battle and sent this message back to King:

"Go and tell Colonel King our country cannot afford to lose such men as he and I, therefore I will not fight him. I will correct my report in which I inadvertently failed to give him and his men the credit they deserve." (Watson, Thomas E.)

King and Jackson became friends after this and when Jackson captured Florida in 1818 he made King Military and Civil Governor of Pensacola. As governor, King was charged with upholding Spanish law in the colony, overseeing Spanish property, and caring for the soldiers wounded in Jackson's campaign.

By 1819, Colonel King had been relieved of his duty and replaced by Edmunds P. Gaines as Governor. King was court martialled and had five charges filed against him as follows:

1. Violation of the fourteenth article of the rules and articles of war, by making and signing a false certificate with respect to his pay. *Colonel King was exonerated on this charge.*
2. Conduct unbecoming an officer and a gentleman. *Colonel King was found guilty of the charge of "unofficer-like conduct" but was acquitted of the charge of "ungentlemanly conduct."*
3. Violation of the thirty-ninth article of the rules and articles of war, by misapplication of public funds. *Colonel King was found guilty of this charge.*
4. Neglect of duty and unofficer-like conduct. Specification 4 of this charge declared that Colonel King, "... did encourage and enforce the infliction of corporeal punishment, by stripes and lashes, by issuing and promulgating an order, on or about the 10th August, 1818, at Pensacola, and otherwise, to this effect: that every man found out of his quarters between tattoo and reveille, should receive fifty lashes, and be confined on bread and water in the black hole for the space of one month." *Colonel King was found guilty of this charge.*
5. Violation of the thirty-first articles of the rules and articles of war. *Colonel King was found not guilty of this charge. (Trial of Colonel William King)*

During the 1820 proceedings on the charges against him, Colonel King pled "Not Guilty" to the charges. At the conclusion of the proceedings, the court sentenced Colonel King "to be suspended from all rank, pay, and emoluments, for the space of five years, from the date of the ratification of this sentence." (American Memory 2006; Military Affairs Lindsay and Hays 1819:158)

While Colonel King's military career ended in disgrace, he continued to have support from Andrew Jackson. In 1821 King was honorably discharged from the Army. Colonel William King died in 1826 near Mobile, Alabama.

It wasn't until after Colonel King's death that FORT KING WAS BUILT and named in his honor.

GUIDING QUESTIONS

- What were some of the reasons the fort was built?
- What was Fort King used for after the Seminole War?

- What were some of Colonel King's duties as Military and Civil Governor of Pensacola?
- What political figure supported King throughout his career?

WHAT WAS THE SEMINOLE WAR?



THE SEMINOLE WARS, ALSO KNOWN AS the Florida Wars, were three related military conflicts in Florida between the Seminole and the United States. Many consider them one conflict called the Seminole War.

There is no absolute consensus as to the beginning and ending dates of the Seminole War, however most historians have settled on a range of 1816 to 1858. It was a lengthy conflict aggravated by broken promises and failed negotiations spanning over four decades.

The reasons cited for the Seminole War are many, but most agree that the United States government desired to have control of Florida for reasons related to defense and commerce. American settlers desired to expand into the Florida territory which created conflicts with the Seminole who were there long before them. Because the Spanish government, who owned the land, had outlawed slavery in Florida, this land also had become a sanctuary for escaped slaves who crossed the border to take refuge.

This was an unsettled territory. Not just in terms of “ready to be settled” but more in terms of unrest. Property rights were largely ignored, multiple languages were spoken, the Spanish government didn’t have a strong hold and the American government would take what wouldn’t be given voluntarily.

The American expansion into the Spanish controlled Florida peninsula had begun in the 1790’s and several attempts by

American patriots to gain control of the territory, in what is known as the Patriot Wars of East Florida, had failed.

Florida officially became American territory in 1821 and the conflict between the U.S. and the Seminole began to escalate again shortly thereafter. To alleviate the tensions, the U.S. government forced the Seminole to move to a reservation and eventually a deal was struck with the Treaty of Moultrie Creek in 1823. The U.S. government enforced the treaty by building forts in the territory, and an Indian Agent located near Fort King worked as a liaison between the Seminole and the government.

It is important to note that even the years in between the three distinct “war years” were rife with tension and conflict. This explains why so many consider this one war, not three. The war on the Seminole extended so long for many reasons. The Seminole were masters of guerrilla warfare and had the advantage of familiarity with the land. This was, after all, their land. The U.S. Army lacked funding and other resources and were otherwise disadvantaged by a constant changing of leadership and strategy. On top of this, the soldiers could never acclimate to the oppressive Florida summer climate, thus the troops had to be called back over the summers causing them to lose any ground they had gained over the previous winter. This allowed the Seminole time to regroup and strategize.

The circumstances were **RIPE FOR WAR**



Fig6

THE FIRST SEMINOLE WAR (1816-1819)

Several years after the conclusion of the War of 1812, the U.S. military began excursions into the Spanish owned territory of Florida. General Andrew Jackson ordered his military to invade and destroy the “Negro Fort” on the Apalachicola River in 1816, because it was populated by the Seminole and runaway slaves who he believed needed to be dealt with to make way for American settlers. This was the catalyst of the

Seminole War. In 1818, Jackson and his military invaded Florida and constructed Fort Gadsden atop the ruins of the “Negro Fort” that was destroyed two years earlier. From Fort Gadsden, Jackson launched the First Seminole War. The Spanish were ill equipped to defend their territory of Florida as Jackson easily

took two Spanish fortifications in Pensacola and St. Marks. No longer able to protect their land, the Spanish agreed to surrender the region to the United States in the Adams-Onís Treaty of 1819. This seemed to reconcile the matter of Americans’ right to settle the land.

THE SECOND SEMINOLE WAR (1835-1842)



Fig7

After years of managing conflicts between the American settlers and Native Americans all along the east coast, the United States government passed the Indian Removal Act of 1830 which sought to relocate all Native Americans to newly established Indian Territory west of the Mississippi River. In Florida this meant the Seminole were once again to be displaced. Tensions rose and fighting began with the Seminole attack on Major Francis Dade and his troops who were in route to Fort King, and the almost simultaneous killing of the Indian Removal Agent, Wiley Thompson, and others at Fort King in December 1835. For seven years, the warfare continued, eventually resulting in the removal of most of the Seminole population to Oklahoma. It was during this conflict that Osceola and Micanopy were captured by the U.S. Army under a false flag of truce. At the end of the war in 1842, a few hundred Seminole were permitted to remain in south Florida.



Fig8

THE THIRD SEMINOLE WAR (1855-1858)

Settlers continued to push farther and farther south into the state putting more pressure on the Seminole and making it nearly impossible for them to survive. The U.S. Army destroyed a Seminole plantation west of the Everglades in December 1855. The Seminole retaliated with an attack near Fort Myers. This set into motion the balance of the Seminole War which consisted mainly of minor raids. Many more Seminole, captured or surrendered, were relocated to Oklahoma. Those that remained lived deep in the Everglades and the Big Cypress Swamp, land that the white settlers did not want.

It was a lengthy conflict spanning **MORE THAN FOUR DECADES**



Fig9

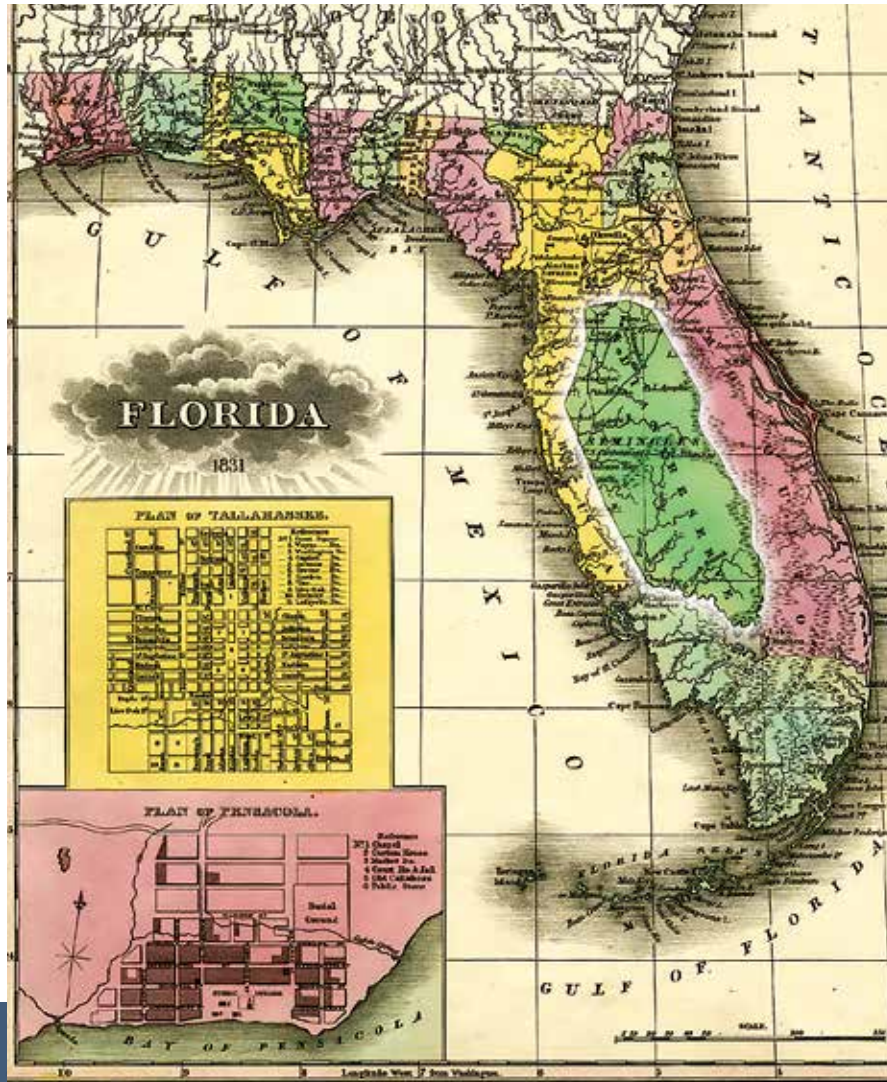
GUIDING QUESTIONS

- Why do you think the Seminole Wars were also referred to as the Florida Wars?
- Why do some consider the Seminole War to be one conflict instead of three separate conflicts?
- What are some of the reasons the Seminole War lasted over forty years?
- What major event occurred that led to the start of the first Seminole War?
- What major event occurred that led to the start of the second Seminole War?
- Why do you think the second Seminole War lasted longer than the first and third Seminole Wars?

TREATIES OF THE SEMINOLE WARS

TREATIES WERE KEY TO THE FORMATION OF FLORIDA as a part of the United States, and how the U.S. legally tried to manage the people occupying the new territory of Florida. Florida became a U.S. territory through the Adams-Onís Treaty of 1819. This bilateral treaty ceded Florida to the U.S. from Spanish rule. The difference from Spanish rule to U.S. rule was great. These changes in laws led to increasing hostilities between the Indigenous people that called Florida home and the new U.S. government. To try to manage these issues the U.S. government enacted treaties with the Seminole. During this time of hostility, there are two treaties that are important in the understanding of the Seminole War – the Treaty of Moultrie Creek and the Treaty of Payne's Landing.

Fig10



The area highlighted in green in the state's interior outlines the territory the treaty assigned to the Seminole.

TREATY OF MOULTRIE CREEK

SHORTLY AFTER FLORIDA became American territory, the conflict between the United States and the Seminole began to escalate. In 1823, the United States and the Seminole entered into an agreement known as the Treaty of Moultrie Creek that was intended to ease the conflict and to establish what land would be inhabited by each.

The treaty proposed that the Seminole must relocate to a four-million-acre reservation located in the middle of the state. Per the treaty, the United States would afford the Seminole protection, husbandry, livestock and an annual sum of five thousand dollars. The treaty also promised them an agent, interpreter, blacksmith and a school. In return, the Seminole must relinquish all claims to any other land they had previously occupied in Florida, assist in the capturing and returning of run-away slaves or fugitives, and allow roads to be built for occasional passage by others through the reservation.

The Treaty of Moultrie Creek was not a good deal for the Seminole. The lands the Seminole had previously occupied were prized by American settlers, not only for their superior agricultural potential, but because the lands

and fields were already established by the Seminole as their own farms and ranches and thus were lands proven to be fertile and productive. The newly proposed reservation would yield areas that were not prepared, nor suitable for farming and agriculture. The centralized location of the new reservation also cut the Seminole off from the coasts. This would prevent further trade with the Spanish and English which would include weapons trading.

The treaty was a contentious attempt to quell the Seminole, who had already lost so much since the beginning of the war in 1816. The signing of the treaty took place at Moultrie Creek located south of St. Augustine. Neamathla, a prominent Mikasuki Chief, was chosen to speak for many of the Seminole people. Some Seminole leaders, including Neamathla, signed the treaty. Others refused, and there was general disagreement within the tribe about whether those who signed were a voice for all.

Regardless, the treaty was ratified in 1823 and shortly thereafter was broken by both sides. Many Seminole refused to move to the reservation. Americans began moving onto the land the Seminole had not yet left and often even encroached on the land that had been promised them on the reservation. The United States would continue to build forts and military outposts along the coast and areas surrounding the reservation

to manage the conflicts. The Seminole struggled to survive on the land reserved for them as it was unsuitable for agriculture and farming. This led to starvation and eventually death for some and forced the Seminole to encroach outside the reservation to survive.

The treaty remained a point of contention until 1830, when it was permanently discarded by the Indian Removal Act.

