

A Teacher's Guide to

Camera-man

The Seminole through the Lens of

JULIAN DIMOCK



Written by

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AH-TAH-THI-KI

M U S E U M

A PLACE TO LEARN, A PLACE TO REMEMBER.



Smithsonian Institution
Affiliations Program

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Fourth and Fifth Grade

Common Core and Sunshine Standards Curriculum Benchmarks Met

Fourth Grade

- **SS.4.A.1.2**
 - Synthesize information related to Florida history through print and electronic media.
- **SS.4.A.4.1**
 - Explain the effects of technological advances on Florida.
- **SS.4.A.9.1**
 - Utilize timelines to sequence key events in Florida history.

Fifth Grade

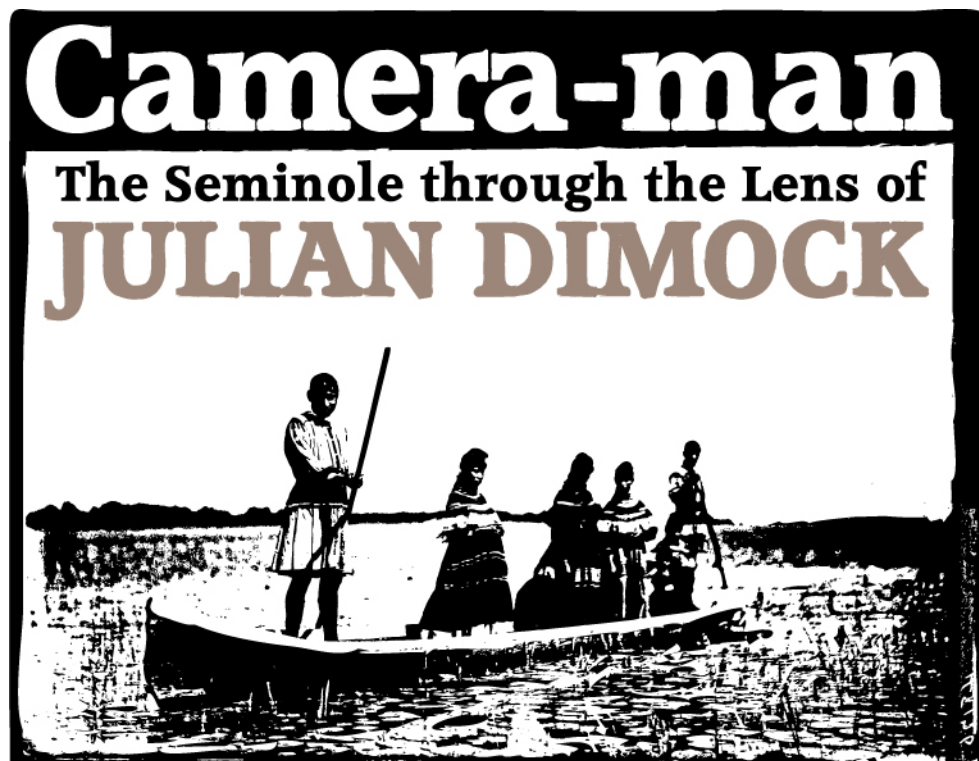
- **SS.5.A.1.1**
 - Use primary and secondary sources to understand history.
- **SS.5.A.1.2**
 - Utilize timelines to identify and discuss American History time periods.

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, understanding timelines and chronology, and the role of Native Americans, specifically Seminole, in the larger context of early Florida.

Pre-Visit Classroom Activities and Assignments



Activity: Reading 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, use their reading comprehension skills to answer questions about the timeline. The students will also be asked to contextualize the time period of 1910 into Florida History.

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 students will also be able to utilize timeline vocabulary and various terms relating to history.

Standards met in this activity: SS.4.A.1.2, SS.4.A.4.1, SS.4.A.9.1, SS.5.A.1.1, SS.5.A.1.2

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 on the way. Take time to point out where the students currently live so they can see how close, or how far, they were to the expedition.

