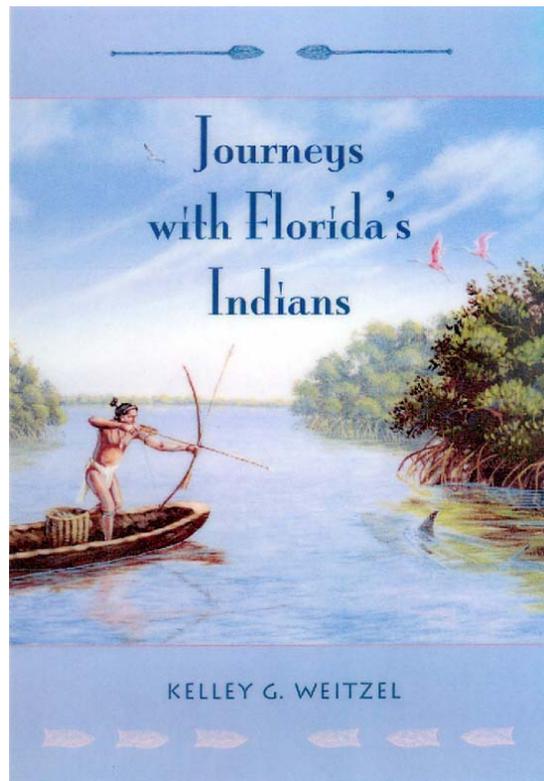


Journeys with Florida's Indians

- Teacher Quick Reference to the Timucua, Calusa, and Apalachee (p.2)
- Language Arts Extension Activities by Sunshine State Standard (pp. 3-15)
- Florida's Early People Classroom Activities (pp. 16-19)



Teacher Quick Comparison of Florida's Early Cultures: Timucua vs. Calusa vs. Apalachee

LOCATION

Timucua: SE Georgia, NE Florida, and Central Florida

Calusa: SW Florida, near Fort Myers

Apalachee: NW Florida, near the Tallahassee area

FOOD RESOURCES

Timucua: Land & water animals, shellfish, forest plants, some crops

Calusa: Water animals, shellfish, & plants, some land resources, few crops

Apalachee: Mostly land animals and crops, some water resources

GOVERNMENT

Timucua: Regional headchiefs ruled 30–40 villages. Headchiefs were not united into one government and often fought each other.

Calusa: All villages were united under one Paramount Chief. This chief was strong enough to rule SW FL villages that were not Calusa.

Apalachee: All villages were loosely united. During times of war and peace, they had different rulers.

RELIGION

Timucua: Held a deer ceremony to thank the sun for its bounty

Calusa: Believed in three gods and that each person has three souls

Apalachee: Played the ball game to honor the thunder god and bring rain for their crops.

WHAT HAPPENED TO THEM?

Timucua: Missionized. Killed by disease, warfare, & slavery. The last few were evacuated to Cuba in 1763. The culture disappeared.

Calusa: Never missionized. Killed by disease & warfare. The culture disappeared in the early 1700's.

Apalachee: Missionized. Killed by disease, warfare, & slave raids. The culture disappeared by 1713. One group of Apalachee escaped and survives today in Louisiana.

Reading Comprehension Activities

While each of these activities develops student understanding of “the cultural, social, and political features of Native American tribes in Florida’s history,” (SS.A.6.2.6) they also reinforce one or more Language Arts Standards. Top-score responses for these activities are provided at the end of this document.

Activities are organized according to the Language Arts standard they reinforce. When teaching a particular topic in native history, use the list below to target appropriate activities. Where Top-Score Responses are appropriate, they are included after the full listing of activities.

LA.A.1.2.1

Shark Hunt (LA.A.1.2.1) Predicting Content

In the text, *Journeys with Florida’s Indians*, the title of Chapter 28 is “Escape.” The first sentence is “Did the shark get him?” Write 1-3 sentences predicting the content of Chapter 28.

Historic Indians and Geography (LA.A.1.2.1) Using the “List of Figures” Index

Refer to the text *Journeys with Florida’s Indians*, page xiii, to complete this question.

Assume you want to find out whether the Timucua Indians, Calusa Indians, or Apalachee Indians controlled the most land in Florida. Use the “List of Figures” on page xiii to choose the three (3) figures in this book that would be most helpful in your research. Which figures are they? Be sure to include their page numbers.