Fig11

TREATY OF PAYNE'S LANDING

IN 1828, ANDREW JACKSON was elected President of the United States. In 1830, Congress passed, and President Andrew Jackson signed into law, the Indian Removal Act calling for the relocation of all Native Americans to west of the Mississippi River. The Native Americans resisted. This included the Seminole in Florida.

To facilitate the relocation of Indians from Florida, on May 9, 1832, a meeting was held between U.S. representatives and Seminole leaders at Payne's Landing on the Ocklawaha River. The purpose of the meeting was to sign yet another treaty – The treaty of Payne's Landing.

Per the terms of the treaty, the Seminole agreed to send a delegation of Seminole leaders to visit the Creek Reservation located west of the Mississippi and if they found the land suitable, they would agree to adhere to the terms of the treaty. In that case, the Seminole would be required to relinquish the land that had previously been guaranteed them in accordance with the Treaty of Moultrie Creek, and move west within three years. The treaty also stipulated the United States would keep all their cattle and provide compensation and transportation expenses.

Seminole leaders did not accompany government representatives to survey the proposed Creek Reservation until October 1832. After months of touring the land, the Seminole delegation met at Fort Gibson in Arkansas on March 28, 1833 to sign the Treaty of Fort Gibson, agreeing to abide by the terms of the Treaty of Payne's Landing. Upon return to Florida, the Seminole denied having signed the Treaty of Fort Gibson or alternatively reported they had been coerced into signing it. Although the Treaty of Payne's Landing was not ratified by the U.S. Senate until April 12, 1834, the U.S. Government determined the three-year clock had begun upon the original signing of the Treaty in 1832. This gave the Seminole just over a year to relocate.



Osceola signing the Treaty of Payne's Landing

The Seminole continued to refuse to relocate west of the Mississippi and tensions continued to rise. President Andrew Jackson intensified the push for Indian removal from the Florida territory. In March 1835, Wiley Thompson gathered a contingent of Seminole Chiefs and shared with them a message from Andrew Jackson that read,

"Should you... refuse to move, I have directed the Commanding Officer to remove you by force."

The Seminole were required to **RELINQUISH THE LAND** they had been guaranteed

GUIDING QUESTIONS

- What is a treaty?
- How did the Adams-Onís Treaty with the Spanish affect the Seminole?
- What was the purpose of the Treaty of Moultrie Creek?
- Why was this treaty not good for the Seminole?
- What was the purpose of cutting the Seminole off from the Florida coast?
- How was the treaty broken by both sides?
- Why do you think the treaty was broken?
- What was the purpose of the Treaty of Payne's Landing?
- What was the Indian Removal Act and what did it accomplish?



A Seminole town

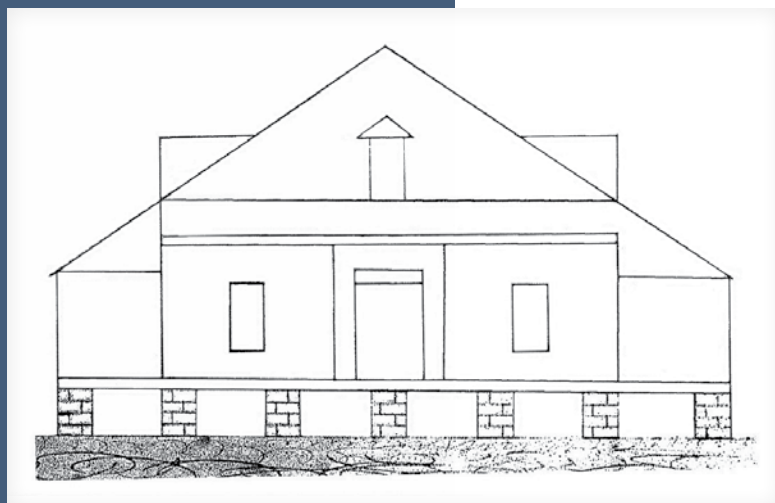
Fig12

THE INDIAN AGENT

AN INDIAN AGENT WAS AN INDIVIDUAL authorized to interact with Native American tribes on behalf of the U.S. Government. Congress maintained a position of accountability for the protection of Indians from non-Indians.

An Indian Agent's job was to prevent conflicts between settlers and Indians, monitor and report violations of the law, and maintain cooperation with the U.S. Army. They were also responsible for distributing money or goods from the federal government to tribes and coordinating the relocation of tribes to the reservation.

As the Seminole War progressed the role of Indian Agent changed. As a character within the Seminole War the Indian Agent becomes an important figure in the ever changing political climate, acting as both negotiator and enforcer.



Drawing of Indian Agency from National Archives

Fig13

COLONEL GAD HUMPHREYS, INDIAN AGENT

IN MAY OF 1822, COLONEL GAD HUMPHREYS was appointed agent to the Florida Indians. He was not the first Indian Agent in the Florida territory; however, he was the first to receive a permanent Indian Agent position and his later assignment to the Agency near Fort King is relevant.

He arrived in Florida, fresh from military service and ready to assume the role as Indian Agent responsible for negotiating hostilities between Indians and settlers. During his service, he would often find himself entangled in the politics of slave

claims and frequently found himself at odds with his superiors who did not share his position that the Seminole could be rightful owners of slaves. Slavery was in fact a key component in the Seminole Wars and slave disputes became a bitter power struggle that would eventually incapacitate the Indian Agency and ultimately cause Colonel Humphreys to be removed from his post in 1830.

Colonel Humphrey's Indian Agency was positioned on the edge of the Indian reservation in present day Ocala. Shortly after the Agency house was constructed, and after much convincing by the Florida Governor, General Duncan Clinch recognized the need for a military presence in the area and ordered the construction of the nearby "Cantonment King" in 1827. This later came to be Fort King.



Fig14

U.S. Army calvary shooting down Waxe-hadjo in the Seminole War

GENERAL WILEY THOMPSON, INDIAN REMOVAL AGENT

GENERAL WILEY THOMPSON WAS A FORMER militia general, a U.S. Congressman who sat on the Military Affairs Committee, and a friend of President Andrew Jackson with whom he shared the same ideals of Indian removal.

Wiley Thompson was elected to serve in Congress from 1821 to 1833. In 1834 following his congressional service, he was appointed as Indian Agent in Florida. Under Jackson's Indian Removal Act, his role as agent was much different than that of prior Indian Agents. In fact, it would be more appropriate to refer to him as an Indian Removal Agent as he was tasked with responsibility for Seminole removal from Florida.

The arrival of General Thompson to Fort King symbolized a change in relations with Native Americans under President Andrew Jackson. The days of negotiation and consideration for Seminole rights were gone. Instead the Seminole were regarded as a hostile force that needed to be relocated or eliminated.

General Thompson's primary role at Fort King was to uphold the terms of the Payne's Landing Treaty and ensure the removal of the Seminole from Florida. When General Thompson first spoke to the Seminole leaders at Fort King, it was to demand they leave under the terms of the treaty. The Seminole continued to regard this treaty as a deception against their people. Other military officers who witnessed General Thompson's interactions with the Seminole reported that he was often arrogant and superior in his approach. This behavior resulted in the rapid deterioration of relations with the Seminole, making a volatile situation even more unstable.

Gen. Thompson's arrival **SYMBOLIZED A CHANGE** in relations with the Seminole

GUIDING QUESTIONS

- Would the job of being an Indian Agent been a difficult job? Why?
- What challenges would have been presented for an Indian Agent to resolve?
- Why were slavery claims such a large part of Indian Agent Gad Humphrey's job?
- What was the purpose of constructing Fort King?
- How was General Wiley Thompson's role different from that of Gad Humphrey's as the Indian Agent?
How was it similar? *Activity

FORT KING WITHIN THE WAR



Lt. Henry Prince's sketch of the first fort

Fig15

A TALE OF TWO FORTS

IN 1823, THE TREATY OF MOULTRIE CREEK ALLOCATED LAND to the Seminole with the northern most boundary of the reservation ending at what would soon be known as Fort King. Due to the growing friction between the Seminole and white settlers the first Indian Agency was built in 1826 by Gad Humphreys. The purpose of the agency was to settle and temper the building conflict. However, in 1827 conditions worsened and tensions rose.

THE FIRST FORT

FORT KING WAS BUILT IN 1827 TO ADMINISTER the Treaty of Moultrie Creek and protect the Seminole and their designated lands from white settlers. Governor Duval and Indian Agent Gad Humphreys selected the location of Fort King based on three requirements for an Army fort - a defendable hill, a close and reliable source of drinking water and the presence of a nearby source of lumber for construction material. The site was also a short distance away from Humphreys' Indian Agency.

The fort was named for Colonel William King, who had been the commanding officer of the Fourth Infantry before Duncan L. Clinch. In 1818, Andrew Jackson had appointed Colonel King as civil and military governor of the provisional government of West Florida.

An 1827 design drawing of the fort's layout by Captain James M. Glassell indicates that the stockade wall was to be 162' x 152'. The main gate was on the north wall, with a second gate on the south wall. Two blockhouses, 14' square, were planned, one being on the northwest corner and the other on the southeast corner. Inside the stockade were barracks, officers' quarters, kitchens, mess halls, and munitions

magazines. Letters written during the period also mention other structures around the fort including a commissary and quartermasters' store house, sinks, hospital, guard house, sutler's store, stables, and a blacksmiths shop.

An illustration of the first fort provided in the diary of Lieutenant Henry Prince while stationed there indicates the first fort was not built to the specifications provided in the design drawings but instead was an irregular pentagon. Archaeology supports the diary illustration. It is speculated that the U.S. Army ran out of funding, other resources and time, resulting in the first fort's incomplete construction.

The residency of Fort King fluctuated over the next several years leaving the fort vacant for a period of three years. With tensions between the Seminole and the settlers worsening, the soldiers returned to

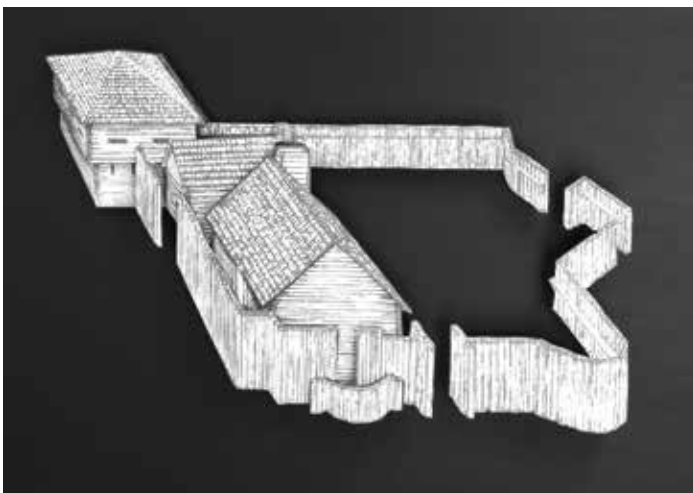
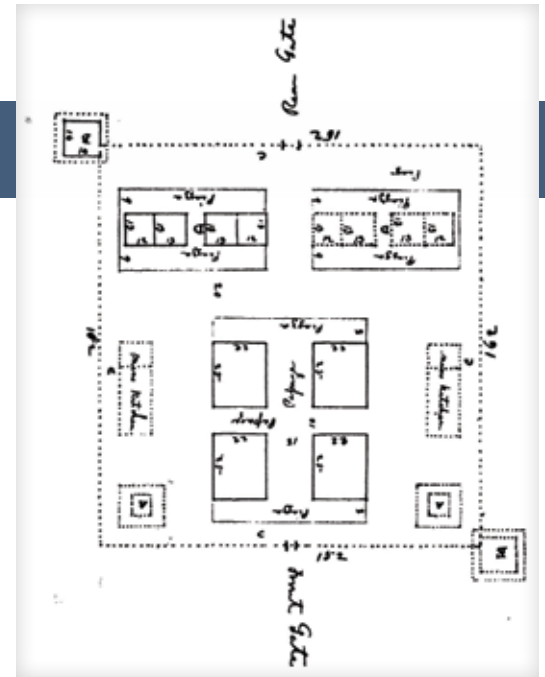


Fig16

Fort King in the summer of 1832. After Osceola's attack on Fort King in 1835, the fort was abandoned by the military in May of 1836. In July of that same year, Fort King was burned by the Seminole.

Fig17



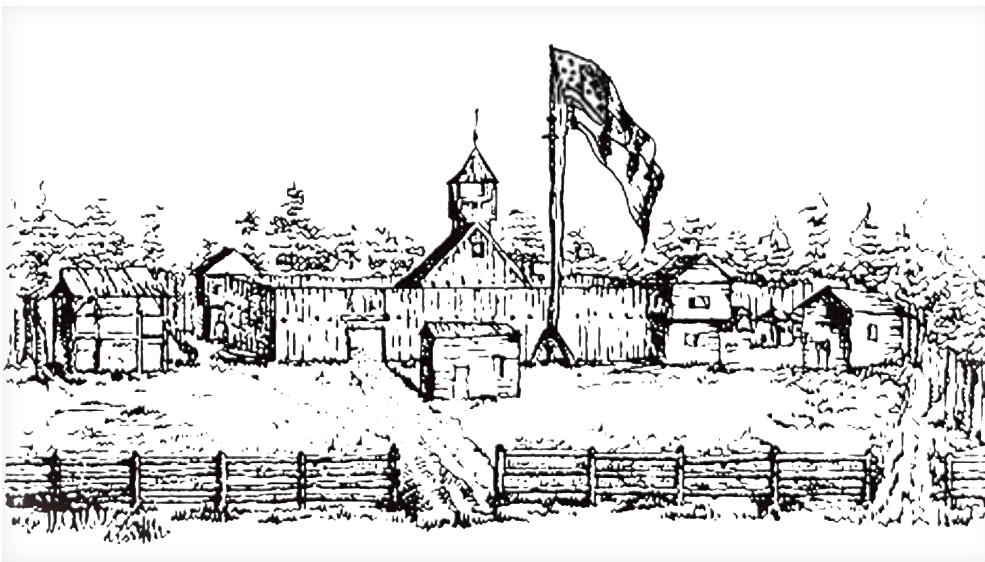
Original plan for the first fort as prepared by Glassell. That fort would not follow this plan; however, it appears the second fort did.

