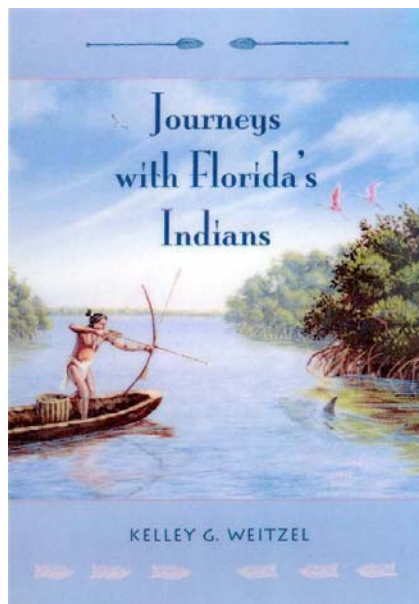


Journeys with Florida's Indians

- Map of Early Florida Cultures / Calusa Mask Drawing (p.2)
- Mammoth Hunt Classroom Activities 4th-5th grades (pp. 3-4)
- Mammoth Hunt Classroom Activities 6th-8th grades (pp. 5-6)
- FCAT-Style Activities 4th-5th grades (pp. 7-17)
- FCAT-Style Activities 6th-8th grades (pp. 18-31)



Provided by Kelley G. Weitzel, author of Journeys with Florida's Indians and The Timucua Indians – A Native American Detective Story



Florida's Historic Indians



**Mask from Key Marco,
near Calusa Territory
(Pre-Calusa)**

*Provided by Kelley G. Weitzel, author of *Journeys with Florida's Indians* and *The Timucua Indians – A Native American Detective Story**

Journeys with Florida's Indians Study Unit

“The Mammoth Hunt” (4th – 5th Grades)

- 1) 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.

Sunshine State Standards: LA.C.1.2.1, LA.C.1.2.4

- 2) 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.

Sunshine State Standards: LA.A.1.2.1

- 3) 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.

Sunshine State Standards: LA.C.1.2.5

- 4) 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.

Sunshine State Standards: LA.E.2.2.2

- 5) 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.

Sunshine State Standards: LA.E.1.2.2

- continued on reverse –

- 6) 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. Then they should write to explain at least three ways the mammoth hunt is similar to or different from their own experience.

Sunshine State Standards: LA.E.2.2.3

- 7) Before or after reading the story, have students complete some of the “5 Senses Activities” available on the Pelotes Island Nature Preserve Website (<http://pelotes.jea.com>). These hands-on and write-in activities reinforce the ways that people and animals depend on their various senses for communication and survival.

Sunshine State Standards: SC.G.1.2.1, SC.G.2.2.1

- 8) Use the classroom activities included in your curriculum packet. For example....
- a) On a world map, trace a path that mammoths and the Paleo-Indians who hunted them may have traveled to get from Asia to Florida. (Number 1)
 - b) Have students re-enact the mammoth hunt. (Number 13)
 - c) In your schoolyard, bury items including store-bought arrow heads (\$1 each), broken pottery (Garden Ridge sells native-looking pottery you can break and bury for about \$3.00/pot), cleaned, dried bones from a home-cooked turkey, whelk shells or clam shells from the beach, deer antlers (available free to teachers at many taxidermists) and any other items you might find in a native midden. Allow the students to excavate, map the dig site, and take careful notes. (Number 16)
 - d) Have student groups design games that native children might have played, using only materials they would have used (ie. plant materials, leather, antler, smooth shells, clay). Each group should name their game, write clear instructions explaining the rules, then teach their game to the class. The class should play each game and discuss what each game would have taught native kids. For example, modern basketball teaches teamwork and eye-hand coordination. (Number 3)

Sunshine State Standards: SS.A.6.2.6, SS.B.2.2.2, SC.H.1.2.1, PE.A.1.2.5

- 9) Use the FCAT-Friendly Standards Based Activities, available on the Pelotes Island Nature Preserve website at <http://pelotes.jea.com>

“Journeys with Florida’s Indians”

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

“Florida’s Prehistoric Elephants”

Sunshine State Standards: SS.A.6.2.4, SC.D.1.2.5, MA.B.1.2.2, MA.D.1.2.2, LA.A.1.2.3, LA.A.2.2.1, LA.A.2.2.2, LA.B.1.2.2, LA.B.2.2.3, LA.B.2.2.5, LA.E.2.2.1

Journeys with Florida's Indians Study Unit

“The Mammoth Hunt” (6th – 8th Grades)

- 1) 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.

Sunshine State Standards: LA.C.1.3.1

- 2) 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 about Hassalla in the beginning of the story.

Sunshine State Standards: LA.A.1.3.1

- 3) 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.

Sunshine State Standards: LA.C.1.3.4

- 4) 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.