LA.A.1.2.2

Calusa Power (LA.A.1.2.2) Constructing Meaning from Graphics

Refer to Figure AA in *Journeys with Florida’s Indians*, page 97, to complete this question.

Figure AA provides information about the lands where Calusa Indians actually lived as well as the lands they controlled. In 1-3 sentences, describe the relationship between these two areas. Use evidence from Figure AA to support your answer.

Timucua Language
(LA.A.1.2.2) Constructing Meaning from Graphics

Locate the Timucua Language activity sheet available on this website under activities that support The Timucua Indians - A Native American Detective Story. Complete the activity sheet and learn to speak a little of the Timucua language.

French Texts about Florida Indians
(LA.A.1.2.2) Constructing Meaning & Drawing for Comprehension

PART A: Carefully read the passage below. When you're finished, read the passage a second time, underlining the important facts. Use these underlined words as clues to help you write several sentences describing the alligator hunt in your own words.

PART B: On a separate sheet of paper, draw a picture of the alligator hunt, including every detail you can find in the passage.

PART C: When all drawings are completed, display them on a wall or table next to French engraving of the alligator hunt (made by Theodore De Bry). This drawing is on p. 76 of the book, *Journeys with Florida's Indians*. What parts of these drawings are similar? What is different? Does De Bry's picture have details that were **NOT** in the passage? Do the student drawings have details that were **NOT** in the passage?

PART D: What details could Laudonnière have added to his passage to give you a clearer understanding of the Timucua alligator hunt?

PASSAGE: **The French explorer, Rene de Laudonnière, describes how the Indians hunted alligators:** "When the creatures are hungry they come out of the water onto the islands to hunt but if they could not find anything they made a terrible noise that could be heard for half a mile. Then the guard called ten or twelve others who approached the large and terrifying creature with a long tree trunk. As it crawled towards them with its jaws open they rammed the pointed end down its throat. Because of the roughness of the bark it could not get free so they were able to twist it over and shoot arrows into its soft belly, club and spear it, then cut it open. The hard scales made its back impossible to penetrate, especially if the creature was old..."

Also check out the "Be a Detective" Lesson Plan which discusses the Alligator Hunt engraving in more depth, available on this website under activities that support The Timucua Indians - A Native American Detective Story.

LA.A.1.2.3

Archaeology (LA.A.1.2.3) Increasing Vocabulary

On page 1, the text *Journeys with Florida's Indians* uses the word "archaeologist." Assume that "arch-" means "old" and "-ologist" means "person who studies." Based on these root meanings, which of the following is a good definition for the word "archaeologist"?

- a) A scientist who only studies dinosaurs
- b) A person who studies things from long ago
- c) A very old student
- d) A person who likes to be around very old people

Mammoths and Mud (LA.A.1.2.3, LA.E.1.2.2) Increasing Vocabulary excerpt from page 22 of *Journeys with Florida's Indians*

"Most of the mammoths would crash on through the deep spot and escape on the other side. But some, the older ones or the inexperienced younger ones, would get mired in the thick black marsh mud."

- 1) Based on your reading of the passage, which of the following is a synonym for the word "mired"?
 - a) Away
 - b) Covered
 - c) Stuck
 - d) Camouflaged

- 2) When the author chose the words mammoths, mired, marsh, and mud, which literary tool was she using?
 - a) Alliteration
 - b) Assonance
 - c) Simile
 - d) Symbol

LA.A.1.2.4

Timucua Kids and Pranks (LA.A.1.2.4, LA.E.1.2.2, LA.E.2.2.3) Group Discussion and Links to Reader's Life

Refer to the text *Journeys with Florida's Indians*, pages 50-63, to complete this question.

- 1) With a group, discuss Tenerife's solution to his problem with Saturiwa. What were some weaknesses in his plan? Suggest other ways he could have addressed the problem that might overcome these weaknesses. Write to explain your new solution.
- 2) Consider a time when you or a friend had to deal with a bully. Write to compare your real-life solution with Tenerife's fictional solution.

LA.A.2.2.1

About Paleo-Indians (LA.A.2.2.1) Determining the Main Idea

Refer to the text *Journeys with Florida's Indians*, pages 9-12, to complete this question.