THE SECOND FORT

AMIDST GROWING HOSTILITIES WITH THE SEMINOLE, the U.S. Army reconstructed Fort King in 1837 and continued its use until the termination of the war. Unlike the first fort, the second fort appears to have been constructed in accordance with Glassell's plans. This presumption is supported by an illustration and text description in an April 29, 1839 diary entry of Bvt. Captain John T. Sprague made while he was stationed at the fort. Archaeological findings support Sprague's descriptions.

In August 1842, the war was declared over and the last of the troops were withdrawn from Fort King in March 1843.

Fig18



THE COUNTY SEAT

IN 1844, FORT KING WAS DESIGNATED the county seat of the newly formed Marion County. Buildings were repurposed into residences, a post office, a Methodist mission and a general store. The two-story cupola-topped barracks served as Marion County's first courthouse.

Fort King has played a **KEY ROLE** in Florida and Marion County history

GUIDING QUESTIONS

- What was the purpose of building Fort King?
- What natural resources would be necessary to make this a suitable location for a fort?
- Why do you think the first fort was not built to the specifications provided? What could have been some of the challenges they faced when trying to construct the first fort and the second fort?
- Why is Fort King important to Marion County's history?



Fig19



A HARD LIFE AT FORT KING

IN THE 1800'S, FLORIDA WAS A HOSTILE AND DIFFICULT environment. Life at Fort King would not have been easy for soldiers who were accustomed to a northern climate and more civilized setting. They would have experienced extreme heat and encountered insects and animals they were unfamiliar with. The soldiers' uniforms were made of wool and therefore not ideal for Florida's tropical climate. Most of the soldiers that died at Fort King died from disease or climate related illness. Livestock and soldiers would have often been sharing spaces; and living conditions would have been unsanitary by any standard. Food rations would have been scarce and alcohol use would have been wide spread and excessive.

A letter excerpt from Samuel Forry, Surgeon, U.S. Army to Lt. J.W. Phelps on September 26, 1837 summed up the situation related to daily life at the fort:

"Nearly the whole garrison is, at this moment drunk. The Catalonia has, of course, arrived, and a large supply of kindred drinks by the wagon train. This post has become quite unhealthy. There are now forty cases on the sick-list, mostly intermittent fever." (Letters from Samuel Forry)

FOOD RATIONS While there would have been a set food ration for each soldier at Fort King, food supplies were dependent on shipments coming by wagons on roads frequently raided. Food would also have been sourced locally but this would end up also being unreliable. Soldiers received what they could get and often supplemented what they did not get from the local sutler, or by trading with civilians or the Seminole.

In 1820 the soldier rations were as follows:

- $\frac{3}{4}$ pounds of Pork OR $1\frac{1}{4}$ pounds of Fresh or Salted Beef OR 12 ounces of Bacon
- 18 ounces of Bread or Flour OR 12 ounces of Hard Bread OR $1\frac{1}{4}$ pounds of Corn Meal
- 1 Gill of Whiskey
- To every 100 rations: 4 pounds of soap, $1\frac{1}{4}$ pounds of candles, 2 quarts of salt, 4 quarts of vinegar and 12 quarts of Peas or Beans.

In 1825 the ration was slightly adjusted, instead of 12 quarts of peas or beans to 100 rations, it was 8 quarts.

In 1832, the whiskey portion of the ration was stopped due to drunkenness. Although spirits sold by the Sutler as an extra allowance was still allowed.

In 1834 the President substituted coffee and sugar for whiskey.

In 1838, an Act of Congress increased the ration to six pounds of coffee and twelve pounds of sugar per 100 rations.

The diet was not a healthy one. The only fresh foods or vegetables would have been grown on site or traded with Native Americans or settlers.

In the 1800's, Florida was a **HOSTILE** and **DIFFICULT** environment

GUIDING QUESTIONS

- How did the climate of Florida affect soldier life at Fort King?
- What did most soldiers die of during this time?
- Based on the 1820 soldier rations, what issues do you think most soldiers faced?
- What other threats might a soldier face at Fort King?

THOSE WHO DIED WHILE STATIONED AT FORT KING*5

SOLDIER'S NAME	CAUSE OF DEATH	DATE OF DEATH
Austin, Calvin Pvt.	Dysentery	7/23/1841
Cannon, Walter Pvt.	Chronic diarrhea	2/29/1836
Cassaday, James Pvt.	Dysentery	8/12/1840
Christian, John Pvt.	Congestive fever	8/25/1841
Clarke, Cyrus Pvt.	Disease incident to climate and severe service	11/25/1840
Desbrough, Aaron Corp.	Dysentery	8/11/1840
Fullington, Richard Pvt.	Bilious fever	8/9/1841
Gaines, James Corp.	Disease unknown	10/1/1840
Grace, Richard Pvt.	Wounds received in battle with Captain Rains	5/9/1840
Herring, Charles Pvt.	Killed by Indians	3/24/1840
Jones, William Pvt.	Disease unknown	6/24/1837
Kelly, Hugh Pvt.	Killed by Indians	4/14/1840
Kelly, James Pvt.	Congestive fever	5/14/1841
Kelly, Joshua Pvt.	Disease incident to climate and severe service	6/20/1841
McClellan, James Pvt.	Congestive fever	2/11/1841
McMahon, Thomas Corp.	Consumption	6/4/1840
McMillen, James Pvt.	Dysentery	12/12/1841
McNamara, Patrick Pvt.	Disease incident to climate and severe service	12/29/1840
Maxwell, George L. Pvt.	Bilious fever	2/16/1841
Meir, Frederick Pvt.	Killed in action with Capt. Raines	4/28/1840
Mellor, James Pvt.	Disease incident to climate & severe service	11/21/1840
Melvin, John Pvt.	Killed by accidental discharge of comrade's musket	11/15/1840
Mure, Robert Pvt.	Chronic dysentery	2/6/1842
Murphy, D. Pvt.	Dysentery	8/9/1840
O' Donaghey Peter W. Pvt.	Disease unknown	10/9/1835
Peter, Charles Pvt.	Disease unknown	6/29/1842
Prater, John Pvt.	Disease unknown	9/27/1837
Reeder, John Pvt.	Yellow fever	8/12/1841
Smith, George H. 1st Sgt.	Killed in action with Capt. Raines	4/28/1840
Smyth, Constantine 1st Lt.	Killed in Osceola's raid	12/28/1835
Theis, George W. Pvt.	Killed	3/24/1840
Thomson, Walter Pvt.	Killed by Indians	4/4/1841
Viars, George Musician	Disease unknown	11/23/1835
Warren, Chandler M. Pvt.	Congestive fever	8/5/1838

**Does not include civilian dead (Sprague, John T.)*

DECEMBER 28, 1835 – THE START OF THE SECOND SEMINOLE WAR

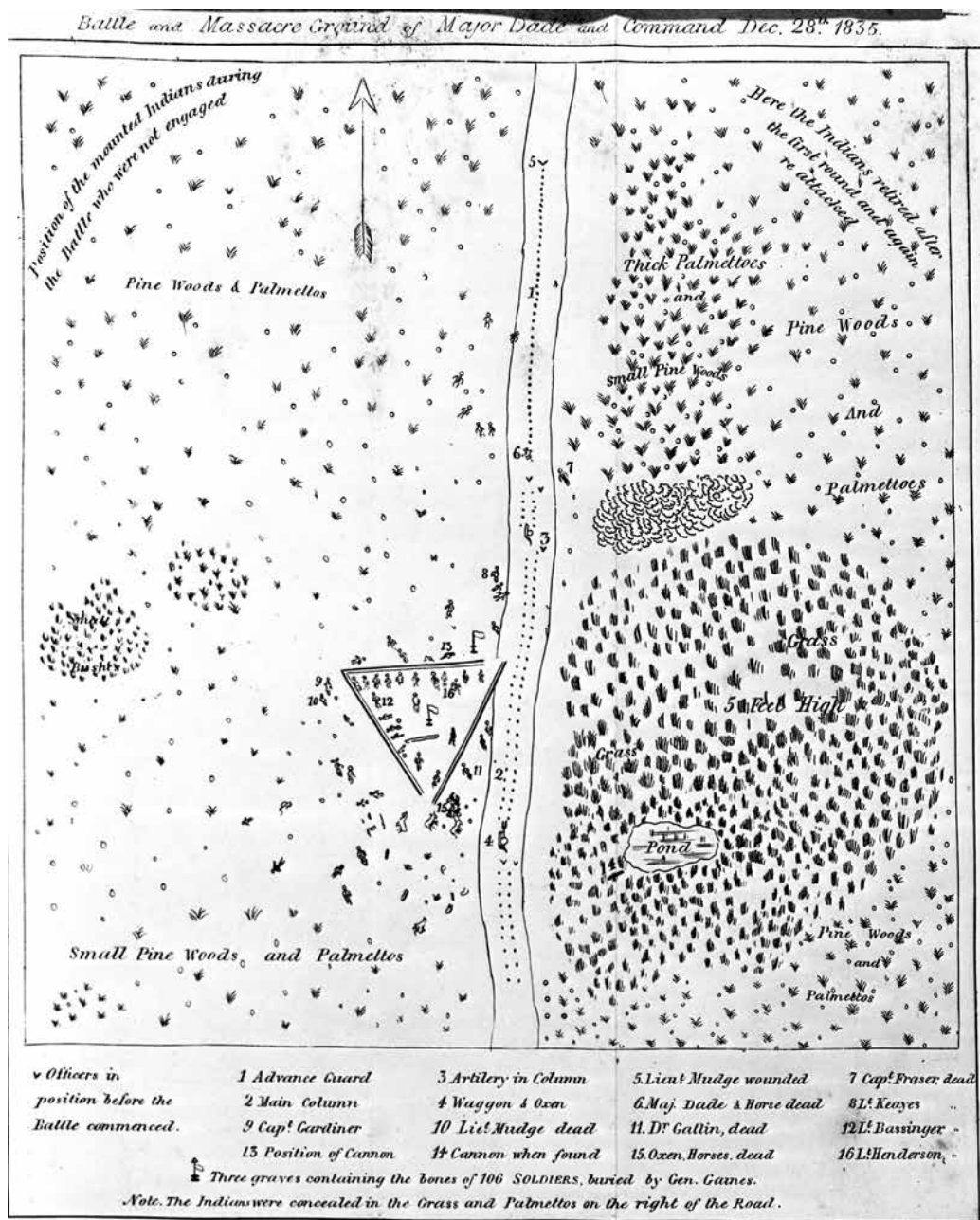


Fig20

THE FIRST ATTACK ON THAT DEADLY DAY: DADE MASSACRE On December 23, 1835, two companies of U.S. troops were dispatched from Fort Brooke in Tampa under the leadership of Brevet Major Francis L. Dade. Their mission was to resupply and reinforce the troops at Fort King.

On the morning of December 28, 1835, the troops were ambushed near present day Bushnell by a group of Seminole under the leadership of Chief Micanopy. Micanopy and his men decimated the soldiers, and only one of the 110 soldiers survived. This event is known as the Dade Massacre.

Only ONE out of 110 SOLDIERS survived the deadly attack

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 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. Osceola said he was his friend, he would see to him. It was determined that he should attack Fort King, in order to reach General Thompson, then return to the Wahoo Swamp, and participate in the assault mediated upon the soldiers coming from Fort Brooke, as the negroes there had reported that two companies were preparing to march. He was detained longer than we anticipated. The troops were three days on their march, and approaching the Swamp. Here we thought it best to assail them; and should we be defeated the Swamp would be a safe place of retreat. Our scouts were out from the time the soldiers left their post, and reported each night their place of encampment. It was our intention to attack them on the third night, but the absence of Osceola and Micanopy prevented it. On the arrival of the latter it was agreed not to wait for Osceola, as the favorable moment would pass. Micanopy was timid, and urged delay. Jumper earnestly opposed it,

and reproached the old chief for his indecision. He 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; opposite on the east side, there was a pond. Every warrior was protected by a tree, or secreted in the high palmettoes. 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, perhaps twenty yards off, Jumper gave the whoop, Micanopy fired the first rifle, the signal agreed upon, when every Indian arose and fired, which laid upon the ground, dead, more than half the white men. The cannon was discharged several times, but the men who loaded it were shot down as soon as the smoke cleared away; the balls passed far over our heads. The soldiers shouted and whooped, and the officers shook their swords and swore. There was a little man, a great brave, who shook his sword

at the soldiers and said, "God-dam!" no rattle-ball could hit him. 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 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 in the boxes afterwards and found 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 quite 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 wounded."

