



From La Florida To The Sunshine State!
Using Primary Sources to
Learn About the Past

Tampa Bay History Center
Pre-Visit Lesson Plan

INTRODUCTION

For over 500 years, Florida's history has been shaped by people through *adaptation, encounter, and exchange*. These overriding historical themes are ever present in the galleries of the Tampa Bay History Center. The purpose of this activity is for your students to make meaningful connections to these themes through the use of primary sources. By working with specific examples in history, students can evaluate how our state has been transformed from a time when it was once called "La Florida" during the Age of Exploration, to what is now the Sunshine State we know today.

This anticipatory exercise is not required, but it will enhance their field trip experience as they make connections between their investigations and TBHC's gallery exhibit areas. Please see our K-12 curriculum connections on the TBHC website at <https://www.tampabayhistorycenter.org/field-trips/>. The education staff would like to thank you for participating in this activity and will offer you a free gift when you arrive for your field trip!

PRE-VISIT ACTIVITY

Primary Sources are the pieces of evidence that historians use to learn about people, events, and everyday life in the past. Just like detectives, historians look at clues, sift through evidence, and reach conclusions.

Students can use primary sources, too. By focusing on the evidence itself – documents, artifacts, photographs, and oral histories – students can get a glimpse into the past beyond what a textbook can provide.

Introducing your students to primary sources and making them a regular part of classroom lessons will help your students develop critical thinking and deductive reasoning skills that will be useful throughout their lives. Knowledge is retained longer, and their learning becomes more meaningful to them.

OBJECTIVE

Students will be introduced to different types of primary sources, and will analyze these sources for historical information. Students will be able to make connections between primary sources and the concepts of adaptation, encounter, and exchange.

TIME: 50-60 minutes

MATERIALS (attached)

- Artifact, Ephemera, or other descriptions for teacher (2 pages)
- Artifact, Ephemera, or other sorting cards (2 pages)
- Background information for 6 primary sources for teacher (2 pages)
- Six (6) primary source images: 2 Artifacts (1 page each), poster/ephemera (1 page), map (1 page), photo (1 page), and document (1 page)

1. **INTRODUCTION:** Introduce the lesson with a discussion about how Florida's history is one of adaptation, encounter, and exchange, and how many people over time have experienced these for over 500 years, thus shaping our state as we know it today. Students are then introduced to these key terms:

Adaptation - To adjust to a new situation or fitting into new surroundings.

Encounter - A meeting, especially one that is unplanned or unexpected with other people or cultures.

Exchange – The act of giving or taking one thing in return for another, including goods, people and ideas.

Primary Source - Original documents and objects that were created during its historical time period.

Secondary Source – Documents and objects that are interpreted and analyzed by someone who did not experience events or conditions first hand.

Artifact - A three-dimensional object made or used by humans. It does not have to be old!

Ephemera - Printed items usually made of paper, which are only used for a short time.
(Examples: tickets, posters, advertisements)

2. **SORTING EXERCISE:** Divide the class into **SIX** groups. Student groups are given 8 images of TBHC examples of artifacts, ephemera, or other printed onto cardstock (It is recommended to copy and cut these sets out for each group in advance to save time; you may also laminate them so they are re-useable longer). Students are to take 5 minutes to look at the images and sort them into the three categories. (You may wish to display the definitions of the three categories at the front of the room) After sorting, discuss why an object fits in a certain category. You may use the Artifact, Ephemera, or Other descriptions pages to generate further discussion.

3. **ANALYSIS EXERCISE:** For the next activity, give each group *one* primary source copy and the corresponding Analysis Organizers for *each* student. Inform the students that each primary source is found in, or is related to a specific area of the galleries at TBHC. Ask each group to spend 10-15 minutes answering the questions on the organizer as they examine their primary source.

Note: One primary source is a newspaper article where excerpts are provided. You may give students a copy of the excerpts, but be sure to also give them the original article. It is ok if they don't have time to finish. The teacher can read the letter aloud during the class discussion. Cooperative Learning roles are encouraged to keep the group members on task. (Ex: Readers, Scribe, Spokesperson, Captain, etc.)

