



Contributor: Shirley Rainwaters **Grade Level:** 4

1. Identify the standards to be addressed:

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

LAFS.4.W.3.9 Draw evidence from literary texts to support analysis, reflection and research

2. Statement of the objective and lesson outcomes:

The student will be able to identify the causes and effects of the Seminole War.

3. Materials, resources, and technology to be used by teacher/students:

See lesson plan.

4. Introduction of the topic:

See lesson plan.

5. Procedure for instruction:

See lesson plan.

6. Lesson closure:

Students will work with a partner to create a Two-Tab Book about the causes and effects of the Seminole Wars.

See Two-Tab Book handout.

7. Assessment of Understanding:

KWLQ

Graphic Organizer

Two-Tab Book

Teacher Observation

Shirley Rainwaters
Grade Level: 4
Topic: Seminole Wars

Seminole Wars

Standards:

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.
LAFS.4.W.3.9 Draw evidence from literary texts to support analysis, reflection and research

Learning Goal: The student will be able to identify the causes and effects of the Seminole War.

Essential Questions:

What happens when different cultures compete for the same territory?
How does control of the area change?

Essential Vocabulary: migrate, territory, planter, reservation See pictures below if you teach ELL students.

Building Background

Vocabulary Activity: Have students complete this chart for each word.

Word	Know It!	Kind of Know It	Never Seen or Heard It!
migrate			
territory			
planter			
reservation			

Hook: Text appetizer

Place yourself in the shoes of a Native American boy or girl living in North Florida or South Georgia in the 1830s. The Florida militia keeps forcing your family deeper and deeper into the mosquito infested swamp land of South Florida, or possibly requiring you all to relocate on a reservation in a faraway place. Every day you live in fear of having to leave your current home. Turn and talk about what you would be experiencing under those conditions.

Begin a KWLQ (What I: **Know, Want to Learn, Learned, Questions** I still have) for the essential questions. Record answers on an anchor chart.

Know (Before)	Want to Know (Before)	Learned (During or After)	Questions (After)
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Lesson Sequence

- Read and discuss “A Time for Survival” on the following website, and investigate the timeline of events. <https://www.semtribe.com/STOF/history/timeline>
- Students will complete a graphic organizer about the causes and effects of the Seminole Wars.
- Revisit the KWLQ to determine what students learned and what questions they still have.

Closure

Students will work with a partner to create a Two-Tab Book about the causes and effects of the Seminole Wars. See Two-Tab Book handout.

Assessment:

KWLQ

Graphic Organizer

Two-Tab Book

Teacher Observation

Resources: Native American Heroes by Ann McGovern

<https://www.barnesandnoble.com/w/native-american-heroes-ann-mcgovern/1114227874?ean=9780545467209>

The Battle for Paradise: The First and Second Seminole Wars

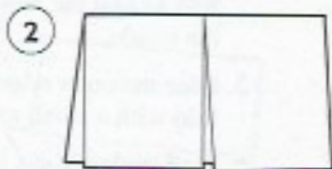
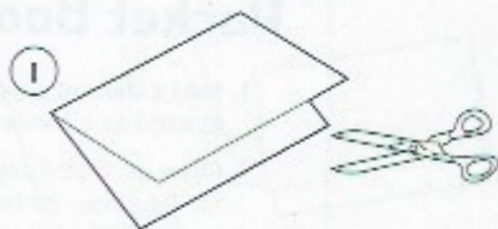
<https://www.youtube.com/watch?v=auNOGcmYYSI>

Pictures for vocabulary instruction

Two-Tab Book

1. Take a *folded book* (see page 14) and cut up the *valley* of the inside fold toward the *mountain top*. This cut forms two large tabs that can be used front and back for writing and illustrations.
2. The book can be expanded by making several of these folds and gluing them side by side.

Use this book with data occurring in twos. For example, use it for comparing and contrasting, determining cause and effect, finding similarities and differences, and more.



Transportation

-walking
-animals

-wagons, carts
-slow travel

Life

After

Railroads

Supply

Demand

Cold War · Cold War · Cold War · Cold War

cause

effect

The Cold War



The New Deal

Past

Present