**Note that all errors in spelling and grammar are of the original writer. (Sprague, John T.)*

GRAPHIC ACCOUNT OF THE ATTACK ON WILEY THOMPSON⁷

as described by Lieutenant Joseph W. Harris, State Dispersal Agent in his correspondence to the War Department, upon his arrival at the fort shortly after the attack

"Sir: I have the honor to report to you my arrival at this post, which I reached on the evening of the 28th instant, having been delayed by unavoidable detainures upon the road several days beyond the time I fixed upon for the accomplishment of my journey. I regret that it becomes my first duty after my arrival here, to be the narrator of a story which it will be, I am sure, as painful for you to hear, as it is for me, who was almost an eye witness to the bloody deed, to relate to you. Our excellent superintendent, Gen. Wiley Thompson has been most cruelly murdered by a party of the hostile Indians, and with him Lieutenant Constantine Smith, of the 2d regiment of artillery, Erastus Rogers the sutler of the post, together with his two clerks, a Mr. Hitzler and a boy called Robert. This occurred on the afternoon of the 28th instant, between three and four o'clock. The troops, with the exception of Captain Lendrum's company of the 3d artillery, had been withdrawn on the 26th, to reinforce General Clinch, at Lang Syne plantation, preparatory to his striking a blow at the families of the Indians supposed to be concealed in the swamps and hammocks of the Withlacoochee river, with the hope of brining on a general engagement. The departure of the detachment had rendered precaution more necessary, and all those attached to the fort or agency office, about 100 yards beyond the works. The sutler had moved his goods into the fort, but was in the habit of eating his meals at his house, some six or eight yards off, skirting a thick hammock to the northwest of us. His clerks ate with him. On the day of the massacre Lieutenant Smith had dined with the general, and after dinner invited him to take a short stroll with him. They had not proceeded more than 300 yards beyond the agency office, when

they were fired upon by a party of Indians, who rose from ambush in the Hammock, within sight of the fort, and on which the sutler's house borders. The reports of the first rifles fired, the war-whoop twice repeated and after a brief space, several volleys more remote and in the quarter of Mr. Rogers's house were heard, and the smoke of the firing seen at the fort. Upon the first alarm Captain Lendrum drew in his men, who were for the most part busily engaged without the pickets, securing and strengthening the defences. Expecting an assault from the hammock immediately fronting and flanking the fort, and not then knowing the absence of General Thompson and the others, thinking the firing was but a feint to draw him out to be cut off. Shortly, however, the fact was made known to him, and about the same time several whites and colored people, who had escaped from the sutler's house, came running in and apprised Captain Lendrum that Mr. Rogers, his clerks and themselves, had been surprised at dinner; and that the three former had, in all probability fallen into the hands of the Indians. It was at this moment that Lieut. Colonel Crane, of the army, and myself, with an escort of six mounted militia upon jaded horses, arrived at the fort, by the rear of the hammock from which the ambush arose. A command was instantly despatched to succor, and pursue, if not too late. But the butchery had been as brief as it was complete, and the last whoop that had been heard was the signal for a precipitate retreat, and the savage perpetrators were already beyond the reach of our small force. The bodies of General Thompson, Lieutenant Smith and Mr. Kitzler, were soon found and brought in; those of the others were only discovered this morning. That of General Thompson was perforated with fourteen bullets

and a deep knife wound in the right breast. Those of Lieutenant Smith and Mr. Kitzler, had each received two bullets, and the head of the latter was so broken that the brains had come out. The bodies of the two found to-day were most shockingly mangled; the heads of each very much broken; the body of Mr. Rogers was penetrated by seventeen bullets and that of the boy by two. All, savings the boy, were scalped. The remains of those unfortunates were decently and properly interred to-day. Two expresses, soldiers, were despatched upon fresh horses on the evening of this horrid tragedy, with tidings of it to General Clinch; but from our not hearing from him or them, we are apprehensive that they were cut off. We are also exceedingly anxious for the fate of the two companies which had been ordered up from fort Brooke, an which should have been so a week ago, of whom we can learn nothing. Our communication with Tampa is cut off. I am apprehensive that the hostile disposition is a very general one. All the upper Indians, with but a few exceptions, who were friendly since the council of April last, have gone over the war party. We are told that Micanopy, the head chief, is opposed to hostile measures, though still objecting to emigrate, and has ordered all his people to remain neutral. Upon this statement I have no reliance. There may be in all, from 5 to 600 people in the nation who will consent to remove peaceably. I hear that there are from 3 to 500 already assembled at Tampa Bay. The rest will fight and must be whipped first. I regret exceedingly, sir, to be the bearer of such unwelcome and melancholy tidings to you, and wish in my heart that the interest of your Department could wear a more promising aspect in this quarter."

⁷Note that all errors in spelling and grammar are of the original writer. (Gales and Seaton, 1861)



Fig21

THE SECOND ATTACK ON THAT DEADLY DAY: ATTACK ON FORT KING On the same day as the Dade Massacre, Fort King Indian Removal Agent General Wiley Thompson was anticipating the arrival of Dade's reinforcements at any time. General Thompson and Lieutenant Constantine Smith were taking their customary afternoon stroll outside the Fort King palisade, making their way to Erastus Rogers' cabin a short distance away. During their stroll, sixty Seminole warriors, led by Osceola, orchestrated a brutal attack on Fort King.

Shots rang out from the wood-line killing both General Thompson and Constantine Smith outside of the fort. Osceola scalped General Thompson and then he and his men made their way to the sutlers cabin. There Mr. Rogers, Mr. Kitzler (Hitzler), two clerks, and a young boy were also shot and killed. The Seminole then burned the sutlers store and ran off.

Micanopy and Osceola both led swift and effective attacks on the U.S. troops that day. It was these two attacks on this one deadly day that set the stage for the Second Seminole War.

Two attacks on **ONE DEADLY DAY** triggered the Second Seminole War

GUIDING QUESTIONS

- How are the Dade Massacre and the Attack on Fort King connected to each other?
- Why do you think Osceola planned an attack on Fort King?
- Why do you think these attacks are seen as the start of the Second Seminole War?

WHO ARE THE SEMINOLE?

Fig22



THE SEMINOLE EMERGED as an ethnic group descending from various Native American groups. These Native Americans were the first people who came to Florida, thousands of years before it was called by that name. They were part of a large culture and trade network that spread across North America, from the Atlantic coast to the Mississippi river, and from the Gulf of Mexico to the Great Lakes, now known as the Mississippian Culture.



Fig23A



Fig23B



Fig23C

When the Spanish arrived in Florida they called the Native Americans the Miccosukee people, the Muscogee people and the Calusa. Over time, these groups of Indians were joined by the survivors of many other groups including the Creeks, Apalachee, Timucua, Tia, and Yuchee. This created a diverse culture that was often baffling to American observers and gave the tribe a wide range of skills and strengths.

When the Spanish learned they could not control the Indians, they started calling them *cimarrones*, the Spanish word for runaways or wild ones. These Florida Indians heard this word as *shiminolie* and called themselves *yat'siminoli*, which they took as a point of pride, considering themselves free people, rather than runaways. In the 1770s, the English heard the term for the first time and wrote it down as *Siminolies* — today's Seminoles.

The Seminole in Florida were divided by the Seminole Wars into two Seminole groups. This included the Seminole Tribe – those who remained in Florida – and the Seminole Nation of Oklahoma – those who had been forcibly relocated to the Indian Territory west of the Mississippi River.

The Seminole Tribe (in Florida) continued to include a mix of Indians from different cultures, including the Miccosukees, the Traditionalists and the Creeks among others. Although the government insisted on treating them as a unified people, there were cultural differences that divided the Seminole Tribe. It wasn't until the mid-20th Century that they were officially separated into two distinct tribes – the Seminole Tribe of Florida and the Miccosukee Tribe of Indians of Florida (originally the Miccosukee Seminole Tribe).

All three are federally recognized **NATIVE AMERICAN TRIBES**

GUIDING QUESTIONS

- Where did the term "Seminole" come from? What does it mean?
- Why did the Seminole have such a diverse culture?
- What is the difference between the Seminole Tribe of Florida and The Great Seminole Nation?

SEMINOLE LEADERS AND CHIEFS



Fig24

OSCEOLA (Asi-Yahola)

OSCEOLA WAS A SEMINOLE LEADER who was very important to the Seminole War in general and at Fort King in particular.

Osceola, named Billy Powell at birth, was the most famous of the warriors during the Seminole War despite not being native to Florida nor a member of the ruling clan. He was born in Alabama and,

along with his mother, was driven to Florida after his peoples' defeat in the Creek Civil War in 1814.

Osceola is often referred to as "Chief Osceola" but in fact, he was never a Chief. He was, however, a charismatic leader who remained steadfast in his refusal to leave Florida for the Indian Territory.

During the First Seminole War, it was reported that Osceola frequently barged into the Indian Removal Agent Wiley Thompson's office, disrespecting him with complaints and shouts and using language that was less than cordial. Overall, they had an unstable relationship. After one such incident, it is said Wiley Thompson had Osceola shackled and detained for several nights at Fort King. Osceola vowed to get revenge for the indignities shown him.

When the Seminole decided to take up arms against the United States' Indian removal policy, Osceola killed Wiley Thompson and others at Fort King – an attack that was swift and calculated and brought him to the forefront of the Seminole War.

Almost two years later, Osceola and another leader, Coacoochee – Wild Cat – along with many of their followers, were captured under orders from General Thomas Jesup at a site near Fort Peyton, where they had traveled to participate in peace talks under a false flag of truce. Their capture by deceit created a national uproar and was described as "one of the most disgraceful acts of American military history."

Osceola was originally held at Fort Marion in Saint Augustine where he became deathly ill and was unable to escape with Coacoochee and others. He was later transferred to Fort Moultrie in South Carolina where he died on January 30, 1838 at the age of 34, only three months after his capture.

His charisma, bravery, unwillingness to conform and cunningness in battle made him a hero among many. He was buried with military honors at Fort Moultrie.

FACT OR FICTION?

ACCORDING TO SOME HISTORIANS, Osceola's hatred for the Indian Agent Wiley Thompson was much more personal than it appeared on the surface.

Some accounts of Osceola tell us he visited Fort King in the company of one of his wives, Che Cho Ter or "Morning Dew" and others for the purpose of trading. Che Cho Ter's mother was allegedly an escaped slave, and in accordance with the slave laws, any offspring would hold the same position as the mother; thus, Thompson supposed that Che Cho Ter was a slave. In this account, he seized her and returned her to slavery.

Osceola became enraged and was taken into custody in irons at Fort King. Soon released, Osceola vowed to get vengeance for the indignities shown to him and his wife and this was the impetus of his attack on Wiley Thompson and others six months later.

Some say there is no proof this ever happened. However, the story does hold some plausibility, given it is consistent with slave laws at the time and given this scene played out across the Florida frontier over and over as escaped slaves were captured and returned to slavery.

It is a documented fact that Osceola visited Fort King in June 1835, and during that visit had a hostile encounter with Thompson who had him "placed in irons."

Some reports of the incident indicate that Osceola had become angry when the Indian Agent had forbidden the sale of guns and ammunition to the Seminoles.

Others attribute his arrest to his wielding of a knife or arguing over liquor.

Since there is no way to definitively substantiate the stories, they remain "lore" – part of the traditions and knowledge on the subject passed on through word of mouth – and for now, we classify them as neither fact, nor fiction.

Charismatic, brave and cunning, Osceola was A HERO among many

GUIDING QUESTIONS

- Who was Osceola and why was he important to the Seminole history?
- Why was the capture of Osceola by the U.S. Military so unpopular?
- What are some possible reasons that Osceola would seek revenge on General Wiley Thompson and attack Fort King?
- What is a truce?

"...I have known [Abiaka] for many years as a proud, independent, self willed man, who once having made up his mind, is not likely soon to be diverted from his purpose."

—Major General George A. McCall (*Letters from the Frontiers*)



Fig25

ABIAKA "Sam Jones"

ABIAKA, BETTER KNOWN AS SAM JONES, was an elder of the Miccosukee when the Seminole War began. The American Soldiers knew him as "Old Sam Jones" or "The Devil." To the Seminole, he was a medicine man, a warrior, a spy, a strategist, and a great leader. He was a central figure in the Second Seminole War and a leading opponent of the Indian Removal Act.

When American negotiators talked about forcing the Seminole to leave Florida, it was a given that Abiaka would never agree to leave. He almost never went to negotiations himself, but instead sent his followers, including Coacoochee and Osceola, in his place.

He was cunning and smart in keeping his people one step ahead of capture. It is said that Abiaka used a ruse of delivering fish to various forts as a means of spying on the mobilization activities of the troops as Florida's military presence escalated. An observation by Dr. Ellis Hughes described Abiaka at Fort King as follows:

"Apopka [Abiaka] Sam Jones used to bring fish before the war to Fort King. Capt. Galt had written a parody on 'twas Dunois the brave,' substituting Sam Jones a Sandy Hook fisherman to Dunois and the officers at Ft. King transferred the name to Apopka [Abiaka]." (West, Patsy)

On April 23, 1835, Seminole leaders were asked to ratify the Treaty of Fort Gibson at a meeting at Fort King called the Fort King Council. Sixteen Seminole leaders signed the ratification; however, Sam Jones and three others refused to sign. The Indian Removal Agent Wiley Thompson then dramatically struck the names of Jones and the other three dissenters from the official "List of Chiefs." John Bemrose, a member of the Army's medical staff who was observing the Council meeting, described Sam Jones as:

"...a ferocious looking Indian Chief... reclining carelessly against the Barracks partition... He was evidently dissatisfied with the proceedings. I noticed him stamp his feet as if in a great rage, shaking his head, white with [r]age, as if to show his utter contempt for the agenda, and for the officers. After his palaver had gone on for some time, there was a sudden crash, and the platform where they sat, owing to the unusual weight, gave way, precipitating both parties to the ground." (Bemrose, John)

At the end of the war, Sam Jones, who was estimated to be over 100 years old, led the last Seminole remaining in Florida deep into the familiar wetlands of the Everglades and away from the American forces and settlers. He was the dedicated force behind one of the strongest resistance movements in American Indian history. He died peacefully in the 1860s knowing that his people had indeed won and would remain in Florida.