4. After they have finished their Analysis Organizers, have each group report their findings to the class. After each group reports their findings, the teacher should reveal bits of information about the primary source provided on the "Background Information" sheet.

5. Students in their groups will then discuss which of the three concepts (*Adaptation, Encounter, & Exchange*) that their object relates to *the most* (there can be more than one answer) and explain why.

Alternative option: Instead of dividing students into six groups, you may also choose to analyze some or all of the primary sources together as a class. Display each document using a document camera and use the Analysis Organizers to guide the discussion.

Sorting Cards Description

(For Teachers)



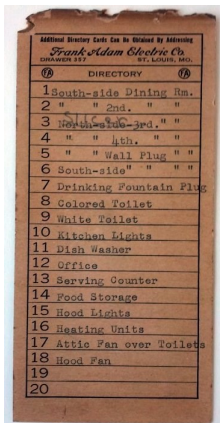
Spinning wheel

Used for spinning natural fiber into thread, the spinning wheel shown here is from 1896. It is found on display in the 3rd floor Cracker Cabin.



Calusa atlatl—Key Marco Style

The atlatl was used for hurling a spear with great force. It acted as an extension of the forearm so that the tip of the atlatl propelled the spear with greater speed than the arm alone. Florida's first people utilized this tool to greatly enhance their hunting capability.



Electrical box panel noting “colored toilet” from original 1940 cafeteria of Mitchell Elementary School

This panel is indicative of segregated facilities in Florida dating back to the 1940's.



WWII Gasoline ration book with stamps

Mileage rationing was a way for the Federal government to divert funds and fuel to the war effort.

Sorting Cards Description (For Teachers)



Map of the Seat of War in Florida 1839

Much was not known about the interior of Florida during the Seminole Wars of the 19th century. This map provided an incredible amount of detail for the time. The map indicates forts, battle locations, and the US line of attack during the Second Seminole War.



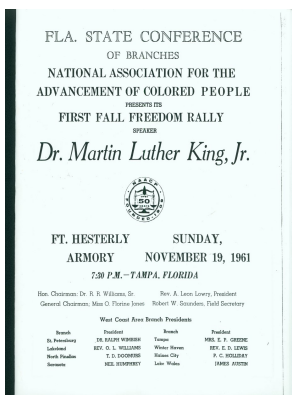
Photo of the Gasparilla Pirate Ship sailing into Tampa Harbor during the annual Gasparilla parade

This photograph illustrates Tampa's traditional festival of the invasion by the mythical Jose Gaspar dating back over 100 years. This ship was the Jose Gaspar II.



Seminole Palmetto Doll

Palmetto dolls were a common craft item seen in Seminole villages that was made for tourists. These items have been passed down through Seminole culture. Natural husks, and stitched patchwork patterns are typical for this type of doll.



Program: "First Fall Freedom Rally" featuring Dr. Martin Luther King Jr. from November 16th, 1961

Civil rights leader Dr. Martin Luther King Jr. came to Tampa to speak at this rally sponsored by the NAACP in 1961.

Activity 1: SORTING CARDS

Sort each picture into the categories of Artifact, Ephemera, or Other.

Key Words

Artifact: A three-dimensional object made or used by humans.

Ephemera: Printed items, usually made of paper, which are only used for a short time.

Other: Photos, drawings, maps, books, magazines, newspapers, or letters.



Additional Directory Cards Can Be Obtained By Addressing
Frank Adam Electric Co.
 DRAWER 357 ST. LOUIS, MO.

FA	DIRECTORY	FA
1	South-side Dining Rm.	
2	" " 2nd. " "	
3	North-side 3rd. " "	
4	" " 4th. " "	
5	" " Wall Plug " "	
6	South-side " " " "	
7	Drinking Fountain Plug	
8	Colored Toilet	
9	White Toilet	
10	Kitchen Lights	
11	Dish Washer	
12	Office	
13	Serving Counter	
14	Food Storage	
15	Hood Lights	
16	Heating Units	
17	Attic Fan over Toilets	
18	Hood Fan	
19		
20		

IMPORTANT INSTRUCTIONS

- Coupons can be used only in connection with the vehicle described on the front cover. Detached coupons are VOID.
- If you stop using your car, this book and all unused coupons must be surrendered to your Board within 5 days.
- If you sell your car, this book and all unused coupons must be surrendered to your Board. The purchaser will not be issued a gasoline ration unless he presents the receipt which you receive at the time of such surrender.

