

A Teacher's Guide to

Camera-man

The Seminole through the Lens of

JULIAN DIMOCK



Written by

SEMINOLE TRIBE OF FLORIDA

AH-TAH-THI-KI

M U S E U M

A PLACE TO LEARN, A PLACE TO REMEMBER.



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Kindergarten through 3rd Grade

Common Core and Sunshine Standard Benchmarks

Kindergarten

- **SS.K.A.1**
 - Historical Analysis
- **SS.K.A.1**
 - Develop an understanding of how to use a timeline
- **SS.K.A.2**
 - Historical Knowledge
- **SS.K.A.2.1**
 - Compare children and families of today with those of the past
- **SS.K.A.3.1**
 - Chronological Thinking

First Grade

- **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.3.2**
 - Create a timeline based on the student's life or school events using primary sources

Second Grade

- **SS.2.A.1.1**
 - Examine primary and secondary sources
- **SS.2.A.2.1**
 - Recognize 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 US

- **SS.2.A.3.1**
 - Identify terms and designations of time sequence

Third Grade

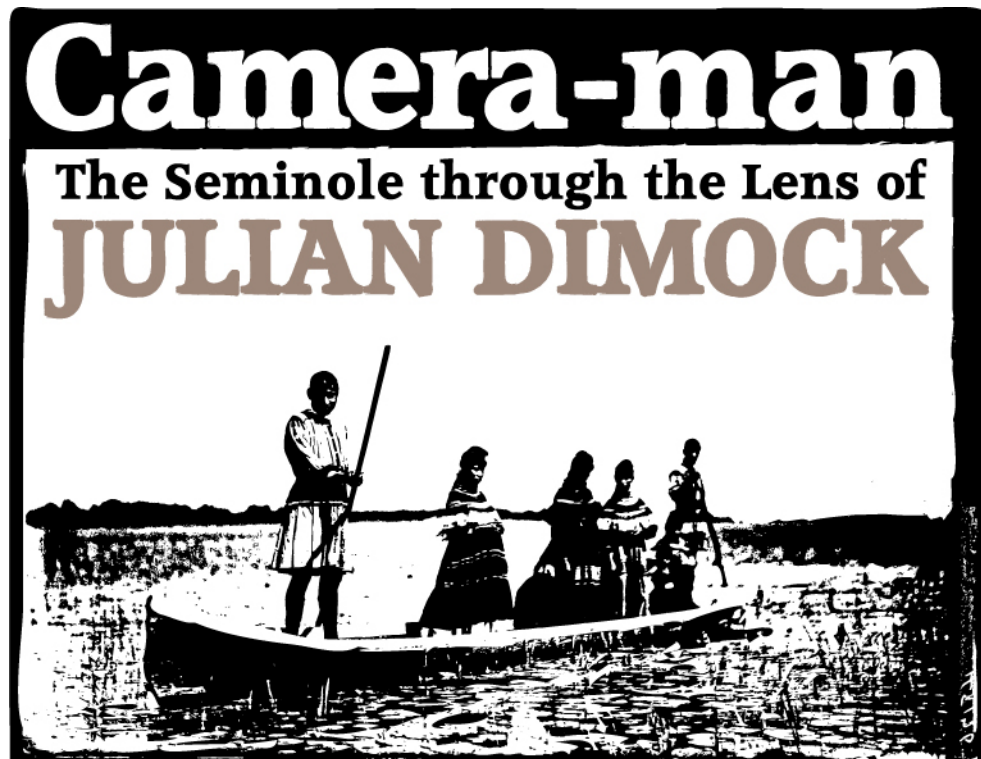
- **SS.3.A.1.1**
 - Analyze primary and secondary sources
- **SS.3.A.1.3**
 - Define terms related to the social sciences

Introduction

Camera-Man: The Seminole Through the Lens of Julian Dimock chronicles a 1910 expedition by Julian Dimock, a photographer, and Alanson Skinner, an anthropologist, through the Everglades. The expedition was led by a Seminole guide and made several stops at Seminole camps along the way. Dimock was able to capture pictures of the Seminole people in their everyday life. Although it seems insignificant, this part of life had not been photographed before. The exhibit features items collected from the expedition, which can be seen side-by-side with the photographs.