Sunshine State Standards: LA.E.1.3.4

- 5) After reading the story, have the class discuss the central conflict of the story. How does point of view affect the way this conflict is expressed in the plot? How would the story be different if it were told from the point of view of Hassalla’s father or from the perspective of the mammoths?

Sunshine State Standards: LA.E.2.3.1

- continued on reverse –

- 6) After reading the story, ask students to consider how Hassalla's point of view as he approaches his first mammoth hunt is shaped by his time in history. How much would the story change if it took place today, for example, from the perspective of a girl trying to make the varsity basketball team? What changes would occur if written from the perspective of a boy trying to pass his driver's test?

Sunshine State Standards: LA.E.2.3.5

- 7) 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. Then they should write to explain at least three ways the mammoth hunt is similar to or different from their own experience.

Sunshine State Standards: LA.E.2.3.2

- 8) Use the FCAT-Friendly Standards Based Activities, available on the Pelotes Island Nature Preserve website at <http://pelotes.jea.com>

"Journeys with Florida's Indians"

Sunshine State Standards: SS.A.6.3.4, SC.A.1.3.4, SC.A.1.3.5, SC.C.2.3.2, SC.C.2.3.3, MA.A.1.3.4, MA.A.3.3.3, MA.B.1.3.1, MA.D.1.3.1, LA.A.2.3.1, LA.A.2.3.2, LA.B.2.3.3, La.E.2.3.5

"Florida Archaeology"

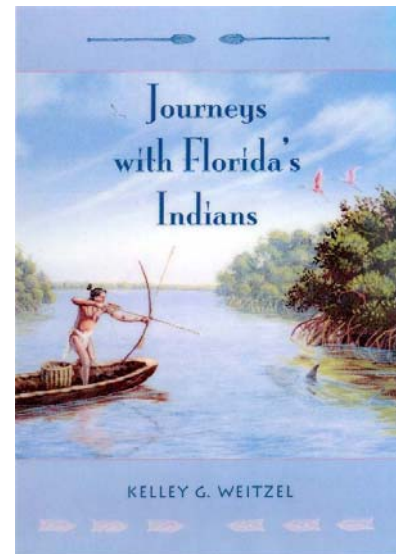
Sunshine State Standards: SS.1.3.1, MA.B.1.3.1, MA.D.1.3.1, MA.D.1.3.2, MA.E.3.3.1, LA.A.1.3.1, LA.A.1.3.2, LA.A.2.3.2, LA.B.1.3.3, LA.B.2.3.1

Journeys with Florida's Indians

FCAT-Style Activities (4th-5th Grades)

NOTE: These activities can stand alone or be used as an introduction to the text, Journeys with Florida's Indians, by Kelley Weitzel.

- 1) Reading – Paleo-Indians**
- 2) Reading – Timucua Indians**
- 3) Writing**
- 4) Math**
- 5) Science**
- 6) Answer Page**



For the past 12 years, author and illustrator, Kelley Weitzel, has provided kids with hands-on education about Florida's environment and native history - while teaching creative writing and literature at the college level.

To arrange a book signing, adult workshop, or at-school student presentation on nature, native history, or creative writing, please contact Kelley Weitzel via her email address at kelley.weitzel@comcast.net.

Find this book at traditional bookstores, Amazon.com, the University Press of Florida (www.upf.com), and libraries around the state. Also, look for Journeys with Florida's Indians for fictional tales about Florida's Early People.

Journeys with Florida's Indians

FCAT-Style Reading Sample

A Look at Paleo-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

Journeys with Florida's Indians

FCAT-Style Reading Questions

A Look at Paleo-Indians, continued

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 shape your understanding of the Paleo-Indian environment in this passage. Use details and information from the passage to support your answer.

READ
THINK
EXPLAIN

NOTE: *This passage can be found in the book, Journeys with Florida's Indians by Kelley Weitzel, designed for 4th-8th grade readers. To learn more about Paleo-Indians, find this book at your local library or bookstore.*

Journeys with Florida's Indians

FCAT-Style Reading Sample

A Stormy Timucua Indian Night

“Tenerife [ten-eh-REE-fe] flinched at the sudden crack of thunder. He felt the children’s small bodies pressing close to him. Their sniffling sobs blended in with the thunder outside. Lightning brightened the smoke hole, and he looked at the forty children before him. Many watched him with wide wet eyes. Thumbs were planted securely in their mouths, with soft rabbit-skin blankets gripped in tiny fingers.

“Children,” he said, “we must get ready for a tale. If you are more than five winters old, I want you to find a younger child to sit with. If they are small enough, let them sit in your lap.”