★ See

A BASIC MILEAGE RATION
 UNITED STATES OF AMERICA
 OFFICE OF PRICE ADMINISTRATION

NAME OF REGISTERED OWNER
ROBERT FAYNE

ADDRESS—NUMBER AND STREET
770 W. G. Blvd.

CITY AND STATE
DETROIT 16 MICH.

LICENSE NO. AND STATE
CP 5183

YEAR MODEL AND MAKE
1935 PLYMOUTH

Holder must fill in any blank spaces above before the first purchase of gasoline.

OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A17 CP 5183 (License No.) (State)
OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)	OPA Form R-325 C MILEAGE A16 CP 5183 (License No.) (State)

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FLA. STATE CONFERENCE
OF BRANCHES
NATIONAL ASSOCIATION FOR THE
ADVANCEMENT OF COLORED PEOPLE
PRESENTS ITS
FIRST FALL FREEDOM RALLY
SPEAKER
Dr. Martin Luther King, Jr.



FT. HESTERLY SUNDAY,
ARMORY NOVEMBER 19, 1961
7:30 P.M. - TAMPA, FLORIDA

Hon. Chairman: Dr. R. R. Williams, Sr. Rev. A. Leon Lowry, President
General Chairman: Miss O. Florine Jones Robert W. Saunders, Field Secretary

West Coast Area Branch Presidents

Branch	President	Branch	President
St. Petersburg	DR. RALPH WIMBISH	Tampa	MRS. E. P. GREENE
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North Pinellas	T. D. DOOMERS	Haines City	P. C. HOLLIDAY
Sarasota	NEIL HUMPHREY	Lake Wales	JAMES AUSTIN

Background Information

(For Teacher Only)

Below is a list of the six primary sources included in this packet, and background information about each one:

1. **Artifact:** Calusa atlatl—Key Marco style



The atlatl was used for hurling a spear with great force. It acted as an extension of the forearm so that the tip of the atlatl propelled the spear with greater speed than the arm alone. Florida's first people utilized this tool to greatly enhance their hunting capability.

2. **Poster:** World War II era double-sided poster “Buy War Bonds”



WWII Homefront propaganda poster encouraging Americans to contribute to the war effort through the purchase of war bonds. The reverse side of this poster features portraits of local soldiers and headlines clipped from the newspaper.

3. **Map:** 1847 original plan of the Village of Tampa map.



Tampa was named the county seat of Hillsborough County when the territorial legislature created the county in 1834. At first the town grew in a disjointed way, though there was an attempt in 1838 to create a town plat. That plat was invalidated by the federal government because it included Fort Brook land. In late 1846, anticipating that the government was about to reduce the size of the fort and grant excess land to the county, the county commission hired John Jackson to plat the village of Tampa so that lots could be sold, with the proceeds funding a county courthouse. This map is the result of the survey, with those original property owners indicated on their particular lots.

Background Information

(For Teacher Only)

Below is a list of the six primary sources included in this packet, and background information about each one:

4. **Artifact:** Mariners astrolabe from the “Tortugas Wreck”



Throughout the Age of Exploration, the mariner’s astrolabe was a navigational tool used at sea for determining latitude by measuring the angle of a celestial object (star, planet or the sun) above the horizon. Made of solid bronze, this instrument was heavy and often inaccurate. The design had an open ring (to minimize wind resistance,) and was marked with a scale of degrees. A rotating arm (alidade) sighted the sun or a star. It was common for seamen to have more than one astrolabe stored aboard a ship because multiple readings were taken to ensure the closest accuracy possible. This astrolabe was salvaged off the coast of the Florida Keys and was on board a vessel of the Tierra Firme Fleet that was sunk by a hurricane in 1622.