Building on the Common Core and Sunshine Standards, this guide will provide information, activities, and lesson plans for teachers from pre-visit to post-visit. The activities, specifically, will hone in on the young students' understanding of primary and secondary sources, timelines and chronology, comparison of life in the past versus modern life, and the role of Native Americans, specifically the Seminoles, in early Florida.

Pre-Visit Classroom Activities and Assignments



Activity: Reading and Building a Timeline

In this section, students will see a timeline of events from the 1910 canoe expedition and utilize chronological vocabulary to speak about it. They will then, build their own timeline capturing their everyday life. Kindergartners and first graders will be provided with flashcards to build a generic timeline of their day.

This timeline shows the children the day-to-day events of the expedition. There are pictures associated with the timeline so children can relate time to place. The exhibit and activities will explain a story from History, so students can associate “the past” with “the present.” The students will also be able to utilize timeline vocabulary and various terms relating to history.

Standards met in this activity: SS.K.A.1, SS.K.A.1.1, SS.K.A.2, SS.K.A.2.1, SS.K.A.3.1, SS.1.A.2.1, SS.1.A.3.2, SS.2.A.3.1, SS.3.A.1.3

Classroom Instruction: Project timeline in classroom or hand out hard copies to the student. Explain they will be discussing a canoe journey that took place from August until early September in 1910. Explain that Julian Dimock and Alanson Skinner travelled into the Everglades to record animals species, wildlife, and the Seminole Indians.

Go through the timeline with them, stopping to look at the pictures, read the captions, and place them in the timeline date/period. Look over the map with your class and see if they can identify any of the stops the expedition made along the way. Take time to point out where the students currently live so they can see how close, or how far, they are from the historic expedition.

Kindergarten/1st Grade Activity: Pass a set of flashcards out to each student. Have them organize their day, chronologically, using the visual cues of the pictures. They will build their own daily routine timeline. There are two blank flashcards in the stack. Encourage them to draw something they do not have a picture for, but the activity is in their personal timeline.

1st-3rd Grade Activity: Pass out the following Worksheet for the children to complete.

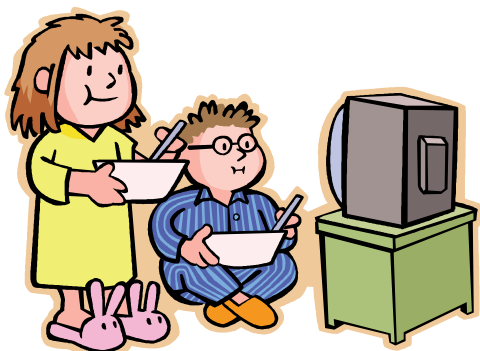
Play with pet



Go to bed



Watch TV



Play Computer



Play Video Game



Play Outside



School



School



Ride Car

Big Car



Ride Car

Big Car



Brush Teeth



Brush Teeth



Ride Bus

BIG BUS



Ride Bus

BIG BUS



Wake Up



Eat



Eat



Eat



August 1910



8-13

The ox carts were loaded in Fort Myers with Alanson Skinner, Julian Dimock, Frank Brown, and Joel Knight.

13-18

Arrived at Godden's Landing, which used to be Brown's Trading Post on the Big Cypress Reservation.

18-20

The men took 2 canoes and began their journey.

20-25

They stopped at Little Billy Conapatchie's Camp

25-26

The men stopped at Miami John Tiger's camp. They collected items from the campsite.