Pretend that each of the 13 paragraphs in Chapter 1 "Paleo-Indians" is one chapter of a very short book. Decide what the main idea is in each paragraph, then create a 1-5 word title for each paragraph. Use this list of titles to make a Table of Contents for this very short book.

Florida's Historic Indians (LA.A.2.2.1) Supporting Details and Facts

Refer to the index of *Journeys with Florida's Indians*, pages 225-227, to complete this question.

Use the index to make a list of 10 different tribes of Indians that are mentioned in this book. Make sure your list is in alphabetical order.

Apalachee Ball Game (LA.A.2.2.1) Chronological Order

Refer to the text *Journeys with Florida's Indians*, pages 163-166, to complete this question about the Apalachee Ball Game in this story.

Based on your reading of the text, put the following events in chronological order.

1. Tenerife scores.
2. Sheko scores.
3. The Yustega player grabs Tenerife's hair.
4. Sava gives the team a pep talk.

Paleo-Indian Mammoth Hunt
(LA.A.2.2.1) Organizing Information
excerpt from p.19 of *Journeys with Florida's Indians*

“Hassalla crouched low in the tall marsh grasses. The needle-sharp reeds poked him in a hundred spots, and each tiny poke itched terribly. But Hassalla didn’t move to scratch. Not even when a cloud of gnats swarmed him, biting his skin and flying into his eyes and nose. It was the morning of his first mammoth hunt, the day he would earn his tattoos and become a man. Everything had to be perfect.

Hassalla’s nose twitched slightly. Was it time? Yes, there it was--the smell of smoke. The men had started the fire. Hassalla longed to stand up and look for the far-off blaze, but he stayed crouched and hidden. He had the most important job of the hunt – turning the mammoths towards the trap. If he failed, the tribe would lose their last chance to hunt the great beasts before the next winter moon.

Hassalla shifted the carrier on his back. It held four cane spears, tipped with dark stone points. He pulled out his favorite spear and tested its sharpness on a piece of his long black hair. It was a point worthy of a mammoth hunt.”

1. Based on your reading of the passage, what is the most likely description of the main character?
 - a) An adult man with several tattoos and dark hair
 - b) A teenage boy with several tattoos and long black hair
 - c) A teenage boy with no tattoos and long dark hair
 - d) An old man with no tattoos and long black hair

2. Based on your reading of this passage, which of the following best describes the way Hassalla is feeling?
 - a) Afraid
 - b) Bored
 - c) Nervous
 - d) Unworthy

3. Authors often use different senses, including sight, sound, taste, touch, and smell, to help readers understand the setting in a story. Choose two senses used in this passage and describe how they help us understand more about the Paleo-Indian’s environment. Use details and information from the passage to support your answer.

LA.A.2.2.2

Plants as Tools (LA.A.2.2.2) Author's Purpose

Refer to Chapter 9 in the text *Journeys with Florida's Indians*, pages 41-46, to complete this question.

Why did the author include Figure N in this chapter? Use evidence from the text to support your answer.

Apalachee Women (LA.A.2.2.2) Author's Purpose excerpt from pages 135-136 of *Journeys with Florida's Indians*

“Apalachee women provided valuable resources to their people. They even invented Florida’s first sports drink—*tolocano*. The Apalachee knew what a person needed to stay strong and healthy: sugar, protein, and fat. With this knowledge, the women invented *tolocano*. To make it, they mixed water with powdered ingredients like groundnuts, corn, dried persimmons, and blueberries. Think of it as Groundnut-Persimmon Gatorade.

The women also ground up hickory nuts and acorns to make a nutty oil. This buttery liquid added a rich flavor to Apalachee vegetables and breads. The women weaved baskets, made tools, dried gourds, and coiled clay pottery. These pots and bowls were usually large, suggesting that many families cooked their meals together.

Apalachee women may have hunted small animals, but they depended on the men in their family for most of their meat and furs. If a woman’s husband was killed in battle, she might not be able provide for all of her family’s needs. Because of this, the Apalachee community set up a plan to help. Widowed women could earn supplies for their families by doing community work, like cleaning the council house or sweeping the ball game field. This was Florida’s first public welfare system.”