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

Timeline Activity

Name _____

Date _____

Reading Comprehension

Directions: Read the timeline carefully and answer the questions.

- 1.) **On what month, day, and year did the expedition begin? When did it end?**

- 2.) **List three places/camps the expedition stopped at.**

- 3.) **In what city did the expedition start? What city did the expedition end it? How did they travel from place to place?**

Understanding Florida History in 1910

In 1910, Florida was very different than it is today. There were only 732,619 people in 1910. In 2003, there were 17,019,068 people living in Florida!

Henry Flagler's railroad did not appear in Key West until 1912. Prior to the arrival of the railroad, south Florida was mostly inhabited by the Seminole Indians.

The Seminole Indians were pushed further and further south by the US military in the 1800s. The Seminole adapted their life to living in the Everglades. In 1907, the new Governor of Florida, Napoleon Bonaparte Broward, "declared war" on the Everglades and began to drain the ecosystem.

Everglades drainage changed Florida transportation forever. The Seminole canoe routes dried up, US 41 was built, and more people began moving to Florida. In the Dimock expedition, the men had to drag their canoes through mud in low tide because drainage had already effected the water levels.

1.) **How was Florida different in 1910?**

2.) **Which Florida Governor began Everglades drainage? In what year?**

3.) **What did Everglades drainage change for the Seminole Indians?**

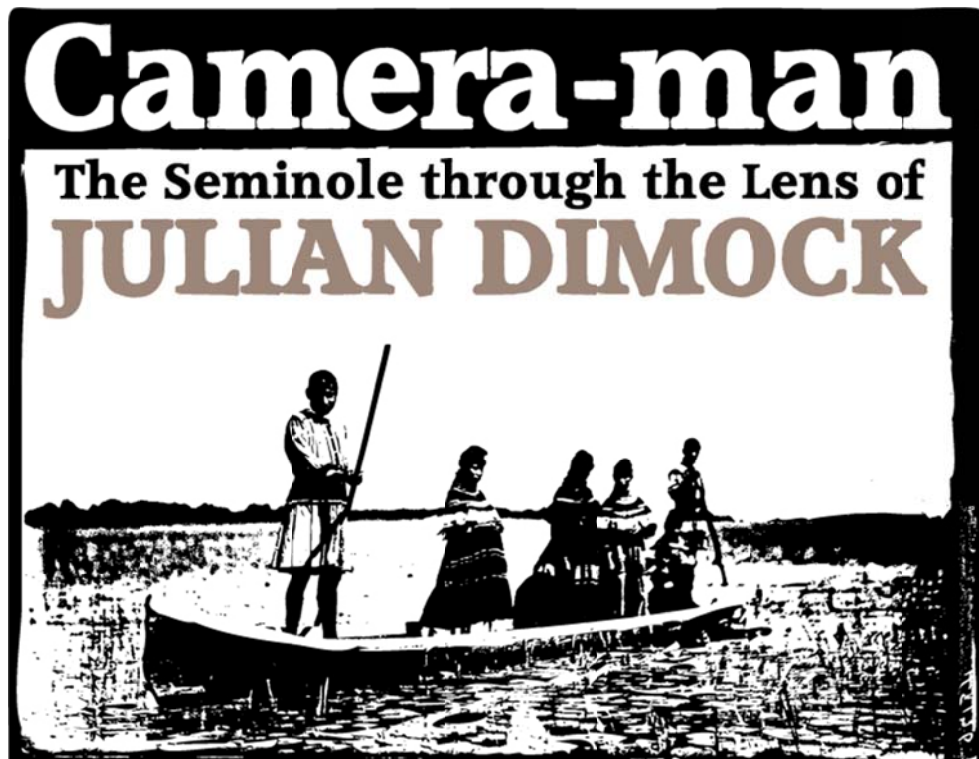
Define the following words from the reading by inferring its meaning.