5. **Photograph:** Ybor City cigar factory workers listen as a lector reads.



The lector was paid by the factory's workers to read to them from local Spanish-language newspapers, or translate on the fly English-language papers such as *The Tampa Tribune* or the *Tampa Daily Times*. They even read novels such as *Don Quixote*. The lector read while seated on *la tribuna*, a raised platform, so all of the workers could see and hear him or her. *La lectura* (the reading) provided an education for the workers, but it also caused friction between the workers and the factory owners. Beginning with the first time a lector took his seat in an Ybor City factory in 1886, owners saw them as a negative influence on their workers. Lectors were blamed for the workers' growing socialist views, slowdowns and strikes. Yet the workers revered the lector. Generally, the factory workforce elected a committee of workers to audition, select and pay the lector for their factory. During the audition, the prospective lector would have to have both an excellent reading voice — in proper Castilian Spanish — and the ability to almost act out the roles in the novels he read. Each worker contributed to the lector's pay, which approached \$75 a week during the hey-day of the cigar industry. Factory workers earned approximately \$20 a week.

6. **Document:** Harper’s Weekly newspaper June 12, 1858.



This is a 4-page article with drawings of Billy Bowlegs, Chief of the Seminoles. The newspaper article recalls the history of the Seminole Wars. Chief Bowlegs was the Seminole leader during the Third Seminole war from 1855 to 1858, and the article was written at the end of the war. It describes Chief Bowlegs as a person, and gives an account of the Seminole Wars in detail including key people involved, important battles, and the circumstances for each at the time. Billy Bowlegs would eventually concede, and he and many others would be relocated out west to Arkansas via New Orleans onto a reservation, leaving behind only a few hundred Seminoles to remain in Florida, thus marking the end of the Third Seminole War.

Primary Source # 1 - Artifact

Gallery Section: Florida's First People—second floor

ARTIFACT ANALYSIS ORGANIZER. Use this organizer to help identify the artifact. (Note: It may be difficult to answer all the questions based on a photograph of the artifact rather than the real thing, but try your best.) Look carefully at the artifact. Answer as many of the questions as you can based on what you see and what you already know.



HISTORICAL EVIDENCE

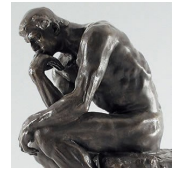
Where do you think you could find out more information about this object?



OBSERVE

What is it made of? (metal, wood, fabric, paper, etc.) Describe its size, shape and color.

Does this artifact have a known function?



REFLECT

Where do you think this came from?
Why do you think somebody made this?
Whom do you think this was made for?

Why do you think this item is so important?

NAME OF ARTIFACT



QUESTION

What do you wonder about...

Who? What? Where? When? Why? How?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this object demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?

Primary Source # 1 - Artifact

(Gallery Section: Florida's First People—second floor)



Primary Source # 2—Poster / Ephemera

Gallery Section: War Stories – third floor

EPHEMERA/POSTER ANALYSIS ORGANIZER. Use this organizer to help identify the type of poster. Answer as many of the questions as you can based on what you see and what you already know.



OBSERVE

What do you see?

Are there more words than pictures?

What do the words tell you?

What symbols and colors are used?



HISTORICAL EVIDENCE



REFLECT

Who do you think made the poster,
When? Why?

Who do you think was supposed to see
the poster?

What part supports the main idea?

TYPE OF POSTER



QUESTION

Who do you think made the poster? When? Why? Who do you think was supposed to see the poster? What is its main idea? What parts support the main idea?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this poster demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?

Primary Source # 2—Poster / Ephemera
(Gallery Section: War Stories – third floor)



Gallery Section: Tampa Bay Timeline—third floor

MAP ANALYSIS ORGANIZER. Use this organizer to help identify the type of map. Answer as many of the questions as you can based on what you see and what you already know.



OBSERVE

Describe what you see. What do you notice first?

What size and shape is the map?

What looks strange and unfamiliar?

What place does the map show?

What words, in any do you see?