While the children were finding their partners, Tenerife dragged a large clay bowl to the edge of the hearth fire. He hefted a leather water bag to his shoulder, and carefully filled the bowl. Then he sat back slowly against his leaning bench. The fire would heat the tea water during his tale. Both he and the children would need to wet their throats on this stormy night. Finally, all of the children were settled. Amid the winds and the sounds of squirming children, Tenerife began his tale.”

1. Based on your reading of the passage, what conclusions can you draw about Tenerife’s relationship to the children?
 - a) He is their father.
 - b) He is also a child.
 - c) He is the chief and protector of the entire village.
 - d) He is an adult who tells stories.

2. In the sentence “If you are more than five winters old, I want you to find a younger child to sit with,” what is the meaning of the words “five-winters”?
 - a) Five feet tall.
 - b) Five months old.
 - c) Five years old.
 - d) As tall as a five-year-old pine tree.

Journeys with Florida's Indians

FCAT-Style Reading Questions

A Stormy Timucua Indian Night, continued

3. Based on your reading of the passage, defend the following statement. "Timucua children were similar to Florida's modern children." Use details and information from the passage to support your answer.

READ
THINK
EXPLAIN

4. Based on your reading of the passage, why does Tenerife decide to tell the children a tale? Use information and details from the passage to support your answer.

READ
THINK
EXPLAIN

NOTE: This passage can be found in the book, *Journeys with Florida's Indians* by Kelley Weitzel, designed for 4th-8th grade readers. To learn more about Timucua Indians, find this book in your local library or bookstore.

Journeys with Florida's Indians

FCAT-Style Writing Prompts

1. Every Timucua person belonged to a clan, like the white deer clan, the fish clan, the bird clan, the panther clan, or the earth clan. Think about which one of these clans you would want to belong to. Write to explain why you would want to be in this clan.
2. The Timucua Indians had to protect themselves from dangerous animals, poisonous plants, other native groups, and the European soldiers. Think about the different things that people must protect themselves from today. Write to explain how modern dangers are similar to or different from the dangers faced by Florida's early people.
3. Paleo-Indian boys had to work through difficult tasks, like their first mammoth hunt. Think about a difficult task or test you have faced. Write a story about that situation.
4. The Timucua earned tattoos for being strong, brave, or very good at something. Think about ways a Timucua person might earn a tattoo. Write a story about a day when a Timucua boy or girl earns his or her first tattoo.

Journeys with Florida's Indians

FCAT-Style Math Questions

1. In Timucua Indian gardens, seeds were planted in small hills instead of rows. Using the following information, figure out how many hills a Timucua family would need to plant so they could harvest and preserve enough corn to feed themselves for 1 week. Show your work. On the lines below, describe the process you used to reach your answer.

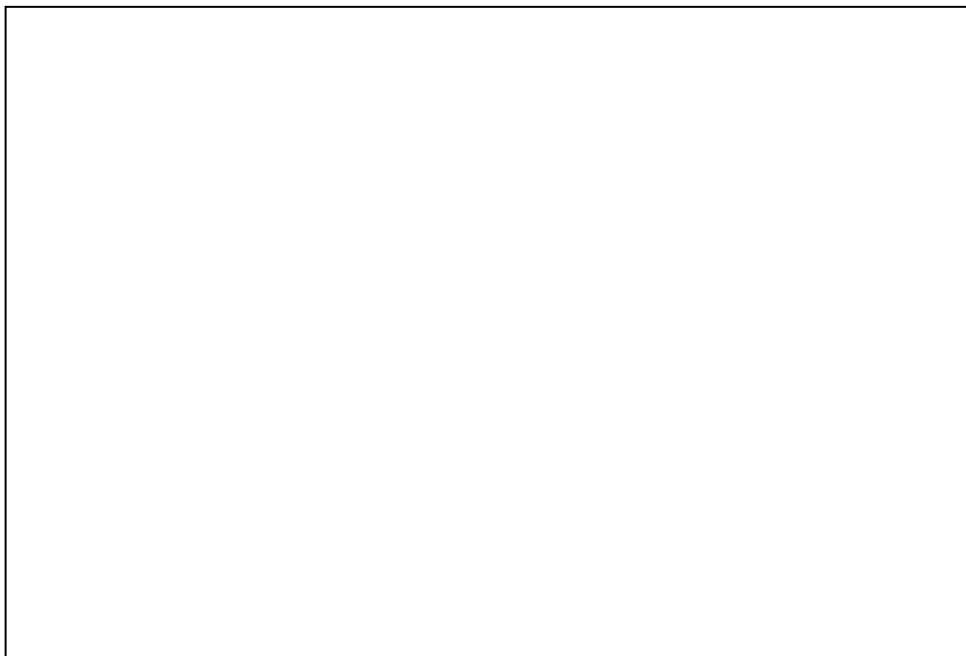
Fact A - There are 4 corn plants to each hill.

