



# WE ARE HERE!

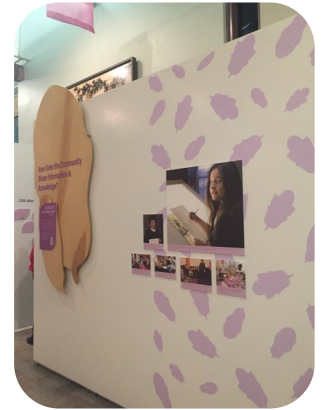
Voices & Hands Making Community Happen

## 4th Grade Curriculum



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Voices & Hands Making Community Happen



*We Are Here! Voices & Hands Making Community Happen* is an exhibit at the Ah-Tah-Thi-Ki Museum available to the public from June 11, 2018 through June 14, 2019. The exhibit tackles the complex idea of Tribal Sovereignty, or the ability of the Seminole Tribe of Florida to govern itself by exploring the role of various departments with the Tribe.

Our Exhibits Division consulted with staff from many departments to better understand how they serve the Tribe. The exhibit was organized around 5 main questions: “How does the community stay healthy?”, “How does the community stay safe?”, “How do Tribal Members share information and knowledge?”, “How is housing developed for Tribal members?” and “How are the Tribe’s resources, water, and land managed?”.

This curriculum was developed to enhance a Museum visit or as a standalone lesson so that students may better understand the concept of tribal sovereignty.



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## Description

During this program students will gain a better understanding of tribal sovereignty by exploring Seminole government. The Seminole Tribe of Florida is a sovereign nation which means it has the ability to govern itself and take care of its people. Just as the US government has different departments that fill different roles, the Tribe has different departments to take care of its people. Students will split into groups to explore different Tribal Departments. They will create their own puzzles to illustrate how these departments work together to serve the Tribal community.

## Audience

4th Grade Students

## Group Size

This activity is ideal for 15-25 students.

## Time

60 minutes



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**Goal** Students will understand that Seminoles have sovereignty or the ability to govern themselves. Different Tribal Departments work together to provide a multitude of services for Tribal Members.

- Materials Needed**
- Puzzle Piece Paper (see pgs 13-19)
  - Pencils, Crayons, Markers
  - Scissors

**Florida State Standards**

**SS.4.A.1.1:**  
Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

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



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## **Activity**    *0-15 minutes: Introduction, What is Tribal Sovereignty?*

Ask students what it means to be a country. Write down their ideas on a board. What does their government do?

Explain that there are different types of government– city, county, state, and Tribal. Different places have different types of government. Ask students if they have ever been someplace different. Were there different laws?

Explain to students that the Seminole Tribe of Florida is a sovereign nation. This means that the Tribe has their own government and can choose how to live for themselves. Within Tribal Reservations, they set their own laws.

Share with students that Seminoles are one group of Native people. Native people lived in what is now America before Europeans came. There were many different Tribes and they were always sovereign or self-governing. Americans tried to take away Seminole lands during the Seminole War. Many Seminole people died, some were removed to Oklahoma, and few stayed in Florida to become the unconquered Seminoles.

In the 1950s the US government tried to take away Seminole sovereignty. Seminoles wrote the Buckskin Declaration in 1957 and sent it to then President Eisenhower:

*“We have had for centuries our own customs, our own government, our own language, and our own way of life... We do say that we are not White Men but Indians, do not wish to become White Men but wish to remain Indians”*

In 1957 they wrote their own constitution underneath the Council Oak Tree in Hollywood and they were federally recognized by the US government as sovereign.

Today the Tribe continues to govern itself and to take care of its people. Different departments work together to provide services to Tribal Members in a culturally appropriate way.

\*Images are provided on pages 7 and 8



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## **Activity**     **15-40 minutes: How does the Tribe take care of its people?**

Have students split into 5 groups to explore different questions of how the Tribe supports its people.

*Group 1: How does the Tribe develop housing?*

*Group 2: How does the Tribe manage its resources?*

*Group 3: How do Tribe share information and knowledge?*

*Group 4: How does the community stay healthy?*

*Group 5: How does the community stay safe?*

Students will explore their question by creating a puzzle. They will label their puzzle pieces with the different departments that are involved and draw a picture to illustrate how the departments work together to provide for Tribal Members. Have them cut out their puzzle pieces once they are done.