What graphic elements do you see?



HISTORICAL EVIDENCE

Where do you think you could find out more information about the persons who created this map?



REFLECT

Why do you think this map was made?

Who do you think the audience was for this map?

How do you think this map was made?

How does it compare to current maps of this place?

TYPE OF MAP



QUESTION

What do you wonder about...

Who? What? Where? When? Why? How?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this map demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?

Primary Source # 3—Map

(Gallery Section: Tampa Bay Timeline—third floor)



Primary Source # 4—Artifact

Gallery Section: Treasure Seekers—fourth floor (Follow the Stars)

ARTIFACT ANALYSIS ORGANIZER. Use this organizer to help identify the artifact. (Note: It may be difficult to answer all the questions based on a photograph of the artifact, rather than the real thing, but try your best.) Look carefully at the object. Answer as many of the questions as you can based on what you see and what you already know.



OBSERVE

What is it made of? (metal, wood, fabric, paper, etc.) Describe its size, shape and color.

Does this artifact have a known function?



HISTORICAL EVIDENCE

Where do you think you could find out more information about this object?



REFLECT

Where do you think this came from?
Why do you think somebody made this?
Whom do you think this was made for?
Why do you think this item is so important?

NAME OF ARTIFACT



QUESTION

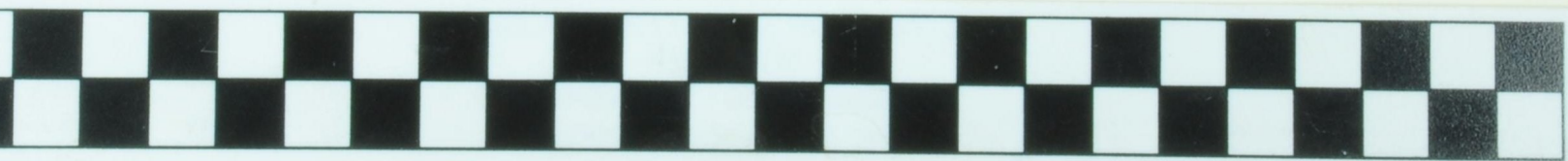
What do you wonder about...
Who? What? Where? When? Why? How?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this object demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?

Primary Source # 4—Artifact

(Gallery Section: Treasure Seekers—fourth floor (Follow the Stars))



Gallery Section: Cigar City—second floor

PHOTOGRAPH ANALYSIS ORGANIZER. Use this organizer to help identify the subject of the photograph. Answer as many of the questions as you can based on what you see and what you already know.



OBSERVE

What are people and objects
are shown?

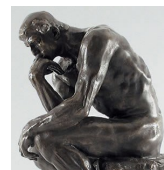
How are they arranged?

What is the physical setting?



HISTORICAL EVIDENCE

Where do you think you could find out more information
about the persons in the photo?



REFLECT

Why do you think this image was
made?

What's happening in the image?

Who do you think was the audience
for this image?

What can you learn from examining
this image?

PHOTOGRAPH SUBJECT



QUESTION

What do you wonder about...

Who? What? Where? When? Why? How?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this photograph demonstrates? *Adaptation, Encounter, or Exchange?* Why do you think so?

Primary Source # 5—Photograph
(Gallery Section: Cigar City—second floor)



Gallery Section: Seminoles—second floor

DOCUMENT ANALYSIS ORGANIZER. Use this organizer to help identify the type of primary source document. Answer as many of the questions as you can based on what you see and what you already know.



OBSERVE

Who wrote it?

Who read or received it?

What is the date of the document?

Is it handwritten or typed?

Any stamps, postmarks, handwritten notes, seals, etc.?



HISTORICAL EVIDENCE

Where do you think you could find out more information about the persons who wrote or received this document?



REFLECT

Why was this document written?

What is the main idea?

What words from the document support the main idea?

How is this type of document different from today?

How is it the same?

TYPE OF DOCUMENT



QUESTION

What do you wonder about...

Who? What? Where? When? Why? How?