Fact B - Each corn plant can produce 7 ears of corn.

Fact C - Each person needs to eat 2 ears of corn per day.

Fact D - There are 8 people in this Timucua family.

THINK
SOLVE
EXPLAIN



Journeys with Florida's Indians
FCAT-Style Math Questions, continued

2. To make a small dugout canoe, the Calusa people needed to find a tree 16 inches across. This is hard to measure before you cut down the tree. However, the distance around the tree trunk, the circumference, is easy to measure. Use the equation, $Circumference = 2 \times \pi \times r$, to find out how big around a tree would have to be to make a Calusa canoe. Choose the number below which describes what the circumference should be to make a canoe this big.
(Note: $\pi = 3.14$. $r = \frac{1}{2}$ the distance across a circle.)
- a) About 20 inches
 - b) About 30 inches
 - c) About 40 inches
 - d) About 50 inches
3. The following is a list of the animal bones found in an Apalachee midden (trash pile). [List: Deer – 12, Dolphin – 2, Fish – 32, Raccoon – 20, Turtle – 19, Rabbit – 15] Which amount describes the number of raccoon bones found compared to the total number of animal bones found in the midden? Round to the nearest whole number.
- a) 17%
 - b) 20%
 - c) 26%
 - d) 25%
4. The average Paleo-Indian man was probably 5 feet 5 inches tall. The average Columbian Mammoth was approximately 13 feet tall. Which of the following represents the relationship between the heights of mammoths and their human hunters?
- a) A human's height is $\frac{1}{6}$ of the height of a mammoth.
 - b) A human's height is 20% of the height of a mammoth.
 - c) A mammoth's height is 2.4 times the height of a human.
 - d) A mammoth's height is 6 times the height of a human.

Journeys with Florida's Indians

FCAT-Style Science Questions

1. The Timucua Indians living in North Florida experienced much cooler winters than the Calusa Indians who lived in South Florida.

Why are winters cooler in North Florida than they are in South Florida?

READ
INQUIRE
EXPLAIN

2. The Paleo-Indians used fire for cooking, hunting, and protecting their homes. What two forms of energy does a fire release?

- a) light and heat
- b) sound and nuclear
- c) electrical and mechanical
- d) magnetic and chemical

3. The Apalachee people made a nutritious drink called "*tolocano*." Nuts, corn, and blueberries were ground up, then dissolved in water. Which of the terms below describes "*tolocano*"?

- a) compound
- b) element
- c) mixture
- d) solution

Journeys with Florida's Indians - Answers p. 1 of 2

Reading – A Look at Paleo-Indians

1. c) SS.A.6.2.6, LA.A.2.2.1, Bloom's Taxonomy Level One
2. c) SS.A.6.2.6, LA.E.2.2.3, Bloom's Taxonomy Level One
3. Use the rubric for Short Response Reading Questions – 2 points
SS.A.6.2.6, LA.A.2.2.1, LA.E.2.2.2, Bloom's Taxonomy Level One

Example of a 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.

Reading – A Stormy Timucua Indian Night

1. d) SS.A.6.2.6, LA.A.2.2.1, Bloom's Taxonomy Level One
2. c) SS.A.1.2.1, LA.A.1.2.3, Bloom's Taxonomy Level One
3. Use the rubric for Short Response Reading Questions – 2 points
SS.A.1.2.1, LA.A.2.2.1, Bloom's Taxonomy Level One

Example of a Top-Score Response

Timucua children are similar to modern children because they are both afraid of thunderstorms and have similar reactions when afraid. They sniffle and cry, suck their thumbs, and crowd close to a grown-up for comfort.

4. Use the rubric for Short Response Reading Questions – 2 points
SS.A.6.2.6, LA.A.2.2.1, Bloom's Taxonomy Level One

Example of a Top-Score Response

He tells them a story to calm them down because they are upset by the thunderstorm. Details that demonstrate the storm include the crack of thunder and the winds outside. Details that show the kids are afraid include the sniffing, thumb-sucking, and wide, wet eyes.

Journeys with Florida's Indians – Answers, continued p. 2 of 2

Writing

Use the rubric for Florida Writes! – 6 points

1. LA.B.1.2.2, LA.B.2.2.3, LA.B.2.2.6
2. LA.B.1.2.2, LA.B.2.2.3, LA.B.2.2.6
3. LA.B.1.2.2, LA.B.2.2.3, LA.B.2.2.5
4. LA.B.1.2.2, LA.B.2.2.3, LA.B.2.2.5

Math

1. Use the rubric for Extended Response Math Questions, 4 points
MA.A.3.2.2, MA.A.3.2.3, SS.A.6.2.6

Example of a Top-Score Response

Answer=4. 4 corn plants per hill multiplied by 7 ears per plant gives us 28 ears per hill. 8 people in a family multiplied by 2 ears per day gives us 16 ears needed per day for this family. 16 ears per day multiplied by 7 days per week gives us 112 ears needed for this family per week. Since there are 28 ears per hill and the family needs 112 ears per week, divide 112 by 28, which gives us 4 hills needed per family to feed them for one week.