*\*Maze templates can be found on pages 14-18.*

## **40-50 minutes: Swap Puzzles**

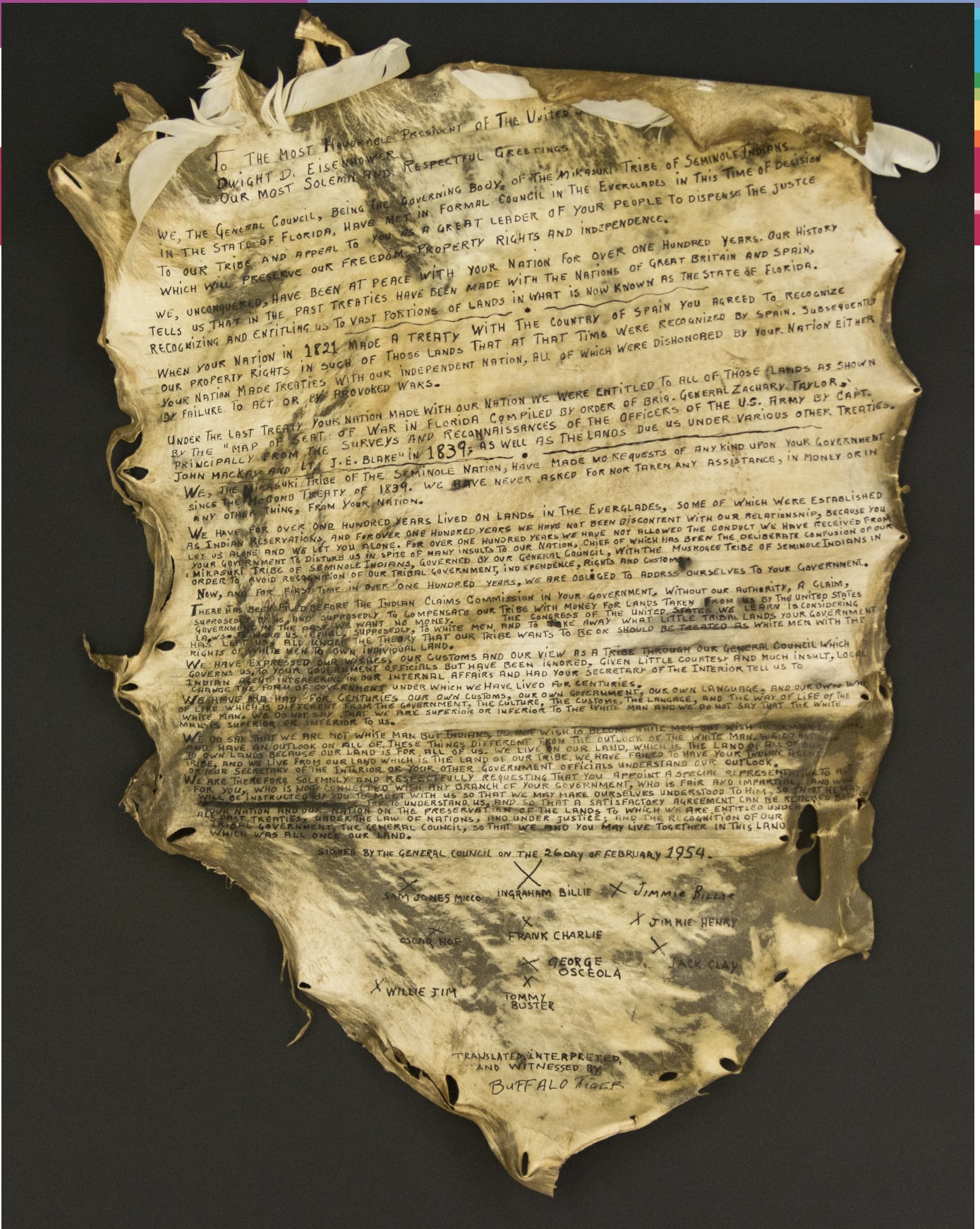
Have students pass their puzzle pieces to another group. Give them a chance to complete the puzzle.

## **50-60 minutes: Conclusion**

Have each group briefly share their puzzle with each other and explain which departments are needed to help provide Tribal Members with a variety of different services. Have them put all of their puzzles to create the full puzzle. Add the Tribal Seal to the missing circle.



The Constitution and Charter meeting on the Dania (now Hollywood) Reservation meeting under the Council Oak Tree, a live oak. This was part of a series of meetings on the reservations to develop and vote on the Seminole Tribe of Florida's Constitution.