CONNECTIONS TO THE TAMPA BAY HISTORY CENTER

Which do you think this document demonstrates? : *Adaptation, Encounter, or exchange?* Why do you think so?

Primary Source #6—Document

(Gallery Section: Seminoles—second floor)

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HARPER'S WEEKLY.

[JUNE 12, 1858.]

[FROM OUR SPECIAL CORRESPONDENT.]
BILLY BOWLEGS IN NEW ORLEANS.

NEW ORLEANS, May, 1858.
BILLY BOWLEGS, the King of the Everglades, has been with us. For a week he was our Lion-in-Chief. He has left us, and we now have leisure to think and talk of the swamp, the British outrages, the cotton crop, filibustering, and other matters of secondary interest. When the news reached us, a fortnight ago, that Billy was actually taken, and, on the way to his new home in Arkansas, would honor our city with a brief visit, I felt that it was my duty to "take" him in another way, so that his royal features might be handed down to posterity in the pages of *Harper's Weekly*. I think I know the difficulty of the task I had undertaken; but having attempted it, I resolved to succeed, cost what it might.

Our admirable photographer, CLARK, placed the whole of his apparatus, together with the capital operator, GARDNER, at my disposal for this purpose. The kettle was prepared, and the fire kindled. I set myself at work to catch my fish. In due time King Billy made his appearance. I took possession of him the moment he arrived, and never left him till I saw him on board the steamer *Quapaw*, en route for the Arkansas reservation. Brother never stuck to brother, creditor to debtor, limpet to rock, or sycophant to a new President, as I did to Billy. It was a hard week's work; but perseverance conquers all things, and I send you—with my little bill unextended—the result of my efforts, in the shape of the portrait of his Majesty of the Everglades, his two brothers-in-law, his young wife, and last, but not least, his "gumbo, philosopher, and friend," the negro slave Ben Trum.

BILLY BOWLEGS—his Indian name is HALPATEN-MICCO—is a rather good-looking Indian of about fifty years. He has a fine forehead, a keen, black eye; is somewhat above the medium height, and weighs about 150 pounds. His name of "Bowlegs" is a family appellation, and does not imply any extraneous curvature of his lower limbs. When he is sober, which, I am sorry to say, is by no means his normal state, his legs are as straight as yours or mine. He has two wives, one son, five daughters, fifty slaves, and a hundred thousand dollars in hard cash. He wears his native costume; the two medals upon his breast, of which he is not a little proud, bear the likenesses of Presidents Van Buren and Fillmore.

NO-STAR-ANNO, his Interpreter-General, and the brother of his "old wife," is as fine a young fellow as you would care to see. He wears his picturesque Indian garb with the grace of the drapery of a Greek statue, and, with his silver eardrums around his head, stalked along our streets with an air that seemed to imply that he honored the pale-face by condescending to walk through their tithed-and-mortar city.

LEWIS JACO, Billy's Lieutenant, and the brother of his young wife, is much less prepossessing. The unflattering photograph gives a perfect representation of his figure, features, and dress, even to the right-angled gaudy calico, in which he evidently flattered himself that he was making a decided sensation. He is a perfect representative of those lazy, leeching rascals who are sometimes seen in our villages, ready to shoot at a mark for the sake of a drink.

Billy's young wife, who has no name, as far as I could learn, is a quiet, modest square, though her features bear a striking resemblance to those of her rakish brother, Long Jack. I was very desirous to add to my collection the portrait of Billy's "old wife" and her daughters, especially that of the eldest, the "Lady Elizabeth Bowlegs," a good-looking lass of eighteen. But they "kept themselves to themselves," and very stoutly refused to have any thing to do with me or any body else.

REX BARNES, the interpreter, adviser, confidant, and special favorite of King Billy, is a fine, intelligent-looking negro. Unlike his master, he shows a decided predilection for civilized life, and an early wish to

cash, and two marriageable daughters, is worth cultivating. I would advise any one who wishes to get into the good graces of Billy Bowlegs to pay special attention to Ben Barnes.