1. Which of the following statements would the author probably agree with?
 - a) Apalachee women played a more important role than Apalachee men.
 - b) Apalachee society had no concern for the welfare of its women.
 - c) Apalachee women had a variety of useful and important skills.
 - d) Apalachee women were of little importance in their villages.
2. Which of the following helped you understand the main ideas of the article?
 - a) The author gives the word for Gatorade in the Apalachee language.
 - b) The author gives examples that compare Apalachee culture with today’s culture.
 - c) The author mentions how the Apalachee made clay pottery.
 - d) The author introduces lots of new vocabulary with clear definitions.

LA.A.2.2.3

Understanding an Author's Notes (LA.A.2.2.3, LA.E.1.2.4) Intent to Persuade, Period Bias excerpt from p.109 of *Journeys with Florida's Indians*

On p. 109, at the beginning of the fictional chapter titled "Healing Magic," the author inserted the following note.

"*Note:* The story sections in this book are *not* fact. We know very little about the lives of real native people like Calos or Senquene. As you read, you'll learn about Tenerife's slavery among the Calusa. His memories of these events were influenced by his experiences as a slave. Just remember, some Calusa people were good, and some were bad – like the people in all cultures."

What is the primary purpose of this note?

- a. To share the fact that historians know very little about Calos or Senquene
- b. To warn readers that Tenerife will become a slave
- c. To persuade readers that the Calusa people were generally fierce
- d. To persuade readers that Tenerife's memory of events may be biased

LA.A.2.2.4

Shark Hunt in Stereo (LA.A.2.2.4) Reader's Preference

Refer to the text *Journeys with Florida's Indians*, pages 104-105 and 121-125, to complete this question.

Both passages describe shark-hunting methods used by Florida's early people. Pages 104-105 is non-fiction, while pages 121-125 are a fictional story. Consider which you like better, then write to explain why, using details from both texts to support your answer.

LA.A.2.2.5

Native Kids (LA.A.2.2.5) Conducting Interviews

Refer to the text *Journeys with Florida's Indians*, pages 52-63, to complete this question.

1. Pages 52-63 describe the prank Tenerife plays on Saturiwa. Imagine that you'll have the opportunity to interview young Saturiwa just after the prank. Decide on three questions you would ask Saturiwa about this experience and write them down. Next, based on

evidence from these pages, write down what you think Saturiwa might have answered for each question.

LA.A.2.2.6

**Emotions and Opinions
(LA.A.2.2.6) Fact vs. Opinion**

Refer to the text *Journeys with Florida's Indians*, pages 118-120, to complete this question.

Based on your reading of pp. 118-120, which of the following is an opinion?

- a. "When I got to the chief's house, I stopped underneath to listen."
- b. "Calos and the Chief were arguing."
- c. "He's a stupid slave. He deserved a beating."
- d. "I held my breath. Was Sheko dead?"

LA.A.2.2.7

**Paleo-Indians vs. Archaic Indians
(LA.2.2.7) Comparison and Contrast**

Refer to the text *Journeys with Florida's Indians*, pages 9-15, to complete this question.

Pages 9-15 discuss the differences between Paleo-Indians and the later Archaic Indians. Write a paragraph to compare or contrast their hunting tools, containers, and methods for traveling.

LA.A.2.2.8

**Mission Churches
(LA.A.2.2.8) Looking for Further Sources**

Refer to the "References" section of *Journeys with Florida's Indians*, pages 221-224, to complete this question.

Page 179 states "In time, the priests set up mission churches throughout Timucua and Apalachee territories." Assume that you want to learn more about European missions in Florida. Find three books in the "References" section that could help you.

LA.C.1.2.1

Focusing on Senses (LA.C.1.2.1, LA.E.2.2.2) Responding to Oral Presentations

Refer to pages 19-29 of *Journeys with Florida's Indians* to complete this question.

Read the mammoth hunt aloud to your class (15 minutes if read straight through). During the reading, students should pay close attention to the sensory details of the story and respond according to the following directions. When the main character...

SEES something, students should shade their eyes as if looking off into the distance.

HEARS something, students should cup one hand around an ear.

FEELS something (like the ground trembling), students should allow their hands to tremble and shake above their desks.

SMELLS something, students should hold their nose.

TASTES something, students should exaggeratedly lick their lips.

What Happens Next? (LA.C.1.2.1, LA.C.1.2.4, LA.A.1.2.1) Making Predictions

Pause at the end of page 25, as “the mammoth lowered its tusks and dropped into a dead gallop – right at Hassalla.” Before continuing, ask the students to predict the ending, based on what they’ve learned in the beginning of the story. Then, after reading the entire story, allow students time to ask questions. Both facilitator and other students can offer answers and suggestions about ways to find out more.