To THE MOST HONORABLE PRESIDENT OF THE UNITED STATES  
 DWIGHT D. EISENHOWER  
 OUR MOST SOLEMN AND RESPECTFUL GREETINGS

WE, THE GENERAL COUNCIL, BEING THE GOVERNING BODY, OF THE MIKASUKI TRIBE OF SEMINOLE INDIANS IN THE STATE OF FLORIDA, HAVE MET IN FORMAL COUNCIL IN THE EVERGLADES IN THIS TIME OF DECISION TO OUR TRIBE AND APPEAL TO YOU AS A GREAT LEADER OF YOUR PEOPLE TO DISPENSE THE JUSTICE WHICH WILL PRESERVE OUR FREEDOM, PROPERTY RIGHTS AND INDEPENDENCE.

WE, UNCONQUERED, HAVE BEEN AT PEACE WITH YOUR NATION FOR OVER ONE HUNDRED YEARS. OUR HISTORY TELLS US THAT IN THE PAST TREATIES HAVE BEEN MADE WITH THE NATIONS OF GREAT BRITAIN AND SPAIN, RECOGNIZING AND ENTITLING US TO VAST PORTIONS OF LANDS IN WHAT IS NOW KNOWN AS THE STATE OF FLORIDA.

WHEN YOUR NATION IN 1821 MADE A TREATY WITH THE COUNTRY OF SPAIN YOU AGREED TO RECOGNIZE OUR PROPERTY RIGHTS IN SUCH OF THOSE LANDS THAT AT THAT TIME WERE RECOGNIZED BY SPAIN. SUBSEQUENTLY YOUR NATION MADE TREATIES WITH OUR INDEPENDENT NATION, ALL OF WHICH WERE DISHONORED BY YOUR NATION EITHER BY FAILURE TO ACT OR BY PROVOKED WAHS.

UNDER THE LAST TREATY YOUR NATION MADE WITH OUR NATION WE WERE ENTITLED TO ALL OF THOSE LANDS AS SHOWN BY THE "MAP OF SEAT OF WAR IN FLORIDA COMPILED BY ORDER OF BRIG. GENERAL ZACHARY TAYLOR," PRINCIPALLY FROM THE SURVEYS AND RECONNAISSANCES OF THE OFFICERS OF THE U.S. ARMY BY CAPT. JOHN MACKAY AND LT. J.E. BLAKE" IN 1839, AS WELL AS THE LANDS DUE US UNDER VARIOUS OTHER TREATIES.

WE, THE MIKASUKI TRIBE OF THE SEMINOLE NATION, HAVE MADE NO REQUESTS OF ANY KIND UPON YOUR GOVERNMENT SINCE THE MC COMB TREATY OF 1839. WE HAVE NEVER ASKED FOR NOR TAKEN ANY ASSISTANCE, IN MONEY OR IN ANY OTHER THING, FROM YOUR NATION.

WE HAVE FOR OVER ONE HUNDRED YEARS LIVED ON LANDS IN THE EVERGLADES, SOME OF WHICH WERE ESTABLISHED AS INDIAN RESERVATIONS, AND FOR OVER ONE HUNDRED YEARS WE HAVE NOT BEEN DISCONTENT WITH OUR RELATIONSHIP, BECAUSE YOU LET US ALONE AND WE LET YOU ALONE. FOR OVER ONE HUNDRED YEARS WE HAVE NOT ALLOWED THE CONDUCT WE HAVE RECEIVED FROM YOUR GOVERNMENT TO DISTURB US IN SPITE OF MANY INSULTS TO OUR NATION, CHIEF OF WHICH HAS BEEN THE DELIBERATE CONFUSION OF OUR MIKASUKI TRIBE OF SEMINOLE INDIANS, GOVERNED BY OUR GENERAL COUNCIL, WITH THE MUSKOGEE TRIBE OF SEMINOLE INDIANS IN ORDER TO AVOID RECOGNITION OF OUR TRIBAL GOVERNMENT, INDEPENDENCE, RIGHTS AND CUSTOMS.