August 26, 1910- Rope Cypress with Miami John Tiger's Children



August 18, 1910- Godden's Landing



August 21, 1910- Little Billy Conapatchie's Camp

August-September 1910



27- Sept 3

The men stopped at Jack Tigertail's camp. Julian Dimock took a picture of Seminole Stickball, Ingraham Charley playing a violin, and they visited Charlie Tigertail's store.



August 31, 1910-
Ingraham Charley
with Stickball Sticks



August 31, 1910- Ingraham
Charley playing violin

September 4-5

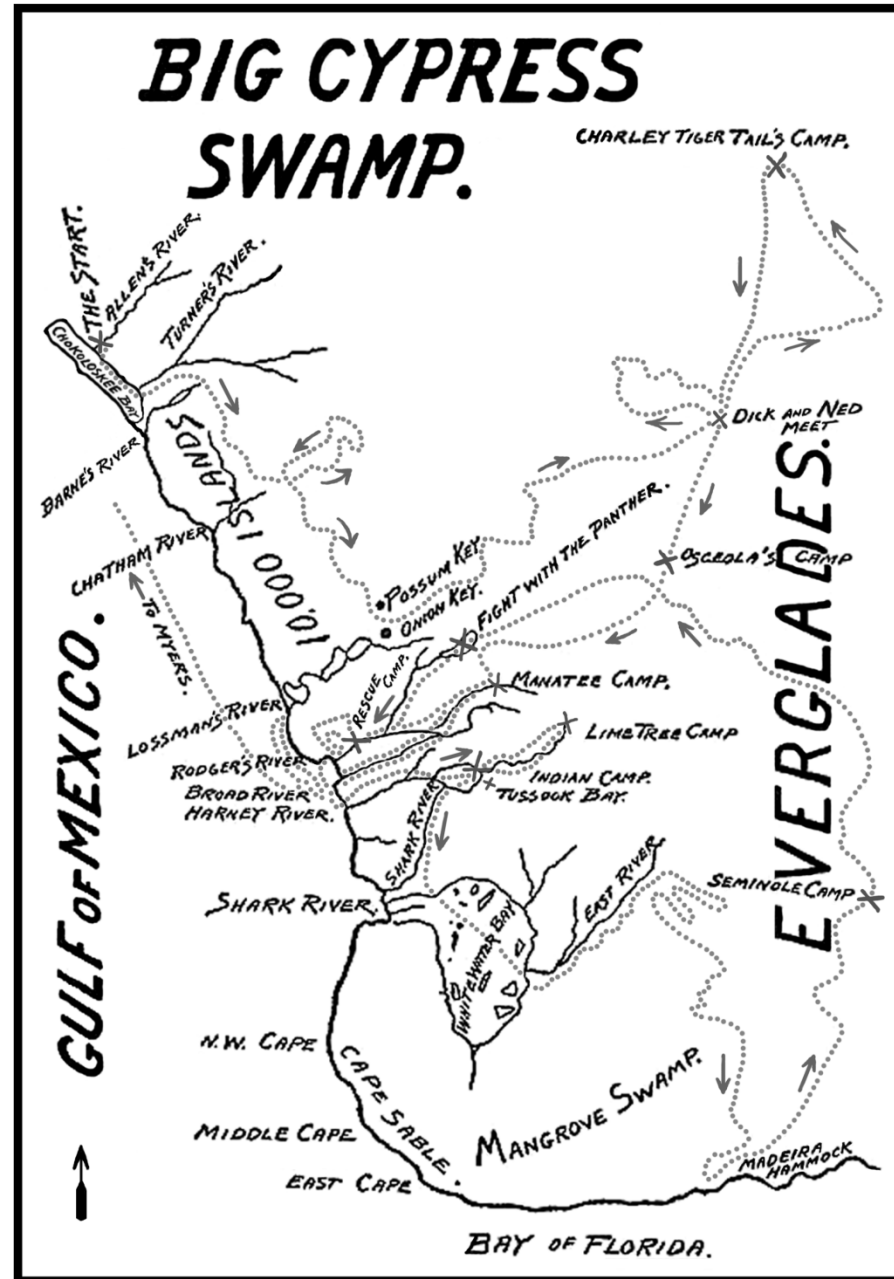
The men finish the journey into Miami



September 5, 1910- Ingraham
Charley and Alanson Skinner in
Miami

Use this map to find places the expedition may have landed.