LA.C.1.2.5

Using your Senses (LA.C.1.2.5) Noticing Descriptive Words

After reading the story, ask students to consider how acting out the sensory words affected their perception of events in the story. What sensory words were used in the text to help bring the events of the story to life? Brainstorm and refer to the text for answers.

LA.E.1.2.2

A Triumphant Hunt (LA.E.1.2.2) Plotting the Plot

After reading the story, have the class as whole create a list of the major plot developments. Did the plot have a satisfactory conclusion? Brainstorm other endings that might have been just as satisfactory.

LA.E. 2.2.3

Your Own Triumph (LA.E.2.2.3) Compare to Personal Life

After reading the story, ask the students to compare the mammoth hunt to an event in their own lives in which they had to complete a difficult task. Next, they should write to explain at least three ways the mammoth hunt is similar to or different from their own experience.

General

The FCAT-Friendly Activities for *Journeys with Florida's Indians*, available on this website address the following Sunshine State Standards: **SS.A.6.2.6, SC.A.1.2.4, SC.B.1.2.2, SC.E.1.2.1, SC.G.1.2.1, MA.A.1.2.4, MA.A.3.2.1, MA.A.3.2.2, MA.A.3.2.3, MA.B.1.2.1, MA.D.2.1.1, MA.D.1.2.2, LA.A.2.2.1, LA.A.2.2.2, LA.A.2.2.3, LA.B.2.2.5, LA.B.2.2.6, LA.E.1.2.3, LA.E.1.2.4**

Answer Section

Shark Hunt (LA.A.1.2.1)

Top Score Response:

Because the title is "Escape," it sounds like someone will escape from a shark attack.

Historic Indians and Geography (LA.A.1.2.1)

1. Figure T, p.68, Figure AA, p.98, Figure HH, p.130
2. Timucua Indians

Calusa Power (LA.A.1.2.2)

Top Score Response:

The Calusa lived in a fairly small area of southwest Florida, marked with black in Figure AA. They controlled a much larger area, including most of south Florida, marked with cross-hatching. So the area they controlled was much larger than the area they actually lived in.

French Texts about Florida's Indians (LA.A.1.2.2)

Top Score Response:

The alligators would get hungry and come up onto land making loud noises. These noises would alert the Timucua men who would bring a long tree trunk and weapons. 10-12 men would ram the trunk into the alligator's mouth. They would turn the trunk over and flip the alligator too. Then they could spear and club it on its soft belly instead of on its hard back scales.

Archaeology (LA.1.2.3)

b)

Mammoths and Mud (LA.1.2.3)

1. c)
2. a)

Timucua Kids and Pranks (LA.1.2.4, LA.C.3.2.5, LA.E.2.2.3)

1) Top Score Response:

Tenerife decided to trick Saturiwa into breaking a rule so he'd be disqualified from leading a hunt. The weakness in his plan was that he didn't think that Saturiwa might climb in from the side of the weir instead of walking in from the end. He also didn't think about how the rising tide might prevent his escape or about what he would do if the women arrived later than normal. He could have put a rope ladder in the weir to get around the first two problems. To deal with the third problem, he could have asked a friend to make sure the women got there right after Saturiwa arrived.

2) Top Score Response:

Tenerife chose a really dangerous way to handle Saturiwa because he didn't ask for anyone's help. When my friend, James, had to deal with a bully, he asked me and some other kids to help him out. Together, we all made the bully stop messing with him. The two solutions are the same in one way. Tenerife didn't ask for a grown-up's help, and neither did we.

About Paleo-Indians (LA.A.2.2.1)

Top Score Response:

1. Where Did They Come From?
2. Weather Travelers
3. Food Seekers
4. Megafauna
5. Bering Land Bridge
7. What is Culture?
8. Tribes
9. Hunting and Gathering
10. Changing Landscape
11. Sinkhole Bonuses
12. Stone Points
13. Tool-Making Materials

Florida's Historic Indians (LA.A.2.2.1)

Top Score Response:

Ais, Apalachee, Archaic, Calusa, Guacate, Guale, Hobe, Jeaga, Jororo, Matecumbe

Paleo-Indian Mammoth Hunt (LA.A.2.2.1)

1. c)
2. c)

3. Top-Score Response:

Through the sense of touch we see that Paleo-Indians lived in a harsh environment, including poking grass and biting insects. They didn't have the thick clothing and store-bought bug spray we have to protect us today. Through the sense of smell we learn that smoke and fire were probably important in Paleo-Florida.