The Seminole Tribe of Florida **SURVIVES TODAY** *because of Abiaka*

GUIDING QUESTIONS

- Why was Abiaka an important character in the Seminole Wars?
- What other names did the U.S. soldiers have for Abiaka?
- Did Abiaka ever go the new Indian Territory west of the Mississippi?

CHIEF MICANOPY

MICANOPY WAS NEARLY FORTY YEARS OLD when he became a Chief of the Seminole people. He began to acquire large amounts of land and cattle and hired more than 100 fugitive slaves to work his estates and cattle operations. These slaves were encouraged to inter-marry with the Seminole and were considered their equals, unlike the prevailing view from the whites at the time. Slaveholders from Florida and neighboring states demanded that the Seminole capture and return slaves who had escaped to Florida. The pressure from these slave owners and Jackson's Indian Removal Act in 1830 led to the Treaty of Payne's Landing which Micanopy, among other Seminole leaders, refused to sign. Micanopy joined younger chiefs and Seminole leaders such as Osceola, Alligator, and Wild Cat in opposition to the treaty and formed a resistance to their removal. Micanopy planned and led the raid on Major Francis Dade and his 110 soldiers in what has become known as the Dade Massacre. This event, along with Osceola's raid on Fort King that same afternoon, were the start to the Second Seminole War. In 1838, Micanopy was captured with Osceola and others by General Thomas S. Jesup's forces while under a false flag of truce. This breach of honor by the U.S. military was considered an outrage by much of the public. Micanopy was eventually sent with 200 other Seminole to Indian Territory in Oklahoma after his imprisonment in South Carolina. Micanopy died at Fort Gibson on January 2, 1849.



Fig26

Micanopy joined younger chiefs & leaders to FORM A RESISTANCE

GUIDING QUESTIONS

- What attack was Micanopy responsible for leading against the U.S. soldiers?
- How did Micanopy view runaway slaves?



Fig27

*Seminole in Florida
in the early 20th Century*

THE BLACK SEMINOLE

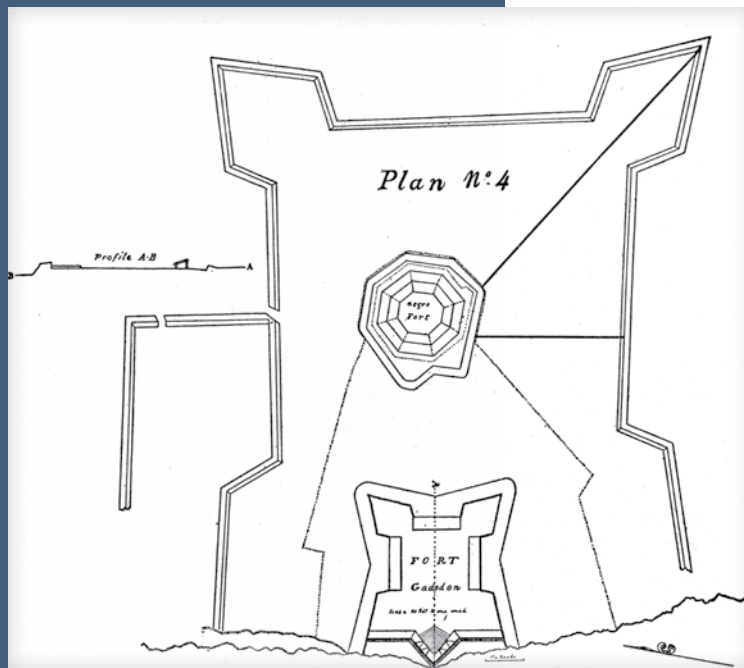


Fig28

THE ROLE THAT SLAVERY PLAYED in the Seminole War cannot be overstated. Before the Seminole War, slavery had been abolished in Spanish Florida and the territory was a safe haven for runaway slaves. Many black refugees and free blacks found themselves in Florida and allied with the Seminole against their common enemy – the white man. Some of them joined with the Seminole tribes voluntarily; some had come to Florida purchased by the Seminole as slaves; and others formed their own communities near the Seminole. Many of them, having worked on plantations, were skilled at planting and caring for crops and care of livestock so they had obvious value to the Seminole. As a community, these blacks were known as *maroons* – a term that describes free and quasi-free blacks who escaped to the frontier to create their own societies. The Black Seminole were by far the most extensive maroon community in North America.

THE NEGRO FORT

MANY BLACKS, AND SOME SEMINOLE, took refuge at or near the “Negro Fort,” an abandoned settlement and military installation along the Apalachicola River that had been left in their hands by the British several years after the conclusion of the War of 1812. Amidst complaints from southern slaveowners and the pressure from General Andrew Jackson, the Spanish Governor of Florida authorized the destruction of the fort by U.S. forces and their allies, the Creeks. The Battle of Negro Fort was the first major engagement of the Seminole Wars Period and Andrew Jackson’s conquest of Florida. It was destroyed when a cannonball was fired into the powder magazine, creating an explosion that destroyed the entire fort. General Gaines described the carnage in his correspondence as follows:

“The explosion was awful and the scene horrible beyond description. You cannot conceive, nor I describe the horrors of the scene. In an instant lifeless bodies were stretched upon the plain, buried in sand or rubbish, or suspended from the tops of the surrounding pines. Here lay an innocent babe, there a helpless mother; on the one side a sturdy warrior, on the other a bleeding squaw. Piles of bodies, large heaps of sand, broken glass, accoutrements, etc., covered the site of the fort... Our first care, on arriving at the scene of the destruction, was to rescue and relieve the unfortunate beings who survived the explosion.” (Sewell, Hodalee Scott)

After Spain ceded Florida to the United States in 1821, slave owners in the southern states were unnerved by free blacks across the border who were armed and prepared to fight. They put constant pressure on Congress to address this problem that threatened the institution of slavery. The trouble for the maroons and Black Seminole worsened on March 4, 1829 when Andrew Jackson was sworn in as the seventh president of the United States. This is the man who had ordered the destruction of the Negro Fort, burned black settlements on the Suwannee, and brought southern-style slavery to Florida. As he had done before, Jackson would try to break up the

Seminole maroon settlements and force the blacks into southern-style bondage.

A few of the Black Seminole became translators for other tribes or in some cases were a “sense bearer” or spokesman for Seminole leaders such as Abraham was for Micanopy. During the Second Seminole War in particular, the Black Seminole often took the lead in stirring up a fierce resistance. General Jesup informed the War Department, “This, you may be assured, is a negro and not an Indian War.”

In addition to the expected challenges of surviving life on the frontier, the Black Seminole and many of their

offspring also faced the risk of capture from American slave raiders. There is no doubt they had a vested interest in the Seminole War as it was understood the outcome would impact their lives for generations to come. When captured, Black Seminole and maroons were often not returned to slavery on the plantations because it was feared that as seasoned warriors, they would wreak havoc on southern plantations and rally other slaves to revolt. Instead, many of them were relocated to Oklahoma with their Seminole allies in the Creek territory. This proved problematic for the Black Seminole as the Creeks had proven themselves to be hostile to the Blacks in Florida and they had

their own system of slavery that threatened to once again subject the Blacks to slavery. Many of them eventually escaped to Mexico where they could finally gain their freedom. Descendants of the Black Seminole continue to live in Mexico, Texas, Florida and in Oklahoma where they are organized as "Seminole Freedmen" bands.

Historians speculate that the Black Seminole proved to be the most successful black freedom fighters and one of the largest slave rebellions in United States History. The group has never been recognized as a Native American community.

They were the most **EXTENSIVE MAROON COMMUNITY** *in North America*

BLACK SEMINOLE LEADERS

ABRAHAM

IT IS SAID THAT ABRAHAM was a full-blooded African American who was a servant to a Spanish physician in Pensacola. He is described as one of the most remarkable black leaders of his time. After the British War of 1812, he left Pensacola and took to the wilderness, living near the Indians. He rose among the Seminole by serving as Chief Micanopy's interpreter, councilor, and "sense bearer." After a trip to Washington in 1826, the chief granted him freedom as a reward for his services. Abraham was a cunning diplomat and politician who had a genteel mannerism. He had survived the Negro Fort attack and fiercely opposed efforts to relocate the Seminole to Oklahoma. He understood the risk that deportation points would present to blacks as slave raiders used those same points to recapture fugitive slaves before they were relocated to Oklahoma. He was an important negotiator in the siege of Camp Izard on the banks of the Withlacoochee, negotiating a truce with General Gaines that was quickly overcome through a misunderstanding with other troops who arrived shortly after. Abraham was a master at playing both sides of the coin – convincing the whites that he was working on their behalf and at the same time counseling the Seminole to resist at all costs. In the end, it was Abraham who helped to negotiate an end to the hostilities. He eventually did relocate to the Indian Territory in Oklahoma.



Fig29

Correspondence from Abraham to General Jesup that describes his concerns for how his people will be protected during passage to the Indian Territory

Negro Abraham to Gen. T. S. Jesup, commanding at Tampa Bay.

Fort Deynaud, Florida

General, 25th April, 1838.

I have the honour to present my best respects to you. Myself and 'Tony Barnet have done everything promised by us, and expect the General will do by us as he said at the beginning of this Campaign.

I send Tony to see you, and he can afterwards come and join me wherever I may be. We wish to get in writing from the General, the agreement made with us. We will go with the Indians to our new home, and wish to know how we are to be protected, and who is to have the care of us on the road. We do not live for ourselves only, but for our wives & children who are as dear to us as those of any other men. When we reach our new home we hope we shall be permitted to remain while the woods remain green, and the water runs.

I have charge of all the red people coming on to Pease's Creek, and all are satisfied to go to Arkansaw. They all wish to see you, and hope you will wait until they come to Tampa. Whoever is to be chief Interpreter we would wish to know. I cannot do any more than I have. I have done all I can, my heart has been true since I came in at TohopoKilka. I wish Tony to come to Pease's Creek immediately. I hope Toskeegee is satisfied. All his Seminole Bretheren are coming in. Hotatoochee has done well. All the black people are contented I hope.

Your Servant

X his mark

P.S. John Cavallo is in and contented. Glad to hear of the peace.

Abraham

25th April 1838

Genl. Jesup
Comdg Army
Tampa

Recd. 30th Apl. '38

(Porter, Kenneth W.)



Fig30

JOHN HORSE

THE BLACK SEMINOLE WARRIOR JOHN HORSE is described as the most successful black freedom fighter in U.S. history. In Florida, he led the largest slave rebellion and for forty years after, he led his people on a journey from Florida to Mexico to secure a free homeland.

He was an adviser to Seminole chiefs; led the black forces at the climactic Battle of Lake Okeechobee in 1837; served as a Scout for the U.S. Army; and was a decorated officer in the Mexican military. He defended free black settlements on three frontiers. In 1882, he fulfilled his quest for a free homeland with the final act of his life, securing a land grant in Northern Mexico where his descendants live to this day.

The Black Seminole have NEVER BEEN RECOGNIZED as a Native American Community

GUIDING QUESTIONS

- Why was Florida considered a "safe haven" for slaves?
- What battle was the first of the Seminole War?
- What role did slavery play in the Seminole War?
- What is the term "maroon"?
- Who was "the common enemy" the Seminole and slaves shared?
- Why do you think General Jesup made the statement, "This... is a negro and not an Indian war"?
- How was the Negro Fort destroyed?
- What are some of the risks the Black Seminole faced in Florida? In Oklahoma?
- Are the Black Seminole a recognized Seminole tribe?

U.S. ARMY AND LEADERS

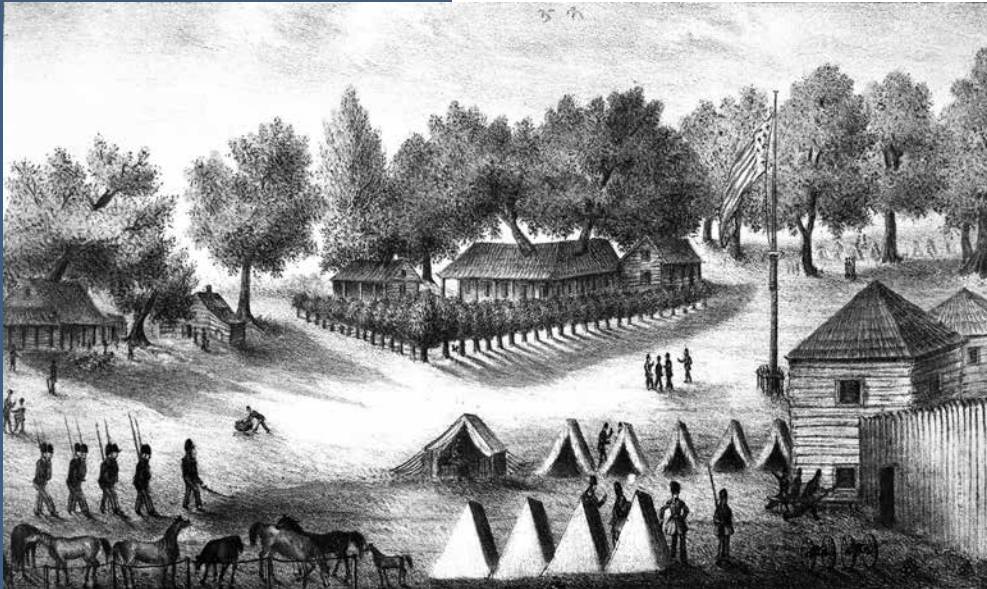


Fig31

THE SOLDIERS

U.S. SOLDIERS AT FORT KING found themselves hundreds of miles from home in a hostile frontier environment. The Florida landscape was unlike anything they had experienced previously. Life was hard in Florida with long marches through the heat and swamps, and rampant

infectious diseases. The work was hard and the rations often inadequate. In addition to enlisted soldiers, many volunteers and members of other state militias joined the fight in Florida.

