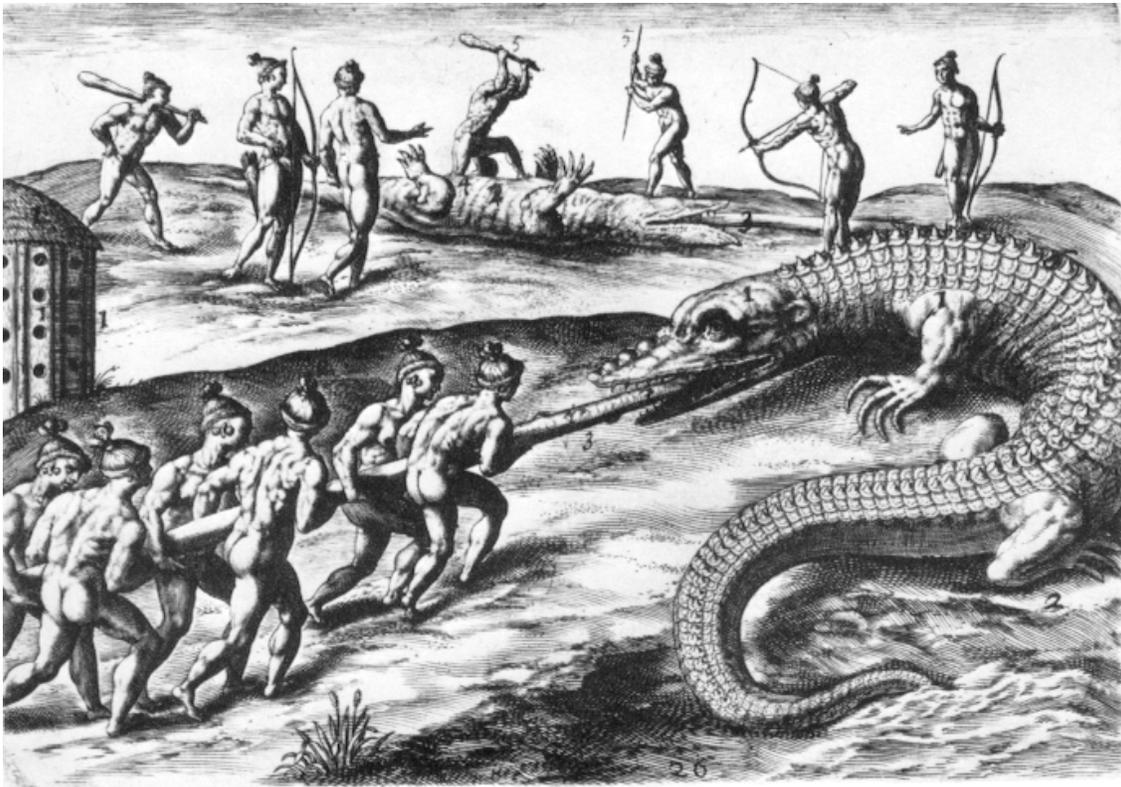


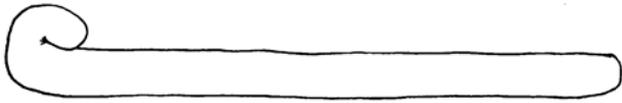
## Teacher Materials (file 2 of 2) for

### The Timucua Indians - A Native American Detective Story

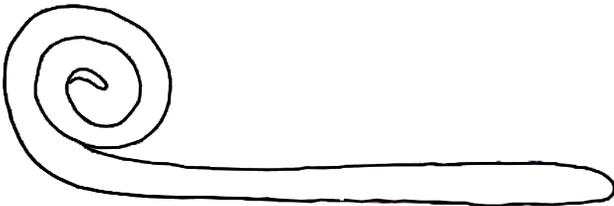
- Making Timucua-style Pottery (pp. 2-3)
- FCAT-style Activity 4<sup>th</sup>-5<sup>th</sup> grades, including answer sheets with Top-Score Responses and Sunshine State Standards (pp. 4-16)
- FCAT-style Activity 3rd grade, including answer sheets with Top-Score Responses and Sunshine State Standards (pp. 17-23)