Apalachee Ball Game (LA.A.2.2.1)

2. Sheko scores.
4. Sava gives the team a pep talk.
3. The Yustega player grabs Tenerife's hair.
1. Tenerife scores.

Plants as Tools (LA.A.2.2.2)

Top Score Response:

Figure N shows five plants that Florida Indians used as tools. Three of these plants are not mentioned anywhere else in the chapter. The author included Figure N to get the information about these three extra plants into the chapter without adding a whole extra paragraph. Also, pictures make the page a little more interesting, so maybe the author was trying to get the reader's attention.

Apalachee Women (LA.A.2.2.2)

1. c)
2. b)

Author's Note (LA.A.2.2.3, LA.E.1.2.4)

d)

Shark Hunting in Stereo (LA.A.2.2.4)

Top Score Response:

I like the fiction better because it was more exciting, especially when Calos got pulled back under the water. The fiction gave me a better feel for what it might have been like to go on a shark hunt because it used details like the oily bloody smell and the water splashing in people's eyes. The non-fiction gave more ways to hunt sharks, like using a shark rattle, but it wasn't as exciting.

Native Kids (LA.A.2.2.5)Top Score Response:

Q1: How did you feel when you realized you'd been tricked into missing the hunt?

A1: Angry! That runt had no right to do that to me!

Q2: How do you plan to deal with the problem?

A2: I'm going to beat him to a pulp tomorrow.

Q3: Won't you get in trouble for that?

A3: Maybe. I'll have to think of a sneakier way. Don't worry. I will!

Emotions and Opinions (LA.A.2.2.6)

c)

Paleo-Indians vs. Archaic Indians (LA.A.2.2.7)Top Score Response:

The Archaic Indians invented new technologies that made their lives easier than the Paleo-Indians' lives. For example, Archaic spear thrower darts could go farther than Paleo-Indians spears. Archaic pottery was stronger than the skin pots used earlier. And Archaic canoes made travel quicker and easier than just walking.

Mission Churches (LA.2.2.8)Top Score Response:

The Cross in the Sand: The Early Catholic Church in Florida

A History of the Timucua Indians and Missions

Missions to the Calusa

The remaining Activities do not require Answers or Top-Score Responses. The Timucua Language Game and FCAT-Style Activities referred to in this document come with their own answer sheets and can be found on this website.

Florida's Early People Classroom Activities

- 1) **What is Prehistory?** Map Study - On a globe, have students trace the path the Paleo-Indians walked from Siberia to Alaska and then down into Florida.
- 2) **Who were the Timucua/ Calusa/ Apalachee?** Map Study - On a globe, have students locate at least four countries that speak English as a primary language (i.e. US, Canada, Great Britain, Australia). Discuss whether or not a shared language means a shared culture. How do people live differently in these different areas? Are they politically united? Do they eat the same foods? Discuss how different Timucua groups, though sharing a language, all spoke different dialects (like Australian English vs. British English vs. A US Southern Drawl.) Have students with different accents speak aloud. See the enclosed map for location of native groups. Have students find where their city lies and figure out which group they would belong to.
- 3) **What did the native people look like?** Art / Physical Education - Have students color the provided pictures. Run relay races and target games. Award tattoos (ink stamps on the arms) for the winners of each round. The one who has the most tattoos at the end is the chief of the classroom. (Although chiefs were often male, some female chiefs were recorded.) Chief names include Saturiwa, Outina, Potano, and Cubaconi (female) for the Timucua. For the Calusa, chief's names were Senquene and Calos. .
- 4) **Where did Florida's Indians live?** Map study / Outdoor exploration - Have students color the area inhabited by the various native groups on a map of Florida. Visit a wetland, either a river bank, a retention pond, or a large ditch. Look for animal footprints, chewed nuts and cones, and scats (droppings). Animals need water to drink. The native people would have hunted them at watering holes. Look for cattails - a source of food roots, and willows - a source of aspirin. Look for large trees that you could make a canoe out of (especially pine or cypress.) Look for trees with trunks about eight inches across. They would be good to build a hut with. Look for palm trees or saw palmettos. These would be good to thatch your hut's roof. Talk about all of these things as good reasons to build near water. Be sure to discuss with your students why it was safe for the native people to drink out of the river, but not for us today.
- 5) **What were native villages like?** Art / Math - Build a model village from construction paper or draw one (not like deBry's), with a round Council House and NO palisade. Have students use a tape measure to measure the diameter of their bedroom at home, then the length of their whole house. Is it bigger or smaller than the 25' the native people shared with their whole family?
- 6) **What was a Florida Indian family like?** Drama - Assign students roles to play in a native village. Assign a chief, a shaman (healer), fathers, uncles, mothers, brothers, sisters, and grandparents. Have them interact with one another. You can