Can you see where live on this map?



Name _____

Date _____

Vocabulary

Directions: Fill in the blank using the words from the word bank.

Timeline	Before	After	Later
-----------------	---------------	--------------	--------------

- 1.) I brush my teeth _____ bed.
- 2.) Dinner comes _____ lunch.
- 3.) 5:00 pm is _____ than 4:00 pm.
- 4.) Stories happen in a _____.

Directions: A timeline can help us to understand the relationship between an event and the date that it took place. Let's make a timeline of your school week! List one major event from the last four school days.

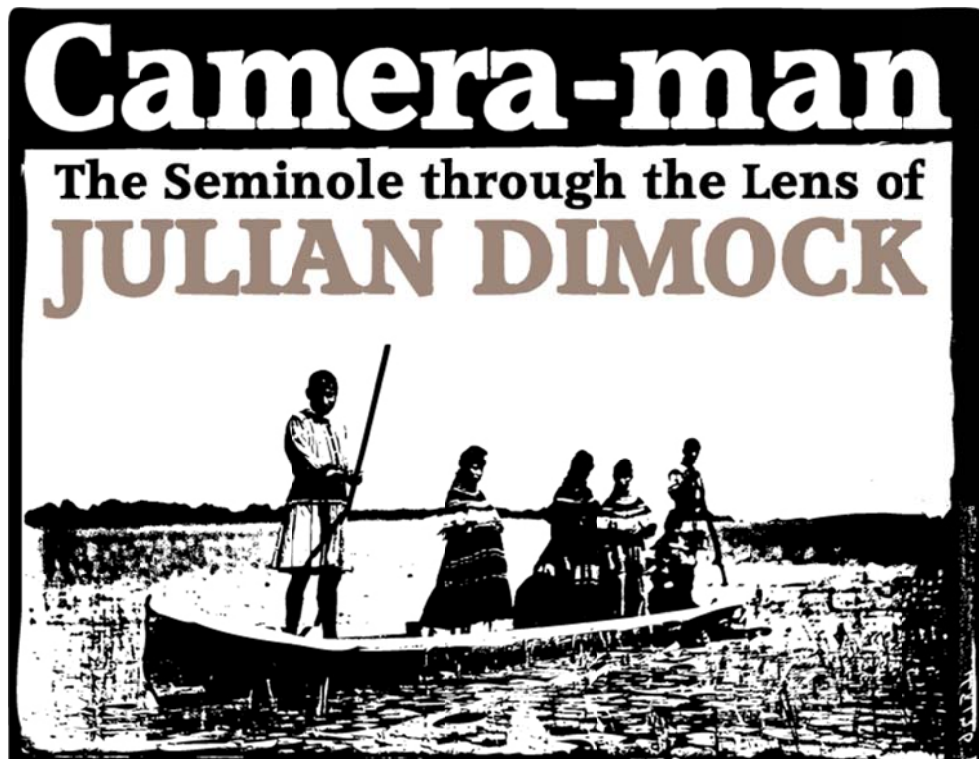
- 1.) Monday _____
- 2.) Tuesday _____
- 3.) Wednesday _____

4.) Thursday _____

Now, use the dates and events to fill in your own timeline.

The diagram consists of a horizontal arrow pointing to the right, divided into four equal-width sections. Each section contains a white rectangular box with a black border, containing the day name: Monday, Tuesday, Wednesday, and Thursday. Below each of these four sections is a large, empty rectangular box with a black border. A white arrow points upwards from the top center of each of these four boxes towards the corresponding day label on the timeline above.