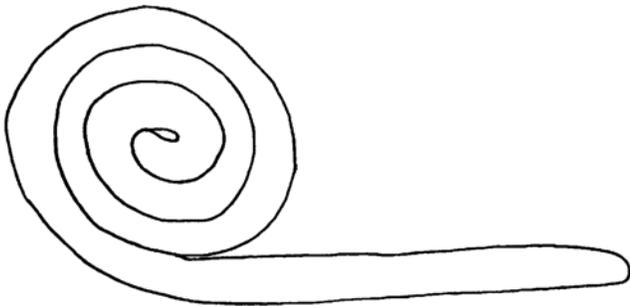
# Making Timucua Pottery



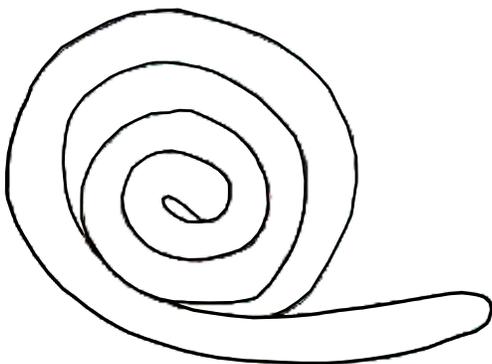
**STEP 1:** Roll clay into a long rope. Bend one end into a tight curl.



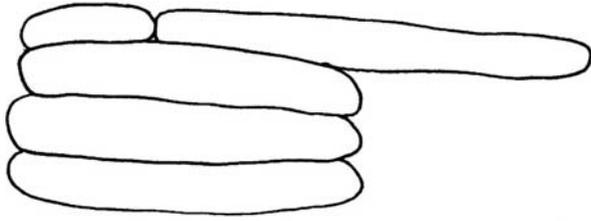
**STEP 2:** Continue coiling the clay around in a circle. This is making the bottom of the pot.



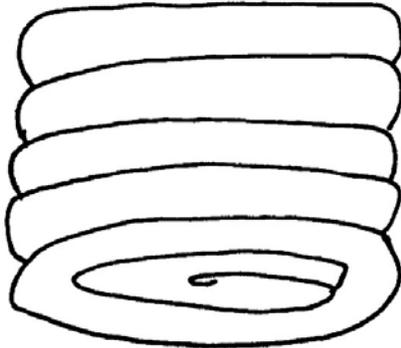
**STEP 3:** Stop coiling when the bottom of the pot is as big as you want it to be.



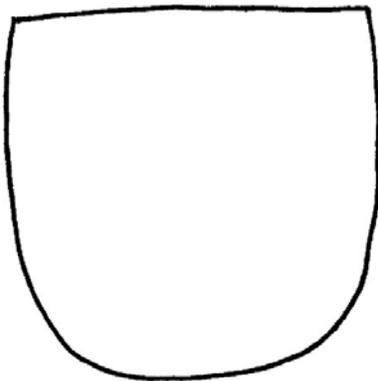
**STEP 4:** Now, bend the clay up so that it stacks on top of the coil below it. This is making the sides of the pot.



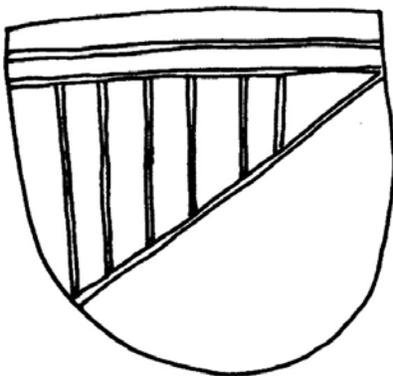
**STEP 5:** If your clay runs out, add another piece where the last one ended. Squash it together so that it joins the old piece, and keep on coiling the sides.



**STEP 6:** Continue to stack the coils until the pot is as tall as you want it to be.



**STEP 7:** Carefully smooth out all of the coils, so you can't see any lines at all.



**STEP 8:** Add designs to decorate your pot.

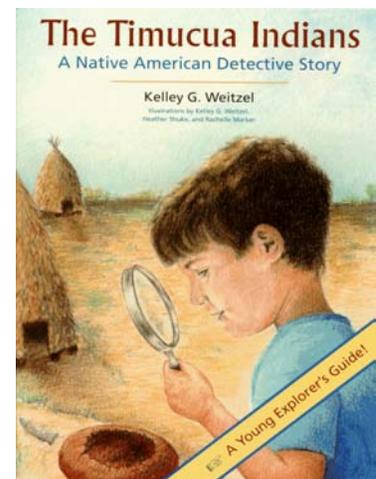
**Note:** After decorating their pots, the Timucua hardened the clay pots in a fire.