NOW, AND FOR THE FIRST TIME IN OVER ONE HUNDRED YEARS, WE ARE OBLIGED TO ADDRESS OURSELVES TO YOUR GOVERNMENT. THERE HAS BEEN FILED BEFORE THE INDIAN CLAIMS COMMISSION IN YOUR GOVERNMENT, WITHOUT OUR AUTHORITY, A CLAIM, SUPPOSEDLY BY US, AND SUPPOSEDLY TO COMPENSATE OUR TRIBE WITH MONEY FOR LANDS TAKEN FROM US BY THE UNITED STATES GOVERNMENT IN THE PAST. WE WANT NO MONEY. THE CONGRESS OF THE UNITED STATES WE LEARN IS CONSIDERING LAWS TO MAKE US LEGALLY SUPPOSEDLY, TO WHITE MEN AND TO TAKE AWAY WHAT LITTLE TRIBAL LANDS YOUR GOVERNMENT HAS LEFT US. ALL UNDER THE THEORY THAT OUR TRIBE WANTS TO BE OR SHOULD BE TREATED AS WHITE MEN WITH THE RIGHTS OF WHITE MEN TO OWN INDIVIDUAL LAND.

WE HAVE EXPRESSED OUR WISHES, OUR CUSTOMS AND OUR VIEW AS A TRIBE THROUGH OUR GENERAL COUNCIL WHICH GOVERNS US, TO YOUR GOVERNMENT OFFICIALS BUT HAVE BEEN IGNORED. GIVEN LITTLE COURTESY AND MUCH INSULT, LOCAL INDIAN AGENT INTERFERING IN OUR INTERNAL AFFAIRS AND HAD YOUR SECRETARY OF THE INTERIOR TELL US TO CHANGE THE FORM OF GOVERNMENT UNDER WHICH WE HAVE LIVED FOR CENTURIES.

WE HAVE AND HAD FOR CENTURIES, OUR OWN CUSTOMS, OUR OWN GOVERNMENT, OUR OWN LANGUAGE, AND OUR OWN WAY OF LIFE WHICH IS DIFFERENT FROM THE GOVERNMENT, THE CULTURE, THE CUSTOMS, THE LANGUAGE, AND THE WAY OF LIFE OF THE WHITE MAN. WE DO NOT SAY THAT WE ARE SUPERIOR OR INFERIOR TO THE WHITE MAN AND WE DO NOT SAY THAT THE WHITE MAN IS SUPERIOR OR INFERIOR TO US.

WE DO NOT SAY THAT WE ARE NOT WHITE MEN BUT INDIANS DO NOT WISH TO BECOME WHITE MEN BUT WISH TO REMAIN INDIANS AND HAVE AN OUTLOOK ON ALL OF THESE THINGS DIFFERENT FROM THE OUTLOOK OF THE WHITE MAN. WE DO NOT WANT TO OWN LANDS BECAUSE OUR LAND IS FOR ALL OF US. WE LIVE ON OUR LAND, WHICH IS THE LAND OF ALL OF OUR TRIBE, AND WE LIVE FROM OUR LAND WHICH IS THE LAND OF OUR TRIBE. WE HAVE FAILED TO HAVE YOUR INDIAN AGENT OR YOUR SECRETARY OF THE INTERIOR OF YOUR OTHER GOVERNMENT OFFICIALS UNDERSTAND OUR OUTLOOK.

WE ARE THEREFORE SOLEMNLY AND RESPECTFULLY REQUESTING THAT YOU APPOINT A SPECIAL REPRESENTATIVE TO REPRESENT YOU, WHO IS NOT CONNECTED WITH ANY BRANCH OF YOUR GOVERNMENT, WHO IS FAIR AND IMPARTIAL, AND WHO WILL BE INSTRUCTED BY YOU TO MEET WITH US SO THAT WE MAY MAKE OURSELVES UNDERSTOOD TO HIM, SO THAT HE MAY UNDERSTAND US, AND SO THAT A SATISFACTORY AGREEMENT CAN BE REACHED BETWEEN OUR NATION AND YOUR NATION ON THE PRESERVATION OF THE LAND, TO WHICH WE ARE ENTITLED UNDER ALL PAST TREATIES, UNDER THE LAW OF NATIONS, AND UNDER JUSTICE, AND THE RECOGNITION OF OUR TRIBAL GOVERNMENT, THE GENERAL COUNCIL, SO THAT WE AND YOU MAY LIVE TOGETHER IN THIS LAND WHICH WAS ALL ONCE OUR LAND.

SIGNED BY THE GENERAL COUNCIL ON THE 26 DAY OF FEBRUARY 1954.