Post-Visit Material and Activities



A classroom visit to the exhibit meets the following standards: SS.K.A.1, SS.K.A.3.1, SS.1.A.2.1, SS.1.A.2.2, SS.2.A.2.1, SS.2.A.2.2, SS.2.A.3.1, SS.3.A.1.3

Kindergarten and First Grade Activity: Using Julian Dimock's Photos of Children to Compare Historic Seminole Life to Modern Life

In this section, children will look at pictures of children from Julian Dimock's photos and explain how their lives are similar and different to their own. The children will use the pictures and verbal questions and prompts to discuss how life was different in the early 1900s in comparison to their current lives.

Standards met in this activity: SS.K.A.2.1, SS.1.A.2.2

Classroom instruction: Project the photos on the wall or hand out the photos to the children. Read the questions and call on the children to give explanations of how life of the Seminole children in the 1900s was the same and/or different than their own lives.



Take a look at the little boys in the picture. Do they dress the same as you, or different? Do you think they play games or watch TV?



Here is a child with his mother. Do you think his mother is like your mother? Do you think they hug, cuddle, and laugh like you do with your mother?



Here is a picture of three little girls. How are they alike or different than you? Do their clothes look the same or different?



This is a dad with his sons and daughters. Do you think they do the same kinds of things that you do with your dad? How are they the same or different than you and your father?



This is a picture of a mom, dad, and two children. How is their family different than yours? Do you think they do the same kinds of activities that you do with your parents? How are their clothes different than yours?

First Grade through Third Grade Activity: **Understanding and Examining Primary Sources**

In this section, children will learn the difference between a primary source and a secondary source based on the *Camera-man* exhibit. The children will do a vocabulary exercise coupled with a comparison of Dimock's photos with the objects in the cases and a book explaining the story behind the photos. (*Hidden Seminoles: Julian Dimock's Historic Florida Photographs*, Jerald Milanich and Nina Root)

Standards met in this activity: SS.1.A.1.1, SS.2.A.1.1, SS.2.A.2.1, SS.2.A.2.2, SS.3.A.1.1

Classroom Instruction: Pass out the attached worksheet. The students will be given some vocabulary and use the vocabulary in a sentence. Then, the students will look at a primary source picture from the *Camera-man* exhibit and analyze the photo. When they are done with that, they will read an excerpt from *Hidden Seminoles* and answer a few comprehension questions.

Name_____

Date_____

Directions: Read the below vocabulary definitions closely and use the words to answer the questions.

Primary Source- A primary source is an original records of an event. The records can be letters, pictures, videos, drawings, diaries, films, documents, speeches, music, or anything else made at the time of the event. The pictures of you in your house are a primary source!

Secondary Source- A secondary source is created after an event has happened, by a person who was not there. Your history book is a secondary source!

- 1.) Abraham Lincoln’s speech “The Gettysburg Address” is a _____.
- 2.) A book written about “The Gettysburg Address” is a _____.

Activity: Look at this picture, a primary source, from the *Camera-man* exhibit and write a sentence or two about it.



Reading Comprehension: Read this section from the book *Hidden Seminoles*, about the pictures. The book is a secondary source. Answer the question about the reading when you have finished reading.

Travel by ox cart was slow, and it took the four men nearly six days to reach Godden's Landing; they arrived August 13th.

- 1.) Why do you think traveling by ox cart was slow?

- 2.) Do you think six days seemed slow to the four men since they lived in a time when they did not have fast cars?

Print and Online Resources

American Museum of Natural History. "Research and Collections." <http://www.mnh.si.edu/rc/>.

The Library of Congress. "Learning Page." <http://www.loc.gov/teachers/>.

Milanich, Jerry and Nina J. Root. *Hidden Seminoles: Julian Dimock's Historic Florida Photographs*.
Gainesville, FL: University Press of Florida, 2011.

The National Archives. "Teaching with Documents: Lesson Plans."
<http://www.archives.gov/education/lessons/>.