2. d) MA.B.3.2.1, SS.A.6.2.6
3. b) MA.A.3.2.3, , SS.A.6.2.6
4. c) MA.A.3.2.2, MA.A.3.2.3, SS.A.6.2.6

Science

1. Use the rubric for Short Response Science Questions – 2 points
SS.A.6.2.6, SC.E.1.2.1

Example of a Top-Score Response

The Calusa Indian land further south is closer to the equator than the Timucua Indian land to the north. The equator gets hotter because the sun is shining directly down on it.

2. a) SS.A.6.2.6, SC.B.1.2.2
3. d) SS.A.6.2.6, SC.A.1.2.4

Grading Resources:

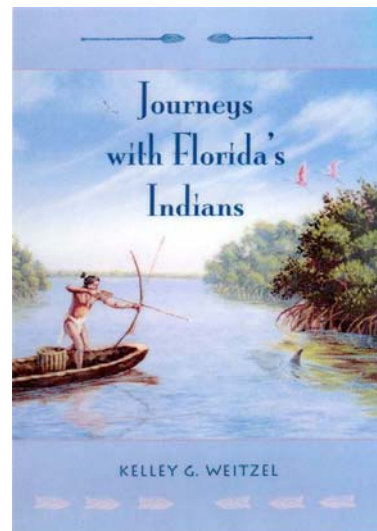
Go to <http://www.fldoe.org> for information about the Sunshine State Standards, FCAT Grading Rubrics, and further information about the FCAT testing system.

Journeys with Florida's Indians

FCAT-Style Activities (6th-8th Grades)

NOTE: These activities can stand alone or be used as an introduction to the text, Journeys with Florida's Indians, by Kelley Weitzel.

- 1) Reading - Apalachee Indians
- 2) Reading - Calusa Indians
- 3) Reading - Archaeology
- 3) Writing
- 4) Math
- 5) Science
- 6) Answer Page



Designed by Kelley Weitzel

(Author of *Journeys with Florida's Indians* and *The Timucua Indians – A Native American Detective Story*. Look for these books on Florida's Early Native Cultures in bookstores, Amazon.com, the University Press of Florida www.upf.com, and at libraries around the state.)

Journeys with Florida's Indians

FCAT-Style Reading Sample

Apalachee Indian Women

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: vitamins, carbohydrates, 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 also 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. Based on your reading of the article, which activities were primarily female responsibilities in Apalachee society?
 - a) Making nutritious meals and hunting
 - b) Cleaning and playing the ball game
 - c) Making *tolocano* and going to battle
 - d) Making tools and processing plant foods

2. With which of the following statements would the author probably agree?
 - a) Apalachee women played a more important role than Apalachee men.
 - b) Apalachee society had little 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.

Journeys with Florida's Indians

FCAT-Style Reading Questions

Apalachee Indian Women, continued

3. Based on the article, why were the contributions of both men and women important to the success of an Apalachee village? Use details and information from the passage to support your answer.

READ
THINK
EXPLAIN

NOTE: *This passage can be found in the book, Journeys with Florida's Indians by Kelley Weitzel, designed for 4th-8th grade readers. To learn more about Apalachee Indians, find this book in your local library or bookstore.*

Journeys with Florida's Indians

FCAT-Style Reading Sample

Calusa Indian Beliefs

The Calusa Indians believed that each person had three souls. One of these souls was in a person's eyes. Another was in his reflection. And the last soul was in his shadow. The Calusa believed that when a person got really sick, it was because one of his souls had wandered off. The shaman would go out into the forest to look for this soul and herd it back towards the sick person's hut. Once the soul had returned, the shaman built a fire in the doorway to keep the soul from getting lost again. Along with plant medicines and prayers, this was part of their healing process.

The Calusa also believed that when a person died, two of his souls entered into an animal, like a panther. When that animal was killed, the souls went into a smaller animal, like a fish, and then a smaller animal, like a dragonfly, until finally the soul disappeared back into the natural world. They also believed that the eye-soul stayed with the dead person's body. Calusa people often went to burial sites to talk with dead relatives, since part of their soul was still there to listen.