The soldiers were principally charged with securing the interests of the United States settlers and protecting them from possible conflict with the Seminole. Soldiers at Fort King faced certain hardships. To ease the burden, they would surround themselves with many of the comforts of home. This would include beautiful ceramics, intricate pipe stems and bottles that contained champagne and other types of alcoholic beverages to amuse the officers and perhaps some of the troops. All their supplies and equipment had to be transported over land by cart or on the backs of the soldiers.

Many of the domestic items needed by the soldiers would have been supplied by the Sutler's store, which was set up near U.S. military installations to sell the soldiers supplies that were not provided as a part of their army provisions. While the soldiers at Fort King likely enjoyed the benefits of the luxuries they could find in the store, there is no denying they still experienced considerable discomfort in their station here.

The soldiers at Fort King would have had regular contact with both the settlers and the Seminole, leading to a level of understanding and sympathy between these groups in some cases. Once hostilities erupted, the veneer of civilization that had prevailed to this point at Fort King was gone and the soldiers found themselves quite isolated in a forbidding land that was much more familiar to the now hostile natives.

They found themselves **QUITE ISOLATED** *in a forbidding land*

GUIDING QUESTIONS

- What were some of the threats that soldiers faced in Florida?
- What was the principal responsibility of the soldiers in Florida?



Fig32

THE U.S. ARMY ON THE FRONTIER

AFTER GEORGE WASHINGTON DISBANDED the Continental Army in 1783, the United States Army had been reduced to 80 men under a captain guarding the arsenals at two forts. To many members of Congress, a standing army was viewed as a threat to liberty. History had taught that ambitious generals like Caesar and Cromwell could use the Army to take over the government and rule it like a king. It was deemed better to rely on citizen soldiers of the state militias rather than on a strong Federal Army to defend the nation.



Fig33

The risks of the frontier and the threat of ongoing Indian hostilities brought the Army back into existence. The state militias either did not exist on the frontiers, or the militiamen would not leave their families to fight Indians while their own families remained unprotected. A Federal Army was deemed necessary by the U.S. government to protect the settlers and keep the peace on the frontier.

By the 1830's, the U.S. Army had been tested and had prevailed in Indian Wars in the Ohio Valley and in the War of 1812. The U.S. Army was successful in defeating Indians in the West by using many different tactics such as seizing control of winter food supplies and creating alliances with rival tribes. These tactics proved unsuccessful in the fight against the Seminole in the unfamiliar and harsh Florida environment.

GUIDING QUESTIONS

- *Why was a standing Army seen as a threat to liberty by some?*
- *What factor brought the Army back into existence?*



Fig34

MILITIA AND CITIZEN SOLDIERS

THROUGHOUT AMERICAN HISTORY and especially in its infant years, the nation relied upon citizens to take up arms and supplement the standing army. In the 19th century there was a strong philosophy that the regular army, “the regulars,” should be kept to a minimum to reduce the likelihood of tyranny by the government. It was expected that in cases of emergency situations, state forces would be called to support the response. The Seminole War was one such emergency.

Thousands of troops from surrounding states including Georgia, Alabama, Louisiana, and Tennessee, were called to supplement the army’s efforts in Florida. In some cases, the militia outnumbered the men in the army. These were the volunteer militia, also called the “volunteers.” Most of these units were independent companies that may have served in more than one period of any or all of the three wars. Most volunteer and militia companies were known by the commander’s name. For example, a company under Commander Smith might be called “Smith’s Company of Mounted Volunteers.”

While these volunteers often fought with enthusiasm, most lacked training, organization, discipline, and equipment. This often resulted in tensions, violence and a lack of cooperation between the volunteers and the regulars. The volunteers felt the regulars were unsuited to fight the Seminole with their guerilla-style warfare. The regulars felt the volunteers lack military skill in general. Both views were true to some degree.

Over time, problems between the volunteers and the regulars were worked out. The regulars learned to adapt their fighting style to match that of the Seminole and the volunteers gained battlefield experience and became better disciplined.

It is an undisputable fact that the volunteers were indispensable in the U.S. war efforts in Florida.

The volunteers were **INDISPENSIBLE** *in the U.S. war efforts in Florida*

GUIDING QUESTIONS

- Define what a Militia is.
- What’s another term used for the militia?
- Who were “the regulars”?
- What were some reasons the volunteers did not respect the regulars?
- What were the strengths and weaknesses of the regulars? The volunteers?

U.S. LEADERS AND GENERALS

MAJOR GENERAL WINFIELD SCOTT

General Scott was in charge of the Second Seminole War (1835-1842) for the U.S. Army. In accordance with the Indian Removal Act of 1830, Scott planned a grand campaign to conquer the Seminole and drive them out of Florida. With 5,000 soldiers he converged at their hideout located at the Cove of the Withlacoochee. The campaign failed miserably.



Fig35

MAJOR FRANCIS L. DADE

Major Dade joined the Twelfth Infantry in 1813 during the War of 1812 as a third lieutenant. By 1815 he was transferred to the Fourth Infantry. Under this post he successfully led two military expeditions from Fort Brooke in Tampa to Fort King. In 1825, amongst ongoing conflicts with Native Americans, Dade's final mission was to lead 110 men from Fort Brooke to Fort King. That fateful mission ended on December 23, 1835 when the troops were ambushed by the Seminole, led by Chief Micanopy. This event is referred to as the Dade Massacre.



MAJOR GENERAL EDMUND P. GAINES

General Gaines assembled a force of 1,100 soldiers and sailed with them from New Orleans to Fort Brooke in Tampa on a personal mission to avenge the killing of Major Dade and his soldiers. Setting out for Fort King, they came upon the 106 deceased soldiers of the Dade Massacre and documented the scene in detail. After leaving Fort King, he and his soldiers came under attack while trying to return to Tampa by way of crossing the Withlacoochee River. Although Gaines sent a request for reinforcements after the first day, no help came and the siege lasted two weeks. The soldiers protected themselves inside a 250-yard quadrangle fortified with log breastworks and earthen bastions which they named Camp Izard after the first soldier that died in the skirmish. Rations ran out and the men were forced to eat their horses and dogs to survive. Gaines was injured in the mouth. Help eventually came, but only after Gaines and his

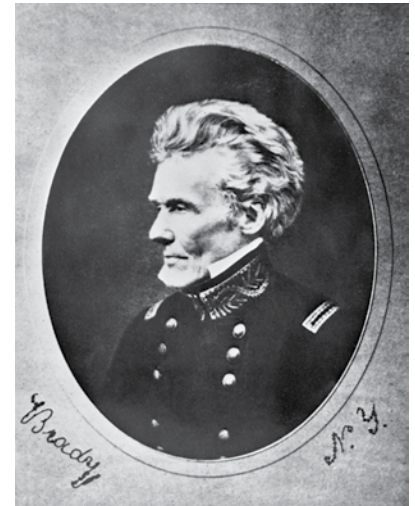


Fig36

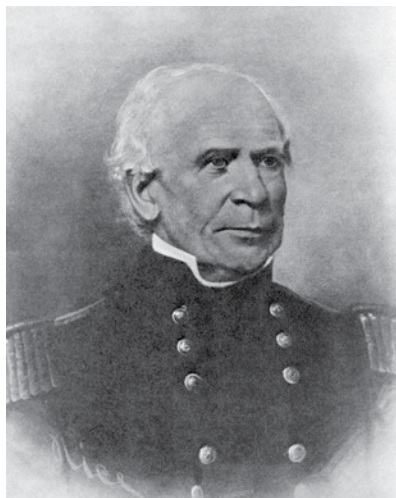


Fig37

MAJOR GENERAL THOMAS JESUP

General Jesup replaced both Scott and Gaines in January 1837. Jesup's approach to battling the Seminole included wearing them down by continually driving them from their encampments. Soon, nearly 700 Seminole surrendered to Fort Brooke to await their journey west. However, on June 2, 1837, Osceola led a raiding party to free the Seminole reigniting the conflict. In 1838, Micanopy was captured with Osceola and others by General Jesup's forces while under a false flag of truce.

GUIDING QUESTIONS

- What would have been some reasons the U.S. Generals had such problems fighting the Seminole?
- Who was responsible for the "false flag of truce" under which Osceola and Macanopy were captured?
- What happened at Camp Izard?
- What happened to Major Dade?

THE SETTLERS AND SUTLERS



Fig38

THE SETTLERS

WHEN THE SPANISH FIRST SETTLED IN FLORIDA in the early 16th century, they kept largely to coastal areas such as St. Augustine and Pensacola. Later as settlers began moving into central areas of Florida to homestead plantations, they would come into conflict with native people as well as the Spanish authorities. These conflicts would spur the First Seminole War, when Spain ceded Florida to the United States and white settlement of the interior of Florida increased.

As settlers pushed southward and moved into areas already inhabited by the Seminole, tensions grew. Despite this, trade did occur between the U.S. settlers and native people in Florida. These transactions often occurred around established settlement sites such as Fort King. The U.S. government tried to regulate this trade by prohibiting the sale of firearms or alcohol to native people, but frontier trade was difficult to police effectively.

Florida's rapid population growth LED TO STATEHOOD in 1845

GUIDING QUESTIONS

- What were some of the underlying conflicts between settlers and the Seminole?
- What was the Florida Armed Occupation Act of 1842 and how did it contribute to the settlement of Florida?

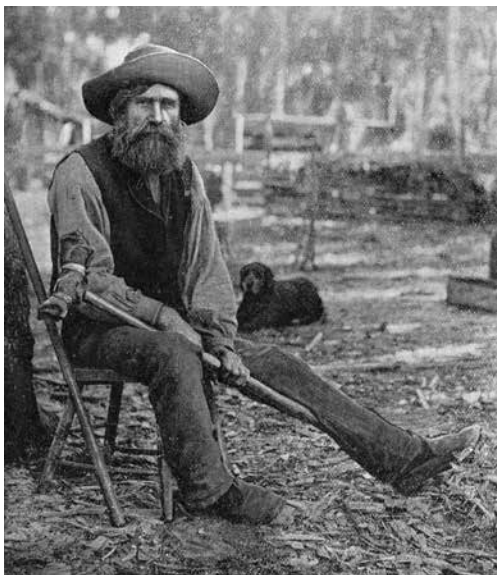


Fig39

THE SUTLER

PRINCIPALLY, EVERY FRONTIER FORT AND Indian Agency had a Sutler in close proximity. The Sutler was a government licensed private merchant who sold provisions and commercial goods such as tobacco, coffee, blankets and tools at the fort or agency. In many cases, these Sutlers would move with the soldiers from one location to the next. The Sutler also could sell his merchandise to soldiers, civilians and Indians. With Army rations so minimal, the soldiers relied on the Sutler for the comfort items needed to survive their grueling posts.

Under the British system in North America, the Sutler was a government paid employee like the Indian Agent himself. They weren't allowed to make a profit. In fact, a Sutler was required to sell his merchandise to the Indians at 68% of the cost. He was reimbursed the difference by the British Government. The British ideology was to buy the Indians' friendship with "good deeds and good deals."

The British Factory System was adopted by the U.S. Congress after the Revolutionary War but abandoned in 1822 under pressure from the States to privatize the practice. Bargain prices now were replaced with steep prices. Privatization resulted in Sutlers holding a monopoly for goods in rural areas. This often led to tension.

By the 1830s, the U.S. policy of Indian removal had gained momentum and land prospectors were eager to see new tracts of land become available. Many settlers welcomed the removal of their native neighbors against whom they often felt a certain level of distrust.

The Florida Armed Occupation Act of 1842 encouraged the settlement and development of lands in central and southern Florida. The Act granted settlers 160 acres provided they built a house and cultivated the land. The legislation also stipulated that the permitted land be at least two miles from the nearest military post.

Florida's rapidly growing population led to statehood in 1845.

Fig40



Fort King's Sutler store was located north of the fort and was run by Sutler, Erastus Rogers. On December 25, 1835, he began moving his merchandise inside Fort King due to rising hostilities with the Seminole. He was worried that the Seminole might seek revenge for the higher prices and interest payments he was charging them and destroy his materials. On December 28, 1835, this fear would become a reality when Osceola and other Seminole attacked Fort King, killing Erastus Rogers along with the Indian Removal Agent and others.

Soldiers **RELIED ON THE SUTLER** *to survive their grueling posts*

GUIDING QUESTIONS

- What was a Sutler Store?
- What was the difference between the Sulter under the British system and the American system?
- Who was Erastus Rogers and what happened to him?

THE END OF THE WAR



Fig41

BY THE END OF THE WAR, over 3,000 Seminole had been relocated from their homeland in Florida to Oklahoma, either by coercion or force. No one really knows how many died in combat or from injury and disease. When Billy Bowlegs and his followers were taken away from Florida it was the final act of Indian Removal east of the Mississippi. Fewer than 200 Seminole remained in Florida. They were led by Abiaka – Old Sam Jones – who had been the firmest opponent of removal since the war began. He led his people into the deep wetlands of Florida. There they survived and became ancestors of

the Seminole Tribe of Florida and the Miccosukee Tribe of Florida Indians.

