



Activity 3

Never Surrender: Seminole Resistance and Removal

TIME 15—25 minutes

OBJECTIVE Students can visualize the impact of forced land forfeiture on the Seminoles as the tribe clashed with the American government from 1820 to today.

MATERIALS

- Seat of War* map
- Treaties and Reservations map icons
- Seat of War* map Seminole Nation Land Key—Teacher Guide
- Indian Removal by the Great White Father*—Teacher Resource
- The Seminole website www.semtribe.com, if time allows

BACKGROUND

Creek Indians, runaway slaves and others looking for land to occupy arrived in Florida in the 1700s. As these groups of people banded together, they soon came to be known as Seminoles. The Seminoles lived off the land and sea in Florida: fishing, hunting, and growing crops. They learned to live with the mosquitos and the damp, wet cold and the hot, humid heat. For a time, the land of Florida was their land.

Two treaties, the Treaty of Moultrie Creek and the Treaty of Payne’s Landing, and the 1830 federal Indian Removal Act restricted the movement of Seminoles within Florida. The treaties forced the Seminoles to move to areas of Florida that were set aside for them by the United States government. The Indian Removal Act attempted to banish them from Florida forever. The Seminoles fought 3 wars against the United States government over their desire to remain in Florida. Over time the Seminoles, some by agreement and some by force, were gathered up at Fort Brooke in Tampa, and taken by boat to New Orleans where they joined other Native Americans on the Trail of Tears.

One hundred or so Seminoles hid from the government at the end of the Third Seminole War. Since 1950, the descendants of the 100 Seminoles have asked the US government for a return of their lands. Today the tribe holds 6 reservations covering almost 90,000 acres of Federal Land holdings.

INSTRUCTIONS

Begin this activity by placing the **red treaty icon** on the **map**. This icon represents land deeded in both treaties. Discuss with your students the land restrictions that began with the treaties.

Remove the treaty icon and explain the Indian Removal Act and the subsequent removal of Seminoles to Oklahoma.

Explain that 100 or so Seminoles remained in hiding – over time the Seminoles came out of hiding and were allowed land on reservations. Add the icons that pinpoint the location of the current reservations (**land key—teacher guide**).

Discuss the impact of loss of land. Why is land so important to people? What might be the consequences of less land for the Seminoles?

Display the words for the “Indian Removal by the Great White Father,” and discuss.

If time allows, visit the Seminole website. Click on the culture link and allow your students to read more about the current Seminole culture.