- X SAM JONES MICO
- X INGRAHAM BILLIE
- X JIMMIE BILLIE
- X OSCAR HOE
- X FRANK CHARLIE
- X JIMMIE HENRY
- X WILHE JIM
- X GEORGE OSCEOLA
- X JACK CLAY
- X TOMMY BUSTER

TRANSLATED, INTERPRETED,  
 AND WITNESSED BY  
 BUFFALO TIGER

Seminoles wrote this Buckskin Declaration, declaring their right to keep their own customs, language, and to govern themselves. They presented it to President Eisenhower in 1954.



## ***Group 1: How does the Tribe develop housing?***



The Tribe provides housing to Tribal Members. Some Tribal Members have chickees (traditional homes), mobile homes, houses, or a combination. In order to get a home, Tribal Members must go through a process.

On your puzzle piece, color a picture that shows how the departments work together to provide housing. Label your puzzle pieces with the different departments involved. Cut out the pieces.

### **Housing**

Housing helps Tribal Members with budgeting for their home and can help them take care of their homes.

### **Environmental Resources Management Department (ERMD)**

ERMD makes sure that new homes will not hurt the environment.

### **Tribal Historic Preservation Office (THPO)**

The THPO makes sure that new homes are not built on important historic or cultural sites.

### **Tribal Council**

Tribal Council approves which houses will be built.

### **Construction Management**

Construction Management plans the home and helps with the building process.

## ***Group 2: How does the Tribe manage its resources?***



The Tribe has to manage its resources to take care of its people, land, water, and wildlife. Different departments help to manage these resources.

On your puzzle piece, color a picture that shows how the departments work together to manage resources. Label your puzzle pieces with the different departments involved. Cut out the pieces.

### **Environmental Resources Management Department (ERMD)**

ERMD helps protect the environment and makes sure water is safe to use.

### **Tribal Historic Preservation Office (THPO)**

The THPO protects important cultural and historic sites.

### **Public Works**

Public Works helps manage wastewater and trash while keeping the environment safe.

### **Community Planning and Real Estate**

This department creates a plan to responsibly manage how Tribal land is used for homes and businesses.

### **Housing**

Housing helps manage resources for Tribal Members by helping to care for houses and prepare for disasters.

## ***Group 3: How does the Tribe share information and knowledge?***



The Tribe shares information in a variety of ways to educate its citizens.

On your puzzle template, color a picture that shows how the departments work together to share information and knowledge. Label your puzzle pieces with the different departments involved. Cut out the pieces.

### **Center for Student Success and Services (CSSS)**

CSSS helps provide education for Tribal Members whether they are elementary students or adults looking for a new career.

### **Library Service**

Tribal Members can learn about all sorts of things by visiting their libraries.

### **Seminole Tribune**

The Seminole Tribune is the newspaper for the Tribe and lets Tribal Members who live on different reservations and in different communities know what is happening.

### **Seminole Media Productions (SMP)**

SMP creates and broadcasts videos about Seminole culture, history, and current events and helps other departments create videos.

## ***Group 4: How does the community stay healthy?***



The Tribe helps community members stay healthy by encouraging exercise and healthy eating.

On your puzzle template, color a picture that shows how the departments work together to keep community members healthy. Label your puzzle pieces with the different departments involved. Cut out the pieces.

### **Health Department**

The Health Department teaches Tribal Members of all ages about healthy eating and sponsors races like Rez Rally to encourage exercise.

### **Recreation Department**

Tribal Members can go to the Recreation Department to play basketball or for physical education classes.

### **Senior Centers**

Older Tribal Members can compete in tricycle races and other activities that Senior Centers offer to stay healthy.

### **Boys and Girls Club**

At the Boys and Girls Club students can learn about healthy foods and exercise.

## ***Group 5: How does the community stay safe?***



Different Tribal Departments work together to keep the community safe.

On your puzzle template, color a picture that shows how the departments work together to keep the community safe. Label your puzzle pieces with the different departments involved.

### **Emergency Management**

Emergency Management helps prepare for and take care of Tribal Members during emergencies such as a hurricane.

### **Seminole Police Department (SPD)**

The Seminole Police Department responds to emergencies and patrols the reservations to keep them safe.

### **Fire Rescue**

Fire and rescue helps prevent fires and puts them out when they threaten people and property. They are also the first to respond to medical emergencies.

### **Wildland Fire**

Wildland Fire monitors natural fires and puts them out when they become dangerous.