The Seminole taken to Oklahoma arrived with almost nothing to their names. There they were situated on lands they were unfamiliar with. The government had promised them a land of their own; but instead they found themselves on the reservation of the Creek Indians – the same people who had previously allied with the United States Army against them. Many Black Seminole, who agreed to relocate under the promise they would be recognized as Tribal members and afforded certain protections, instead found that the Creek subscribed to the same philosophies of slavery they had fought to escape in Florida. Some of them left Oklahoma, following Coacoochee and John Horse to Mexico where they were granted lands along the border. Others campaigned for independence in Oklahoma and became the ancestors of today's Seminole Nation of Oklahoma.

The end of the war was the beginning of the rest of the story in the deep South and Florida in particular. Ultimately, the wild and untamed Florida would be in parts dredged, drained, filled, and transformed for development. The nation's goals of occupying Florida and capitalizing on her resources were realized, but at a significant cost to others. Cultural practices of the Seminole were threatened as their lifestyles were adapted to changing environments and assimilation to their new neighbors, the white settlers. Along with their brothers and sisters in the rest of the south, African Americans in Florida continued to suffer through emancipation, terror lynchings, the Civil Rights Era, and Jim Crow laws that served to institutionalize economic, educational, and social disadvantages for African Americans and other people of color living in the South.

This has left the country with A TRAUMATIC LEGACY of wounds that are slow to heal.

GUIDING QUESTIONS

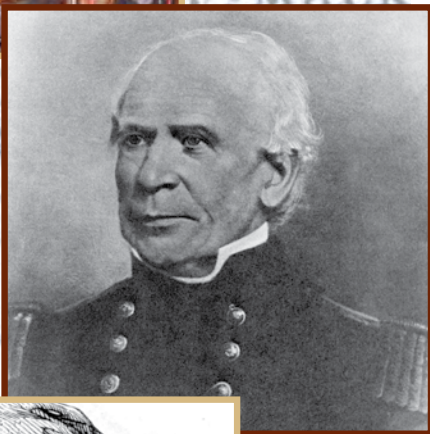
- What was the outcome of the war for the Seminole who remained in Florida and those that were relocated out west?
- What hardships continued after the war for the Seminole? For African Americans?
- What mistakes were made during the war by both parties that we can learn from to ensure the past is not repeated?
- Who was considered "the firmest opponent" of the Seminole War?

SEMINOLE WAR TIMELINE

»»»»»»» 1817	November 20	U.S. Army attacks Mikasuki village of Fowltown with 250 men under the leadership of General Edmund P. Gaines.
	November 30	Supply boats attacked on Apalachicola River where Americans are killed in response to the Fowltown attack. This would be known as the Fort Scott Massacre.
	December 26	General Andrew Jackson is given the authority by the Secretary of War to take command of the situation along the border between Florida and Georgia and bring the Seminole under control.
»»»»»»» 1818	March 12	General Andrew Jackson invades Florida and attacks the Seminole and Mikasuki villages as far south as the Suwannee River.
	April 6	General Andrew Jackson captures Spanish fort at St. Marks to prevent the ownership of the fort being given to the Seminole.
	May 23	General Andrew Jackson captures Spanish capital at Pensacola, defeating the Spanish. This marks the end of the First Seminole War.
»»»»»»» 1819	February 22	Adams-Onis Treaty signed, with the Spanish ceding Florida to the United States.
»»»»»»» 1821		Spain sells Florida to the United States for \$5 million.
	March 10	U.S. President, James Monroe appoints General Andrew Jackson as the first governor of the Florida Territory.
»»»»»»» 1822	March 30	Florida becomes a United States Territory.
»»»»»»» 1823	September 18	Treaty of Moultrie Creek establishes reservation in the middle of Florida and requires all Native Americans to relinquish their land.
»»»»»»» 1829	May 4	Andrew Jackson elected 7th President of the United States.
»»»»»»» 1830	May 28	Congress passes the Indian Removal Act, requiring Native Americans to relocate to the lands assigned to them west of the Mississippi.
»»»»»»» 1832	May 9	Treaty of Payne's Landing calls for the removal of Florida Indians to west of the Mississippi per the Indian Removal Act. Treaty allows for the Seminole to survey the proposed land before agreeing to relocate.
»»»»»»» 1833	March 28	Agent Phagen coerces Seminole leaders surveying the land to sign an additional treaty that depicts them agreeing to relocate per the term of the Treaty of Payne's Landing.
»»»»»»» 1835	April 3	Indian Agent, Wiley Thompson meets with Seminole leaders to instruct them that the Treaty of Payne's Landing has been signed and they need to begin relocating. Seminole leaders refuse to honor the treaty.
	December 28	Attack on Fort King and the killing of Indian Agent, Wiley Thompson. Dade Battle led by Micanopy. This marks the beginning of the Second Seminole War.
	December 31	Battle at Withlacoochee River.
»»»»»»» 1836	Feb 27-Mar 6	General Gaines under siege at Camp Izzard.
	Mar 22-Apr 6	General Scott's campaign, an ambitious siege of 5,000 men, ends in failure due to poor planning and climate conditions.
	July 23	Seminoles and African allies attack several plantations along Florida's east coast and burn Cape Florida Lighthouse.
	November 21	Battle of Wahoo Swamp.
	December 4	General Jesup takes command of the war.

»»»»»»» 1837	March 18	Fort Dade capitulation; agreement with the Seminole to move west.
	June 2	The Seminole flee the emigration camp outside of Fort Brooke.
	October 22	Seminole leaders, including Osceola and Micanopy, taken prisoner under flags of truce.
	November 29	Coacoochee, black leader John Cavallo, and eighteen others escape captivity from Fort Marion. Leaving Osceola behind due to illness.
	December 25	Battle of Okeechobee.
»»»»»»» 1838	January 15	Powell's Battle of Loxahatchee.
	January 24	Jesup's Battle of Loxahatchee.
	January 30	Osceola dies in captivity at Fort Moultrie in Charleston, South Carolina.
	May 16	Command of the war is turned over to General Zachary Taylor.
»»»»»»» 1839	March	Commanding General Alexander Macomb is dispatched to negotiate with the Seminole.
	May 18	Macomb reaches an agreement with the largest Seminole band, allowing them to remain in Southwest Florida.
	July 23	The Seminole attack a trading post on the Caloosahatchee River.
»»»»»»» 1840	May 22	Coacoochee attacks a troupe of actors near St. Augustine.
	August 7	Seminole attack settlers on Indian Key.
»»»»»»» 1841	May 31	General Armistead is replaced by Colonel Worth.
	June 4	Coacoochee is captured at Fort Pierce and later transported to Oklahoma.
»»»»»»» 1842	April 29	Halleck Tustennuggee taken prisoner in Cedar Key and later transported to Oklahoma.
	August 14	General Worth declares an end to the Second Seminole War, after seven years of fighting, fewer than 500 Seminoles remain in Florida.
»»»»»»» 1845	March 3	Florida becomes the 27th State in the Union.
»»»»»»» 1849	July	Renegade band of Seminole attack near Fort Pierce and Paynes Creek. This starts the "Panic of 1849" when many forts in Florida are reactivated with a threat of another war.
»»»»»»» 1852	September	Chief Billy Bowlegs and several other leaders are taken to Washington to meet President Millard Fillmore.
»»»»»»» 1855	December 20	U.S. Army reconnaissance party is attacked by the Seminole. Several soldiers killed and wounded. Third Seminole War begins.
»»»»»»» 1856	March-May	Indian attacks in Sarasota-Bradenton area.
	April 17	Battle in the Big Cypress, largest of the war.
	June 14-16	Battle of Tillis Farm, near Fort Meade.
	September	General Harney put in command of war.
»»»»»»» 1857	Jan-Dec	Continuous patrols into Big Cypress and Everglades puts pressure on Seminole.
	April	Harney replaced by Colonel Loomis.
»»»»»»» 1858	March 27	Chief Billy Bowlegs agrees to emigrate; Sam Jones refuses to negotiate and remains hidden in the Everglades.
	May 4	Chief Billy Bowlegs and his band of 165 Seminole leave Florida for the west. This marks the end of the Seminole Wars. Fewer than 200 Seminole remain in Florida.

CLASSROOM ACTIVITIES

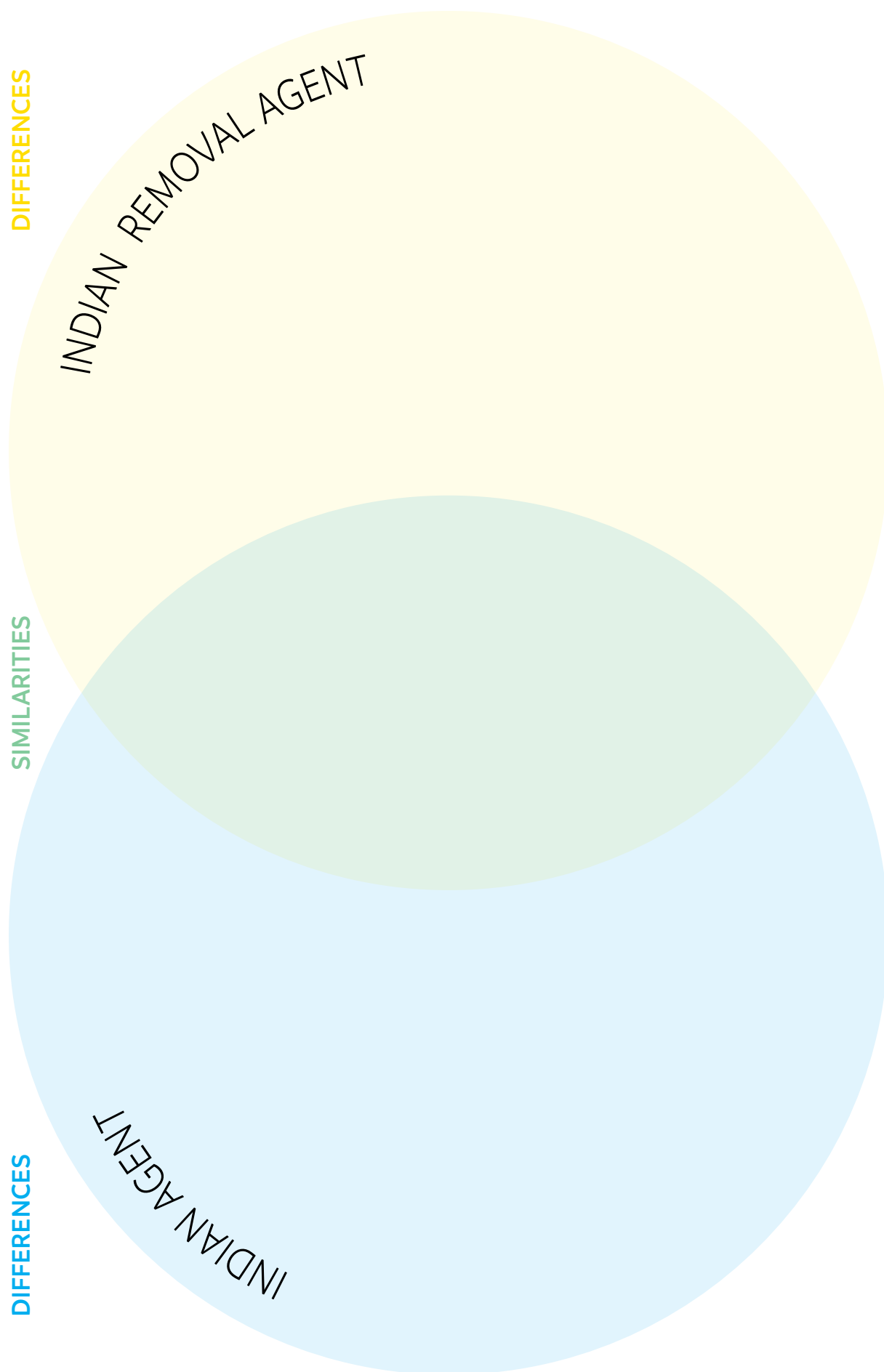


THIS SECTION PROVIDES companion activities for the classroom for select sections in this educational guide. These activities are designed to enhance and expand your students' visit and experience at the Fort King National Historic Landmark.



FORT KING
NATIONAL HISTORIC LANDMARK

INDIAN AGENT ACTIVITY – VENN DIAGRAM



LIFE AT FORT KING

Using the chart below, compare what life at Fort King would be like in 1837 to present day life.

Fort King - 1837	Fort King - Present Day

MAJOR CHARACTERS OF THE SEMINOLE WAR

Draw a line from the character name to the matching description for each name listed.

Osceola	Planned a personal mission to avenge Major Dade and ended up in a two-week long siege known as Camp Izard.
Colonel William King	Led the largest slave rebellion and black forces at the Battle of Lake Okeechobee.
Major General Winfield Scott	Served as Chief Micanopy's interpreter and counselor. Also served as an important negotiator at the battle of Camp Izard.
Micanopy	Led a troop of 110 soldiers from Fort Brooke to Fort King that ended with what we call the Dade Massacre.
Colonel Gad Humphreys	Seminole Chief who led the Seminole in their attack at the Dade Massacre.
Sam Jones	After his death in 1826, a fort was built in his honor.
Major General Thomas Jesup	Indian Agent assigned to prevent conflicts between settlers and Indian.
John Horse	Responsible for the brutal attack on Fort King that killed Indian Agent General Wiley Thompson.
General Wiley Thompson	Failed attempt to drive out the Seminole located at the Cave of the Withlacoochee.
Major General Edmund P. Gaines	Elder of Miccosukee tribe known for spying on U.S. Troops by delivering fish to various forts.
Abraham	Military approach was to continually drive the Seminole from their encampments resulting in 700 Seminole surrounding to Fort Brooke.
Major Francis Dade	Indian Agent tasked with enforcing the terms of the Payne's Landing treaty.