BILLY Bowlegs is a direct descendant of the founder of the Seminole nation. A little more than a century ago, a noted Creek chief, named Se-coffee, broke away from his tribe, and, with many followers, settled in the central part of the peninsula of Florida. They were followed by other bands, and all received the name of Seminoles, or "Runaways." The Mickensons, the legitimate owners of the country, at first opposed them enthusiastically, but they were too feeble to make any ef-

In 1821 Florida was ceded to the United States. Emigrants began to pour in who demanded possession of the lands. The Indians were estimated at about four thousand, men, women, and children, with eight hundred negro slaves. Their villages were scattered from St. Augustine to the Appalachicola River. They consisted of log-huts, surrounded by cleared fields. It was vain for them to urge their claim to the country. Our Government recognizes no such title in the Indians. In 1823 they were compelled to enter into a treaty making over to the whites the greater part of their lands, and restricting themselves within narrow bounds formerly laid down.

and remove west of the Mississippi. This was the famous "Treaty of Payne's Landing," made on the 8th of May, 1832. The delegation visited the country, made their marks to a paper expressing themselves satisfied with it, and agreed that their nation should commence their removal as soon as satisfactory arrangements could be made. In this treaty the name of Halpaten-Micco appears for the first time in history. He was then a young man, a sub-chief of the band of Apinicki, or "Sass Jones." It is noticeable that the names of the leading Seminole chiefs, especially that of Micanopy, the recognized head of the nation, were wanting in this treaty.

The Seminoles refused to sanction this proceeding of a few of their chiefs. The delegation themselves denied their own act, and declared that they had not signed any paper which required them to relinquish their lands or remove from Florida. They were assured that they would nevertheless be forced to carry out the treaty. Micanopy, old and hoary, was little more than a tool in the hands of the bold and crafty half-breed, Oseola, who, though not a chief himself, exerted a controlling influence. The Indians resolved to negotiate, gain time to place their wives and children in safety, secure their crops, and lay in ammunition, but in no case to leave the country. They showed themselves adroit in the arts of diplomacy, and succeeded in putting off any decided action till the spring of 1833. A council was then held, Oseola and eight others agreed to abide by the treaty, and the opening of the next year was fixed upon as the time when the removal should commence. Micanopy, Rex Jones, and three other leading chiefs, refused to agree to this. General Thompson, the Indian agent, therefore struck their names off from the roll of chiefs, declaring them to be no longer considerers of the nation.

Nothing was farther from the intention of Oseola than to fulfill his agreement to emigrate. He wished to gain time, and share all things by a display of friendship, to procure arms, powder, and lead. Thompson refused to sell them. Oseola, for a moment forgetting himself, broke out into fierce passion. "Am I a negro," he said; "a slave? I am an Indian. The white man shall not make me black. I will make the white man red with blood, and then blacken him in the sun and rain, where the wolf shall smell his bones and the vulture live upon his flesh." He abused the agent, defied the power of the Government, and was put into irons. A week's confinement gave him time to recollect himself. He professed penitence, and promised to comply with the treaty. All difficulties were, now supposed to be ended; the opening of the year 1833 was looked upon as the time when Florida was to be freed from the Indians, and crowds of emigrants stood ready to rush in upon the vacant lands.

But as summer and autumn wore on abundant proof appeared that the Indians had no intention of leaving. It afterwards appeared that they had solemnly resolved that any one who prepared to remove should die. Charley-Mathia, a leading chief, had begun to dispose of his cattle. He was waylaid and shot down. In his handkerchief was a sum of money, which he had received for his cattle. Oseola would not suffer it to be touched. "It is the blood of the red men," he said, so he hung it away.