1. Based on your reading of the passage, what is the definition of the word "shaman"?
 - a) A Calusa healer
 - b) A plant medicine used to heal the sick
 - c) A Calusa eye-soul
 - d) A sick person

2. With which of the following statements would the author probably agree?
 - a) Calusa beliefs were nothing but superstition.
 - b) Calusa beliefs were absolutely true.
 - c) Calusa beliefs have nothing in common with modern belief systems.
 - d) Calusa beliefs give us interesting clues about native life.

Journeys with Florida's Indians

FCAT-Style Reading Questions

Calusa Indian Beliefs, continued

3. Which of the following statements is supported by details in the passage?
- a) The Calusa used fire as a tool to control wandering souls.
 - b) The Calusa shaman herded animals.
 - c) The Calusa believed it was wrong to kill panthers, fish, and dragonflies.
 - d) The Calusa were afraid of shadows and reflections.
4. What was the author's main purpose in writing this article? Use information and details from the text to support your answer.

READ
THINK
EXPLAIN

NOTE: *This passage can be found in the book, Journeys with Florida's Indians by Kelley Weitzel, designed for 4th-8th grade readers. To learn more about Calusa Indians, find this book at your local library or bookstore.*

Journeys with Florida's Indians

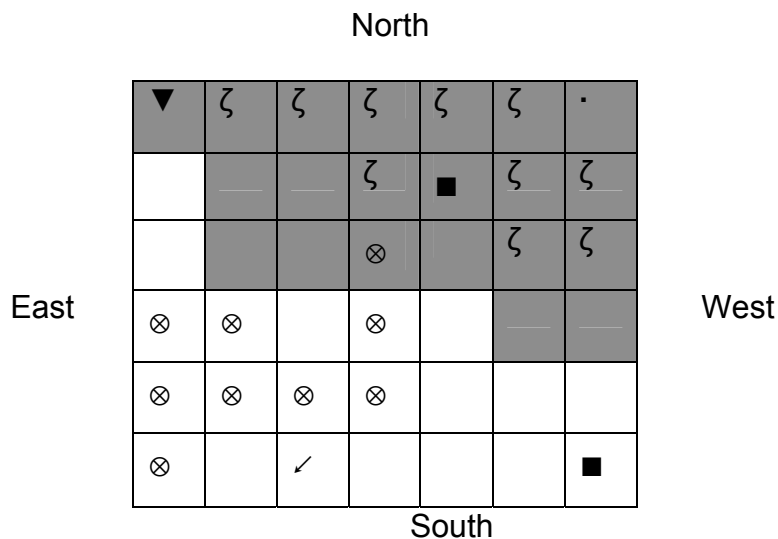
FCAT-Style Reading Sample

NOTE: To learn about the tools and foods used by Florida's early people, archaeologists study "middens" (Native American trash piles). Refer to the table titled "Midden 1 Objects" and the map titled "Midden 1 Map" to answer the following questions about Florida's early Indians.

Midden 1 Objects

Objects Found in Midden 1	Number of Objects Found
Bone Fish Hook	1
Clay Pottery – Pieces	9
Deer Bone Knife	1
Fish Skeletons - Not made into tools	10
Oyster Shells - Not made into tools	300
Sharks Tooth Drill	1
Whelk Shell Axe	2

Midden 1 Map



- | | |
|---|--|
| <ul style="list-style-type: none"> ▼ Shark's Tooth Drill ■ Whelk Shell Axe ■ Oyster Shells | <ul style="list-style-type: none"> ⊗ Clay Pottery Pieces · Bone Fish Hook ζ Fish Bones ✓ Deer Bone Knife |
|---|--|

Journeys with Florida's Indians
FCAT-Style Reading Questions

1. Which artifact (object made by people) was found in the greatest quantities in Midden 1?
 - a) Whelk Shell Axe
 - b) Deer Bone Knife
 - c) Bone Fish Hook
 - d) Pottery piece

2. Based on the distribution of items in Midden 1, which area of the midden do you think was closest to the water? Use details and information from the map to support your answer.

THINK
SOLVE
EXPLAIN

3. Which of the following statements does "Midden Map 1" support?
 - a) The native people who created this midden site relied ENTIRELY on water animals for their food and tools.
 - b) ALL of the native-made items at this site were made from animal remains.
 - c) Water resources were the PRIMARY resources used by the native people who made this midden.
 - d) Clay was NEVER used by the native people who created this midden.

Journeys with Florida's Indians

FCAT-Style Writing Prompts

5. The Calusa Indians believed that people had 3 souls, one in the eye, one in the shadow, and one in the reflection. Think about what eyes, shadows, and reflections have in common. Write to explain why the Calusa may have developed their beliefs in these three locations for their souls.

6. The Apalachee are the only group of early Florida Indians that survive today. Think about how you might feel if you were the last of your culture. Write to explain how you might feel if your family were the last Floridians alive today.