# Timucua Indians

## FCAT-Style Activities (4<sup>th</sup> - 5<sup>th</sup> Grades)

Note: These activities can stand alone or be used in conjunction with the book, *The Timucua Indians - A Native American Detective Story*. Book and FCAT-Style activities were created by Kelley Weitzel.

- 1) Reading - What's in a Name?
- 2) Reading - Learning About the Past
- 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](mailto:kelley.weitzel@comcast.net).

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

## Timucua Indians

### FCAT-Style Reading Sample

#### What's in a Name?

Why were Native Americans called “Indians”? When Christopher Columbus “sailed the ocean blue in fourteen hundred-ninety-two,” he didn’t know that the Americas were out there across the ocean. No one did. He planned to sail around the world to get to Indonesia. (That’s a group of islands near China.) No one had ever done it before, and there was no map to show the way. When Columbus got close to North America, he thought he was almost to the East Indies [Indonesia], so he called all the people he saw “Indians.” Oops!

“Native American” means “people who were here first.” The reason we still say “Timucua Indians” is because the Timucua are all gone. Not a single Timucua is alive today. It is polite and correct to say “Native American” instead of “Indian” for tribes that are still here today.

Where did the name “Timucua” come from? The Native Americans in North Florida and South Georgia probably never called their group “Timucua” (Ti-MOO-qua). They used names for themselves that meant “the people.” So, where did the name “Timucua” come from? Here’s one idea. Chief Saturiwa (Sa-chur-EE-wa) told the French that he had captured a piece of silver from Thimogona (Tee-mo-GO-na). He said that Thimogona lived across the river. “Thimogona” probably meant “enemy.” Chief Saturiwa’s greatest enemy, Outina, lived right on the other side of the St. Johns River.

We think the French soldiers started using the name “Thimogona” to mean *all* of the Native Americans in North Florida and South Georgia, not just the ones across the river. These are some of the different ways the French and Spanish spelled this name: Thimogona, Thimogoa, Timoga, Timucua. Even when you do write down histories, you have to be sure of your spelling. There is no way to go back 400 years to check it out.

Lots of people argue over how to pronounce the name “Timucua.” Since these Native Americans didn’t use that word themselves, there was never a correct Timucua way to say it. The Spanish would have said Tee-MOO-kwa. Other people say Ti-MOO-kwa or Timucuan (TI-muh-kwan). It’s up to you. Today, when we say “Timucua,” we mean all the Native Americans in North Florida and South Georgia who spoke the same language. We call this language “Timucua.” After all, in Germany they speak German, and in England they speak English. On Timucua lands, they spoke Timucua.

*(Information from pp.12-13 in The Timucua Indians - A Native American Detective Story by Kelley G. Weitzel)*

# Timucua Indians

## FCAT-Style Reading Questions

### What's in a Name?

1. Based on the article, why were Native Americans called Indians?
  - a) The French misunderstood a Timucua word.
  - b) Columbus thought he had sailed to Indonesia.
  - c) No one knew the correct pronunciation of the Native American's names.
  - d) Florida lands looked similar to lands in India.
  
2. The title of this article, "What's in a name?" is a quote from a famous play called Romeo and Juliet. In this play, two families are fighting, but their children want to be friends. When the kids say "What's in a name?" they mean "why do we have to fight just because we have different last names?" Think about reasons the author might have chosen this title for the article. On the lines below, explain why you think the author chose this title. Use details and information from the article to support your answer.

READ  
THINK  
EXPLAIN

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3. Based on your reading of the article, which of the following do you think the author would agree with?
  - a) Columbus had no excuse for getting lost on his way to Indonesia.
  - b) It's important to call people Indians whether they like it or not.
  - c) As long as you say the Timucua name with respect, it doesn't matter exactly how you pronounce it.
  - d) Only the Spanish spelling of the word "Timucua" is correct.

## Timucua Indians

### FCAT-Style Reading Sample

#### Learning About the Past

What is Archaeology? This is a way of studying about the past by looking at actual things left behind. Archaeologists look at designs on old pottery, animal bones left in trash piles, and postholes left in the ground where huts used to be. These things teach us about the kinds of tools, foods, and homes used by Native Americans long ago.

What is a Burial Mound? A burial mound is a Native American cemetery. Today it is against the law to dig in a burial mound. The Timucua didn't put their dead in boxes and bury them in the ground. Instead, when a person died, they put the body on top of the ground. Then they covered it with dirt and maybe a layer of special clay. This is how the mound shape was made.