SEMINOLE, SOLDIER, SETTLER

Seminole, Soldier, Settler, trying on the shoes of another. This activity allows students to role play different characters in the Seminole War and look at different issues through multiple points of view.

OBJECTIVE: Students compare /contrast their points of view on historic topics through the experience of different people in the Seminole War.

MATERIALS: Compare/Contrast sheet.

SUGGESTED APPROACH: Divide students into teams of three. At random, assign them to be a Seminole, Soldier, or Settler.

Within their groups have them work through the following discussion questions. They should answer the questions from the viewpoint of their assigned persona. The students should track their observations on the Compare/Contrast sheet provided.

1. What rights does my family have to this land?
2. How does the Treaty of Moultrie Creek affect me and my family?
3. How does the Treaty of Payne's Landing affect my life?
4. How do you feel the new Territory of Florida should be divided?
5. How might I have adapted to the Florida environment?
6. What are my feelings of slavery, free blacks under Spanish rule, and slaves who escaped to Florida to seek freedom?
7. Am I entitled to rights that others are not?
8. What are the issues of Indian Removal from your point of view?
9. What does the future look like for me and my family?
10. Do you feel that this war is justified?

After students have discussed these questions from their unique points of view, identify the following:

1. Are there areas of agreement?
2. Are there issues where agreement could be reached through compromise?
3. What are some issues with the most fundamental disagreement?
4. Do you see a pathway to peace?
5. In retrospect are there aspects of this war you would have handled differently?
What would have been the outcome of these decisions?
6. How did each of these groups effect the Florida that we live in now?

SEMINOLE, SOLDIER, SETTLER

WHO AM I? *Circle one*

SEMINOLE

SOLDIER

SETTLER

NOTES

EDUCATIONAL STANDARDS

Your visit to Fort King National Historic Landmark correlates with the following standards.

Florida Standards – Social Studies

KINDERGARTEN

- SS.K.A.1.1 Develop an understanding of how to use and create a timeline.
- SS.K.A.1.2 Develop an awareness of a primary source.
- SS.K.A.2.1 Compare children and families of today with those in the past.
- SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage and responsibility.
- SS.K.A.2.5 Recognize the importance of U.S. symbols.

GRADE 1

- SS.1.A.1.1 Develop an understanding of a primary source.
- SS.1.A.2.1 Understand history tells the story of people and events of other times and places.
- SS.1.A.2.2 Compare life now with life in the past.
- SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage and responsibility.
- SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.
- SS.1.G.1.6 Describe how location, weather and physical environment affect the way people live in our community.
- SS.1.G.1.1 Use thematic maps, tables, charts, graphs and photos to analyze geographic information.
- SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

GRADE 2

- SS.2.A.1.1 Examine primary and secondary sources.
- SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.
- SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.
- SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.
- SS.2.A.2.5 Identify reasons people came to the United States throughout history.
- SS.2.A.3.1 Identify terms and designations of time sequence.
- SS.2.E.1.1 Recognize that people make choices because of limited resources.

GRADE 3

- SS.3.A.1.1 Analyze primary and secondary sources.
- SS.3.A.1.3 Define terms related to the social sciences.
- SS.3.E.1.1 Give examples of how scarcity results in trade.
- SS.3.G.1.1 Use thematic maps, tables, charts, graphs and photos to analyze geographic information.
- SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico and the Caribbean.
- SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico and the Caribbean.
- SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

GRADE 4

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.A.2.1 Compare Native American tribes in Florida.
- SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.
- SS.4.A.3.6 Identify the effects of Spanish rule in Florida.
- SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a U.S. territory.
- SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.
- SS.4.A.3.9 Explain how Florida (Adams-Onís Treaty) became a U.S. territory.
- SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.
- SS.4.A.4.2 Describe pioneer life in Florida.
- SS.4.A.6.3 Describe the contributions of significant individuals to Florida.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

GRADE 5

- SS.5.A.1.1 Use primary and secondary sources to understand history.
- SS.5.A.1.2 Utilize timelines to identify and discuss American history time periods.
- SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art and interactions with the environment.
- SS.5.A.3.3 Describe interactions among Native Americans, Africans, English, French, Dutch and Spanish for control of North America.

GRADE 8

- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.
- SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format and purpose of significant historical documents.
- SS.8.A.1.6 Compare interpretations of key events and issues throughout American History.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music and artifacts.
- SS.8.A.2.1 Compare the relationships among the British, French, Spanish and Dutch in their struggle for colonization of North America.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.A.2.7 Describe the contributions of key groups (Africans, Native Americans, women, and children) to the society and culture of colonial America.
- SS.8.A.3.16 Examine key events in Florida history as each impacts this era of American history.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.
- SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.

Common Core Standards

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12)

CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.
CCSS.ELA-Literacy.CCRA.SL.3	Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (K-12)

ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ENGLISH LANGUAGE ARTS STANDARDS SCIENCE & TECHNICAL SUBJECTS GRADE 6-8

CCSS.ELA-Literacy.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph or table).
CCSS.ELA-Literacy.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings and speculation in a text.
CCSS.ELA-Literacy.RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

ENGLISH LANGUAGE ARTS STANDARDS HISTORY/SOCIAL STUDIES GRADE 6-8

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-Literacy.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-Literacy.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion and reasoned judgment in a text.
CCSS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.

ENGLISH LANGUAGE ARTS STANDARDS FOR READING: INFORMATIONAL TEXT

CCSS.ELA-Literacy.RI.4.3	Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the text.
CCSS.ELA-Literacy.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.
CCSS.ELA-Literacy.RI.4.7	Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
CCSS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCSS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).

GLOSSARY OF TERMS

ACCOUTREMENTS	Additional items of dress or equipment, or other items carried or worn by a person or used for a particular activity.	INTERMITTENT FEVER	A type of fever associated with an infectious disease where temperature rises and lowers at intervals.
BARRACKS	A building or group of buildings used to house soldiers.	MAROONS	Maroons are descendants of Africans in the Americas who formed settlements away from slavery.
BILATERAL	Having or relating to two sides; involving two parties, especially countries.	MESS HALL	A room or building where groups of people, especially soldiers, eat together.
BILIOUS FEVER	A medical diagnosis of fever associated with excessive bile or bilirubin in the blood stream and tissues, causing jaundice (a yellow color in the skin or the eye). The most common cause was malaria.	MILITIA	A military force that is raised from the civil population to supplement a regular army in an emergency. Also known as the volunteers.
BLACKSMITH	A blacksmith is a metalsmith who creates objects from wrought iron or steel by forging the metal, using tools to hammer, bend, and cut.	MONOPOLY	The exclusive possession or control of the supply of or trade in a commodity or service.
CANTONMENT	A military garrison or camp.	MUNITIONS MAGAZINES	Magazine is the name for an item or place within which ammunition or other explosive material is stored.
COERCE	Persuade an unwilling person to do something by using force or threats.	QUARTER MASTER	A military officer responsible for providing quarters, rations, clothing, and other supplies.
COMMISSARY	The building where supplies are disbursed.	RATIFY	To sign or give formal consent to (a treaty, contract, or agreement), making it officially valid.
CONGESTIVE FEVER	A fever brought on by Malaria.	RATION	A fixed amount of a commodity officially allowed to each person during a time of shortage, as in wartime.
CONSUMPTION	A wasting disease, tuberculosis.	REGULARS	The U.S. Army.
CONTENTION	A heated disagreement.	RELINQUISH	Voluntarily cease to keep or claim; give up.
CONTINGENT	A group of people united by some common feature, forming part of a larger group.	RESERVATION	An area of land set aside for occupation by North American Indians.
DYSENTERY	An infection of the intestines resulting in severe diarrhea with the presence of blood and mucus in the feces.	STOCKADE	A barrier formed from upright wooden posts or stakes, especially as a defense against attack.
ENCROACH	To intrude on a person's territory or a thing considered to be a right.	SUCCOR	Assistance and support in times of hardship and distress.
FORTIFICATION	A defensive wall or other reinforcement built to strengthen a place against attack.	TATTOO AND REVEILLE	"Tattoo" is a bugle call played in the evening in the British Army and the United States Army. "Reveille" is a bugle call or trumpet call used to wake military personnel at sunrise.
GILL	A unit of liquid equal to four fluid ounces.	TERRITORY	An organized division of a country that is not yet admitted to the full rights of a state.
GUERRILLA WARFARE	The use of hit-and-run tactics by small mobile groups of irregular forces operating in territory controlled by a hostile regular force.	TREATY	A formally concluded and ratified agreement between countries or people.
HAMMOCK	A fertile area in the southern U.S. and especially Florida that is usually higher than its surroundings and that is characterized by hardwood vegetation and deep humus-rich soil.	YELLOW FEVER	A tropical viral disease affecting the liver and kidneys, causing fever and jaundice and often fatal. It is transmitted by mosquitoes.
HUSBANDRY	The care, cultivation, and breeding of crops and animals.		
INDIGENOUS	Originating or occurring naturally in a particular place; native.		

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IMAGE REFERENCE

Fig. 1, Students learning about Howitzer at Fort King Visitor Center. Photo courtesy of the City of Ocala, Florida.

Fig. 2, Painting of Seminole Chief Osceola by George Catlin (1837). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 3, Portrait of General Thomas Sidney Jesup (1840). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 4, Abraham, Black Seminole interpreter and war leader (1836). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 5, Drawing of Fort King from the Diary of John T. Sprague. Library of Congress, Washington.

Fig. 6, Map of the First Seminole War. Map courtesy of Florida Division of Historical Resources / Florida Seminole Wars Heritage Trail.

Fig. 7, Map of the Second Seminole War. Map courtesy of Florida Division of Historical Resources / Florida Seminole Wars Heritage Trail.

Fig. 8, Map of the Third Seminole War. Map courtesy of Florida Division of Historical Resources / Florida Seminole Wars Heritage Trail.

Fig. 9, U.S. Marines searching for the Indians during the Seminole War (1835). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 10, Map of Florida, 1831. Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 11, Chief Osceola knifing treaty of money for Seminole land (1870). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 12, "An Indian town, residence of a chief." (1837). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 13, Drawing of the Indian Agency. National Archives, Washington.

Fig. 14, The Army cavalry shooting down Waxe-hadjo in the Seminole War – Florida (1840). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 15, Sketch of Fort King found in Lt. Henry Prince's Diary. National Archives, Washington.

Fig. 16, Rendering of First Fort King. Courtesy of Gulf Archaeology Research Institute, Florida.

Fig. 17, Plan Drawing of Fort King by Glassell (1827). National Archives, Washington.

Fig. 18, Drawing of Fort King from the Diary of John T. Sprague. Library of Congress, Washington.

Fig. 19, In line for rations (1898). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 20, Map of the battle and massacre ground of Major Dade and command (1836). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 21, Attack of the Seminoles on the blockhouse - Florida (1837). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 22, Seminole Indians – Florida (1920). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 23A, Seal of Miccosukee Tribe of Indians of Florida.

Fig. 23B, Seal of Seminole Tribe of Florida.

Fig. 23C, Seal of Seminole Nation of Oklahoma.

Fig. 24, Painting of Seminole Chief Osceola by George Catlin (1837). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 25, Drawing of Abiaka. Courtesy of the Ah-Tah-Thi-Ki Museum, Florida

Fig. 26, Micanopy, a Seminole chief (1836). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 27, Seminole Indians (1927). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 28, Plan of Fort Gadsden drawn by Captain J. Gadsden (1818). National Archives, Washington.

Fig. 29, Abraham, Black Seminole interpreter and war leader (1836). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 30, Engraving of John Horse (1842). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 31, Barracks and tents at Fort Brooke in Tampa Bay - Tampa, Florida (1837). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 32, Reenactment photo taken at Fort King National Historic Landmark (2019). Photo courtesy of Kay Johnson

Fig. 33, Reenactment photo taken at Fort King National Historic Landmark (2019). Photo courtesy of Kay Johnson

Fig. 34, Reenactment photo taken at Fort King National Historic Landmark (2019). Photo courtesy of Kay Johnson

Fig. 35, Portrait of U.S. General Winfield Scott by his horse – Florida (1836). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 36, General Edmund Gaines - Gainesville, Florida (1870). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 37, Portrait of General Thomas Sidney Jesup (1840). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 38, Pioneers traveling through prairie land - Orange County, Florida (1912). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 39, "Captain" Mansfield near Lake Monroe (1892). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 40, Sutler tent Petersburg Va. (1865). Library of Congress, Washington Lc-B811-2448 Fig. 41, Seminole Indian girls - Everglades, Florida (1930). Image courtesy of Florida Memory State Library and Archives of Florida.

Fig. 42, Print depicting two Seminole chiefs captured with Alexander Arbuthnot, at St. Marks, when General Andrew Jackson used the ruse of flying the English flag (1818). Image courtesy of Florida Memory State Library and Archives of Florida.



Depicting the capture of Osceola And Cochoochee under a flag of truce. The deceit created a national uproar, described as "one of the most disgraceful acts of American military history."



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