1.) **Prior-**_____

2.) **Adapted-**_____

3.) **Ecosystem-**_____

Post-Visit Material and Activities



A classroom visit to the exhibit meets the following standards: SS.4.A.4.1, SS.4.A.9.1, SS.5.A.1.1,
SS.5.A.1.2

Activity: Movies and Books

In this section, students will view a video made available by the Florida Memory Project. The video is from 1920 and shows various aspects of Seminole life that is not very different from 1910. The students will be asked to compare the visual aide of the movie with accounts written in the book “Hidden Seminoles.”

Standards met in this activity: SS.4.A.1.2, SS.5.A.1.1

Classroom instruction: Show as much of the video <http://floridamemory.com/items/show/232400> as class time permits. Then give the students the worksheet to read sections of the book to draw comparisons.

Movies and Books

Worksheet

Name _____

Date _____

Directions: Read the excerpt from the book after watching the movie “Scenes of the Everglades.” Answer the questions after you have completed the reading.

From Hidden Seminoles written by Jerald Milanich and Nina Root

“The United States’ three-year military effort to wrest the Florida Indians from their homes was only partially successful. Though hundreds of Seminoles were taken to Indian Territory, several hundred others remained behind in the Big Cypress Swamp, the Everglades, and around Lake Okeechobee. Living in relative isolation after the war ended in 1858, they sought only to raise their families and continue their lives as hunters, and farmers who bartered with and sold pelts, alligator hides, and later, bird plumes, to White traders to obtain some of the household goods they needed.”

Vocabulary

Define the following words from the reading:

1.) Wrest- _____

2.) Relative- _____

3.) Barter- _____

Fifth Grade Activity:

Understanding and Examining Primary Sources

In this section, students will reinforce 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.5.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.

Understanding and
Examining Primary
Sources Worksheet

Name _____

Date _____

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

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.

Newspapers are usually considered a primary source.

Secondary Source- A secondary source is created after an event has happened, by a person who was not there. Books, TV documentaries, and websites are all considered to be secondary sources.

- 1.) Abraham Lincoln's speech "The Gettysburg Address" is a _____.
- 2.) A book written about "The Gettysburg Address" is a _____.
- 3.) The Declaration of Independence is a _____.
- 4.) The Smithsonian Museum website 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 are finished.

“A.W. Dimock’s two magazine articles about the Seminole Indians (in *Collier’s* and *Outlook*), and a story he wrote for the *Washington Post* in 1916, all of which are illustrated with Julian’s photographs, are almost totally unknown to modern researchers. Yet they contain significant information about the Seminole and their dealings with White traders and hunters during the period 1905-1910, especially the Seminole peoples living in the Western Everglades and the Big Cypress Swamp—more in the direction of southwest Florida’s Gulf Coast, as distinguished from those living closer to the Atlantic Coast or Lake Okeechobee, that is, the Seminoles visited in 1880 by Reverend Clay MacCauley and about whom he wrote his monograph, *The Seminole Indians of Florida* (1887).”

There are five sources in the paragraph. Identify if they are Primary or Secondary.

- 1.) *Collier’s*-_____
- 2.) *Outlook*-_____
- 3.) *Washington Post*-_____
- 4.) Julian Dimock’s photographs-_____
- 5.) *The Seminole Indians of Florida*-_____

Print and Online Resources

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

Florida Keys Over-Sea Railroad. “Eyewitnesses Recalled First Train’s Arrival in Key West.” <http://www.flaglerkeys100.com/key-west-history>.

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

Lowman, Elizabeth. “Losing the Glades: Everglades Drainage and Restoration.” Ah-Tah-Thi-Ki Museum Blog. <http://ahtahthiki.wordpress.com/2010/08/09/losing-the-glades-everglades-drainage-and-restoration/>.

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/>.