tattoo them, giving the chief the most tattoos / painted designs. You can give boys feathers to wear in their hair and let the girls twist MICROWAVED or store-bought Spanish Moss into belts. (You must microwave the moss to kill redbugs. The native women probably smoked it or boiled it to kill the bugs.) Uncles must train boys while fathers are more like friends to their sons. Mothers train daughters. Boys make tools and hunt while girls pound corn, weave baskets, make pottery, take care of younger siblings, etc.

- 7) **What kinds of foods did the native people eat?** Composition - Have students compose a menu for a feast in the middle of winter. They must indicate where they will get these foods (from a forest, from the fields, from the salt marsh, from the storage area (if it is a winter feast, all the fruits and vegetables would be dried in storage, not fresh. Native people couldn't get grapes mid-winter like we can today.) Acorns and hickory nuts drop in the fall, and deer are available fresh in winter as well. Fish and shellfish are a year-round resource.
- 8) **How did the native people prepare foods?** Chemistry - Bring fresh corn, dried corn, grits, and cornmeal to class. Ask students to compare the four substances. Corn was the staple of many north and central Florida peoples. Have them try to grind dry corn. Soak it for a day or two. Now have them try to grind it. If they can, have them separate the hulls of the kernels from the grits or corn flour. Add hot water to the powder and stir. Show the students a common north Florida native food - corn mush - (not quite as appetizing as pudding snacks or pb&j.) The corn mush is for display only. Do NOT eat it. / If you have access to a kitchen or a burner in your classroom, you can boil the nutmeat from acorns. Acorns are technically poisonous because they contain high levels of tannic acid. Too much of that will make you sick, and it is what makes acorns taste so bitter (and what makes the St. Johns River brown). The native people boiled acorns in several changes of water until all the brown tannic acid had come out. Let students watch the water turn brown as the acid boils out. Remind your students: NEVER eat wild foods, even cooked acorns.
- 9) **How did native people prepare medicines and teas?** Discussion - Ask students to inventory their medicine cabinets at home. You can bring in examples too. You are looking for something you inhale in a vapor form, like a flu medicine, something you put directly on a wound (like an antiseptic salve), and something you drink (cough syrup). Native people had many of the same medicines we have today. They just made theirs from plants instead of buying it at the store. Can students find any drinks with caffeine (like the Black Drink) at home? Bring tea leaves in for the students to inspect and smell, especially those they might recognize like orange, mint, or fruit teas. Ask your class why native people drank tea hot instead of cold. (No ice cubes back then!)
- 10) **What kinds of pottery were used in prehistoric Florida?** Art - Make pottery from clay. The first pottery was made by pinching a well into the middle of a ball or lining the inside of a basket with clay to get the shape. Later clay was made by coiling. Roll the clay out into long strips. Start coiling the clay like a flat snake. When the

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bottom is as wide as you want it, start coiling the strips up instead of side-by-side. You have to blend in all the coils, and it is not easy. Let the students decorate the pottery by pressing objects with a grain into the clay. Some Florida natives used dried corncobs to leave impressions on the clay. If you ground corn earlier, you may have a few spare corncobs. Get reusable clay, so students can try making each kind of pot. It's not as easy as it sounds, but it's fun! If you can visit a site where clay is exposed, let the students dig some natural clay. Before molding it, they will have to pick all the roots, shells, and dirt out of it. It will help them appreciate the convenience of store-bought clay.