Late in December the Indians were ready for action; yet so cunningly were their plans laid that no one suspected an immediate outbreak. Two companies, under Major Dade, had been dispatched from Fort Brooks to reinforce the garrison at Fort King. The Indians resolved to capture Fort King before their arrival, and then turn upon these reinforcements. Oseola had not forgotten his imprisonment by General Thompson. "He is my friend," said he, significantly; "I'll take care of him." For two days he lay, with sixty warriors, hidden among the palmettos, in full view of the fort, yet no one suspected their presence. On the afternoon of the 28th of December, General Thompson and Lieutenant Smith walked out from the fort, quietly smoking their cigars. They approached the ambush, and were fired upon. Thompson fell dead, pierced with four-silver bullets; Smith received thirteen. Their scalps were stripped off and divided into minute parts that each warrior might have a part. Oseola had taken vengeance for the indignity which he had suffered. Meanwhile the main body of the savages had been dogging Dade, who was on his march to the fort. Twice had they postponed their attack to await the return of Oseola, who was watching for his "friend" Thompson. At last they determined to act without him. Before daybreak on the morning of the 29th, 290 warriors were posted on the road by which the troops would soon advance. Every Indian was concealed behind a tree, and



BILLY BOWLEGS, CHIEF OF THE SEMINOLES.—(FROM A PHOTOGRAPH BY CLARK, OF NEW ORLEANS.)

facial resistance. In a short time all the Indians assembled, and joined in efforts to resist the white men—the common foe of all. Se-coffee was a bitter enemy of the white man, and a firm ally of the Indians. He resided in the Spanish lands, in 1781, he took the first against them. He died the next year, at the age of seventy, and was buried near the site of the present Fort King. When he felt that his end was near, he called his two sons, Paynes and Bowlegs, and exhorted them to carry out his plans. The Great Spirit, he said, had revealed to him that, if he would be happy in a future state, he must cause the death of a hundred Spaniards. Fourteen of this number were still wanting; and he adjured his sons to make up the deficiency.

Still the white settlers pressed upon the Indians. A thousand pretexts for quarrels arose. Slaves ran away and joined the Indians, who refused to surrender them. The property of the whites was plundered, negroes were made, and a border war seemed imminent, which must involve the extermination of the Indians. In 1832 Mr. Cass, then Secretary of War, directed Colonel Gadsden to negotiate with the Florida Indians for a total relinquishment of their lands in exchange for others west of the Mississippi River. With much difficulty Mr. Gadsden succeeded in inducing some of the Seminole chiefs to sign a treaty empowering a delegation to visit the country proposed to be allotted to them, and in case they were satisfied with it, the nation should quit all their Florida lands,

and remove west of the Mississippi. This was the famous "Treaty of Payne's Landing," made on the 8th of May, 1832. The delegation visited the country, made their marks to a paper expressing themselves satisfied with it, and agreed that their nation should commence their removal as soon as satisfactory arrangements could be made. In this treaty the name of Halpaten-Micco appears for the first time in history. He was then a young man, a sub-chief of the band of Apinicki, or "Sass Jones." It is noticeable that the names of the leading Seminole chiefs, especially that of Micanopy, the recognized head of the nation, were wanting in this treaty.

Read the transcripts for these excerpts.

Billy Bowlegs & the Seminole War

Harper's Weekly Magazine, 1858

Excerpts

1. Billy Bowlegs—his Indian name is Halpatter-Micco—is a rather good-looking Indian of about fifty years. He has a fine forehead, a keen, black eye; is somewhat above the medium height, and weighs about 160 pounds. His name of "Bowlegs" is a family **appellation**, and does not imply any parenthetical curvature of his lower limbs. When he is sober, which, I am sorry to say, is by no means his normal state, his legs are as straight as yours or mine. He has two wives, one son, five daughters, fifty slaves, and a hundred thousand dollars in hard cash. He wears his native costume; the two medals upon his breast, of which he is not a little proud, bear the likenesses of Presidents Van Buren and Fillmore.

2. ... In a short time all the Indians **amalgamated**, and joined in efforts to resist the white men—the common foe of all.

3. ...Still the white settlers pressed upon the Indians. A thousand pretexts for **quarrels** arose. Slaves ran away and joined the Indians, who refused to surrender them. The property of the whites was plundered, **reprisals** were made, and a border war seemed imminent, which must involve the extermination of the Indians...

Terms:

1. **Appellation:** A name, title or designation.
 2. **Amalgamated:** Mixed or merged to blend, unite, or combine.
 3. **Quarrel:** An angry dispute or altercation.
- Reprisal:** An act of retaliation.