7. Some people agree with this statement: "The Europeans were responsible for the destruction of Native Americans in Florida." Think about whether you believe this statement is true or false. Write to persuade another student that your opinion is correct.

8. The Apalachee Indians used and reused every part of the animals and plants they hunted and collected, wasting nothing. Think about ways your community can reuse or recycle today. Write to persuade your family or school to begin a recycling project.

Journeys with Florida's Indians

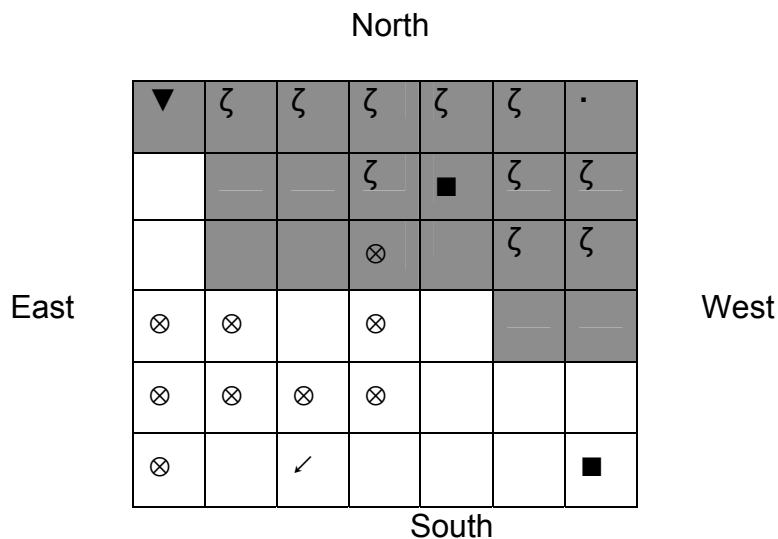
FCAT-Style Math Questions

NOTE: To learn about the tools and foods used by Florida's early people, archaeologists study "middens" (Native American trash piles). Refer to the table titled "Midden 1 Objects" and the map titled "Midden 1 Map" to answer the following questions about Florida's early Indians.

Midden 1 Objects

Objects Found in Midden 1	Number of Objects Found
Bone Fish Hook	1
Clay Pottery – Pieces	9
Deer Bone Knife	1
Fish Skeletons - Not made into tools	10
Oyster Shells - Not made into tools	300
Sharks Tooth Drill	1
Whelk Shell Axe	2

Midden 1 Map



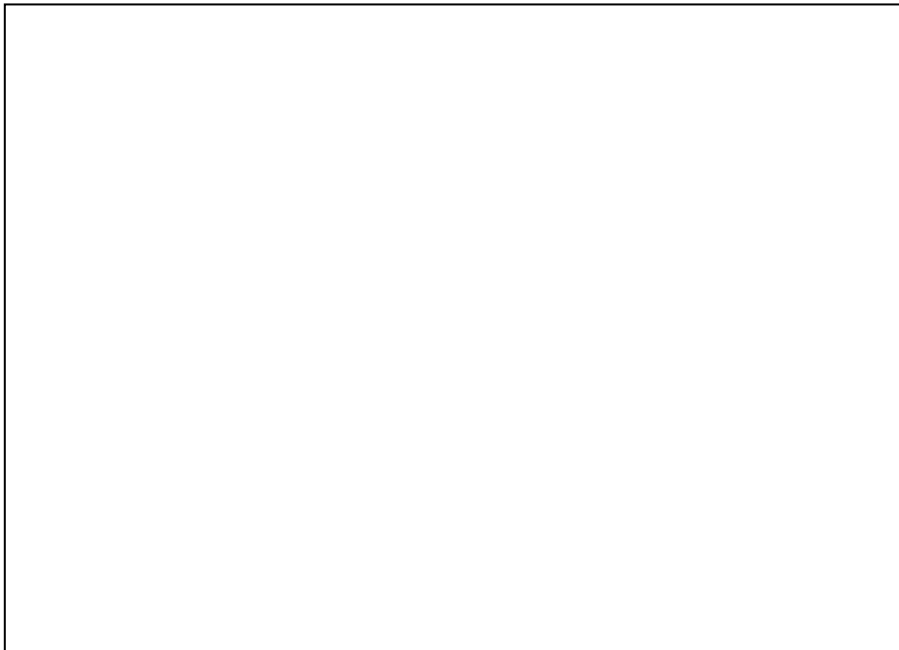
- | | |
|---|--|
| <ul style="list-style-type: none"> ▼ Shark's Tooth Drill ■ Whelk Shell Axe ■ Oyster Shells | <ul style="list-style-type: none"> ⊗ Clay Pottery Pieces · Bone Fish Hook ζ Fish Bones ↙ Deer Bone Knife |
|---|--|

1. If each square on “Midden Map 1” equals one meter, what is the area of this midden in square meters?
 - a) 36 square meters
 - b) 42 square meters
 - c) 49 square meters
 - d) 56 square meters

2. In what percentage of the squares of “Midden Map 1” did the archaeologists find oyster shells?
 - a) 21%
 - b) 42%
 - c) 50%
 - d) 73%

3. What is the ratio of items made into tools vs. items that are simply leftover animal remains? Count each piece of broken pottery as an entire tool. Be sure to show your work.