- 11) **What other containers were used in Florida?** Art - Gather and dry several palm fronds. (They must be dry before you start your art project or they will shrink, and your mat will fall apart.) Split each finger of the frond into two strips, removing the thick mid-rib, and clipping off the skinny ends. Each student needs about 8 strips to weave a mat. This is a lot of prep time, so get them to do it as part of the project. The weave is a simple over and under, with the final ends tucked in. It's a little frustrating at first, but it can be done. Sometimes pairing the students in teams of two, one responsible for over, and one for under, works well. You can also use palm strips or corn husks to make simple dolls.
- 12) **What kinds of tools did Florida's native people use?** Hands-on - Collect cockle shells at the beach, or have the students collect them on a field-trip or from home trips. At lunch, provide, or have everyone bring pudding, fruit cups, or something that requires a spoon to eat. After boiling the cockle shells thoroughly, give them to the students and let them try to eat with natural spoons.
- 13) **How did Florida's native people hunt?** Drama / Art - Have students reenact a Timucua alligator hunt. Use the enclosed French engravings and explanatory text as a reference. Who has to risk his life running at the alligator's mouth as bait? Where do you think the chief is? (probably supervising at a safe distance, or relaxing back at the village.) Have one student play the alligator. If the alligator chases the runner, the runner must find a tree to climb (monkey bars will do.) Where are the women during the hunt? What do they have to do afterwards? (Skin the alligator, butcher it, clean it, cook it, etc.) You might try making a deer cloak out of construction paper or papier-mâché to re-enact a deer hunt. Also, many students have parents who hunt and can donate tanned or raw deer hides for class use. Although it may take up to 6 months for a taxidermist to tan your hide, it only costs about \$60.00 and is an excellent educational resource for the classroom. No permits are required to possess deer parts in the classroom.
- 14) **What about rulers and religion?** Composition / Physical Education - Run races and target games and award tattoo stamps to the winners of each round. The student with the most tattoos gets to be the chief. / Discuss superstitions and beliefs of historic native cultures and of people today. Use the Ethics handout enclosed as a reference. Have the students write a story about one of the following subjects.:
 - a) An Apalachee girl sees an owl and is afraid it means she is going to die.

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- b) A Tequesta boy is in a canoe alone in the ocean. A storm is making the waves swamp his dugout. He whistles, hoping the waves will calm.
 - c) A Calusa person believes that a dead person's souls go into animals.
 - d) A Timucua boy wants a girl to notice him. He gives the Shaman a good rabbit hide to cast a spell on the girl and make her like him.
 - e) A Paleo-Indian boy on his first hunt gets the shaman to say a good luck chant over his arrows. He's knows where the acorns are dropping, and hopes to get a deer.
- 15) **What did the Europeans do in Florida?** Reasoning - Talk about the epidemics that swept through native cultures. These overwhelming diseases often killed the weaker members of society - the very old and very young - but the young and strong succumbed as well. The loss of elders, chiefs, and shaman left a vacuum in village leadership. This contributed to the destruction of native cultures as well as of individual people. Explain immunities (natural disease resistance that we are born with or obtain through exposure) and how the native people were hit by epidemic after epidemic. Make sure the students understand that these same diseases (smallpox, measles, chickenpox, scarlet fever, typhus, malaria, bubonic plague, pneumonic plague, influenza, typhoid, dysentery, diphtheria, and yellow fever) were devastating populations in Europe. Because there were many more people in Europe, some people survived. In Florida, very few survived.
- 16) **How do we learn about Florida's prehistoric and historic Indians today?** Archaeology / Math - Buy a few Comanche flower pots (available at Garden Ridge for approximately \$3.00 each). Break them up and bury them in an area of your schoolyard. You can also buy a few projectile points (Tandy Leather sells them at 75 cents each) to add to the buried artifacts. If you add a few shells (use clam or cockle as they are not sharp like oysters) and maybe some bones (boiled dried chicken bones would do), you have created an imitation midden, or native trash pile. Let students excavate using trowels, using rulers to measure the depth at which they discover each piece. Let them draw out a map, to scale if you like, marking the location of each find. Afterwards, let students try to reassemble the pottery. NOTE: Be sure to accurately mark where you buried the artifacts, and keep each plot small, maybe 1-2' square. / Look at the DeBry engravings of LeMoyne's drawings. Discuss what you can learn from them and the things that are probably not true. See the Preserve website (<http://pelotes.jea.com>) for "Classroom Interpretation of Timucua Drawings" and printable pictures, also included in this packet.