THINK
SOLVE
EXPLAIN



Journeys with Florida's Indians
FCAT-Style Science Questions

1. The Calusa started fires using a tool called a “bow drill.” The bow drill spins a stick against another piece of wood until sparks are made. Which force increases as the bow drill spins the stick?
 - a) Friction
 - b) Gravitation
 - c) Inertia
 - d) Magnetism

2. When gardening, Timucua people left large trees standing in their fields instead of cutting them down. How could this improve their gardening process?
 - a) The trees protected garden plants from sunlight.
 - b) The trees attracted birds that ate garden pests.
 - c) The trees used up excess minerals in the soils.
 - d) The trees' roots distributed water through the dry sandy soils.

3. The Apalachee Indians shaped soft clay into pots. They placed these soft pots in a fire until they were dry and hard. What kind of change did the pots undergo during this process?
 - a) Atomic
 - b) Chemical
 - c) Magnetic
 - d) Physical

Journeys with Florida's Indians - Answers p. 1 of 3

Reading – Apalachee Indian Women

1. d) SS.A.6.3.4, LA.A.2.3.1, Bloom's Taxonomy Level One
2. c) SS.A.6.3.4, LA.A.2.3.2, Bloom's Taxonomy Level Two
3. Use the rubric for Short Response Reading Questions – 2 points
SS.A.6.3.4, LA.A.2.3.1, Bloom's Taxonomy Level One

Example of a Top-Score Response

Both men and women were needed in a successful Apalachee society because men hunted the large animals to provide the raw materials that women used to make food and tools for the entire community. These foods and tools included *tolocano*, a buttery nut oil, baskets, and pottery.

Reading – Calusa Indian Beliefs

1. a) SS.A.6.3.4, LA.A.1.3.2, Bloom's Taxonomy Level One
2. d) SS.A.6.3.4, LA.A.2.3.2, Bloom's Taxonomy Level Two
3. a) SS.A.6.3.4, LA.A.2.3.1, Bloom's Taxonomy Level One
4. Use the rubric for Short Response Reading Questions – 4 points
SS.A.6.3.4, LA.A.2.3.2, Bloom's Taxonomy Level Two

Example of a Top-Score Response

The author wants to share information about Calusa beliefs in a respectful fashion by explaining their beliefs about a person's three souls and what they believed happened when a person died.

Journeys with Florida's Indians – Answers, continued p. 2 of 3

Reading - Archaeology & Mapping

1. d) LA.A.2.3.1 Bloom's Taxonomy Level One
2. Use the rubric for Short Response Reading Questions – 2 points
LA.A.2.3.1 Bloom's Taxonomy Level One

Example of a Top-Score Response

The north and west sides of the midden were closest to the water because these areas have more water-based articles, including oyster shells, fish bones, shark's tooth drill, and a whelk shell axe.

3. c) MA.D.1.3.1 Bloom's Taxonomy Level One

Writing

Use the rubric for Florida Writes! – 6 points

5. LA.B.1.2.2, LA.B.2.3.3, LA.B.2.2.5
6. LA.B.1.2.2, LA.B.2.3.3, LA.B.2.2.5
7. LA.B.1.2.2, LA.B.2.3.3, LA.B.2.2.5
8. LA.B.1.2.2, LA.B.2.3.3, LA.B.2.2.5

Math

1. b) MA.A.3.3.3
2. c) MA.A.3.3.3
3. Use the rubric for Short Response Math Questions, 2 points
MA.A.3.3.3

Example of a Top-Score Response

Answer = 7:155 or 14:310 or 1:22.1. Add together the total number of tools. Add together the total number of non-tool items. If you divide them both by 2, you get 7:155. If you divide each side by 7, you get 1:22.1. If you leave it as was originally, you get 14:310. Each describes the number of tools found vs. the number of non-tool items found by the archaeologists.

Journeys with Florida's Indians - Answers, continued p. 3 of 3

Science

1. a) SC.B.1.3.1, SS.A.6.3.4
2. b) SC.G.2.3.2, SS.A.6.3.4
3. d) SC.A.1.3.5, SS.A.6.3.4

Grading Resources:

Go to <http://www.fldoe.org> for information about the Sunshine State Standards, FCAT Grading Rubrics, and further information about the FCAT testing system.