Sometimes, right after a person died, the body was put in a charnel (CHAR-nul) house. A long time later, the bones were gathered up and buried in the mound. This is called a "bundle burial." When a person was buried right after death, it was called a "primary burial."

Sometimes people were buried with special things like pottery, weapons, or jewelry. These tools were usually broken before they were buried. The Timucua may have believed that breaking the pot or tool meant that it was "dead." Because these tools had been "killed," they dead person could take them to the spirit world. Some pots were even made with a piece missing, so they could be "dead" without being really broken.

What is a midden? In Florida, a midden is a trash pile left behind by Native Americans. Near a salt marsh, these middens are mostly made up of oyster shells. This is because oysters grow well in a salt marsh, and the Timucua ate a lot of oysters. Near a fresh water river, these middens are made mostly of snail shells. In other places, closer to the beach, clams, oysters, and whelk shells will be mixed together. There are even small middens made of coquina. These trash piles help us to learn what Florida's Native Americans ate. Mixed with these shells, archaeologists find deer bones, sharks' teeth, alligator scales, and many other animal parts. They also find broken pottery and tools, which teach us even more about the Timucua.

(Information from pp.112-114 in The Timucua Indians - A Native American Detective Story by Kelley G. Wetzel)

# Timucua Indians

## FCAT-Style Reading Questions

### Learning About the Past

1. Based on your reading of the article, what is a good definition of the word “archaeology?”
  - a) the study of things that people left behind
  - b) the study of digging up burial mounds
  - c) the study of different kinds of shells
  - d) the study of Native American legends
2. What was the author’s main purpose in writing the article “Learning About the Past?”
  - a) to explain why it is against the law to dig up a burial mound
  - b) to learn about the Timucua by studying things they left behind
  - c) to describe what you can find in a modern trash pile
  - d) to teach about the different shell animals that live in Florida
3. Based on your reading of the article, fill in the following grid, titled “Things the Timucua Left Behind.”

### Things the Timucua Left Behind

Things Found in a Burial Mound	Things Found in a Midden

**Timucua Indians**

**FCAT-Style Reading Questions, continued**

Learning About the Past, continued

4. Based on the article, which of the following explains why archaeologists find broken pottery in native burial mounds?
- a) The Timucua threw their broken tools and trash into the burial mound.
  - b) The pottery and tools were crushed under the weight of the dirt.
  - c) The Timucua were “killing” the pot so it could travel to the spirit world.
  - d) The pottery and tools have been in the ground so long that they crumbled.
5. *This article discusses things that archaeologists can learn from studying burial mounds and middens. Think about things we can **NOT** learn by studying things the Timucua people left behind. Describe at least one thing that archaeology can not teach us about the Timucua. Use details and information from the article to support your answer.*

READ  
THINK  
EXPLAIN

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## Timucua Indians

### FCAT-Style Writing Prompts

1. Every Timucua person belonged to a clan, including the white deer clan, the fish clan, the bird clan, the panther clan, and 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. *[Read Chapter 4 to learn more!]*
2. 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 explain your opinion to another student. *[Read Chapter 12 to learn more!]*
3. The Timucua used and reused every part of the animals and plants they hunted, wasting nothing. Think about ways your community can reuse or recycle today. Write to explain how your family or school recycles to help the environment.
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 person earns their first tattoo. *[Read Chapter 3 to learn more!]*
5. The Timucua people spent a lot of time in their watery environment. Think about a time you visited a beach, river, marsh, lake, or pond. Write to explain your experience with water.
6. The Timucua were excellent fishermen. Imagine spending all day out in the hot sun and cool water like a Timucua fisherman. Write a story about a day in the life of a fisherman.
7. The Timucua depended on their watery environment to survive. Think about the kinds of people who have water-related jobs today. Write to explain one kind of water-related job.
8. The Timucua made tools out of many things in their environment. Think about what people make tools out of today. Write to explain the materials used to make three modern tools. *[Read Chapter 10 to learn more!]*
9. The Timucua children made their own toys from natural materials. Think about what kind of toy you could make from natural materials like plants and shells. Write to explain what kind of toy you would make and how you would make it. *[Read Chapter 5 to learn more!]*

## Timucua Indians

### FCAT-Style Math Questions

1. Timucua gardens 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.

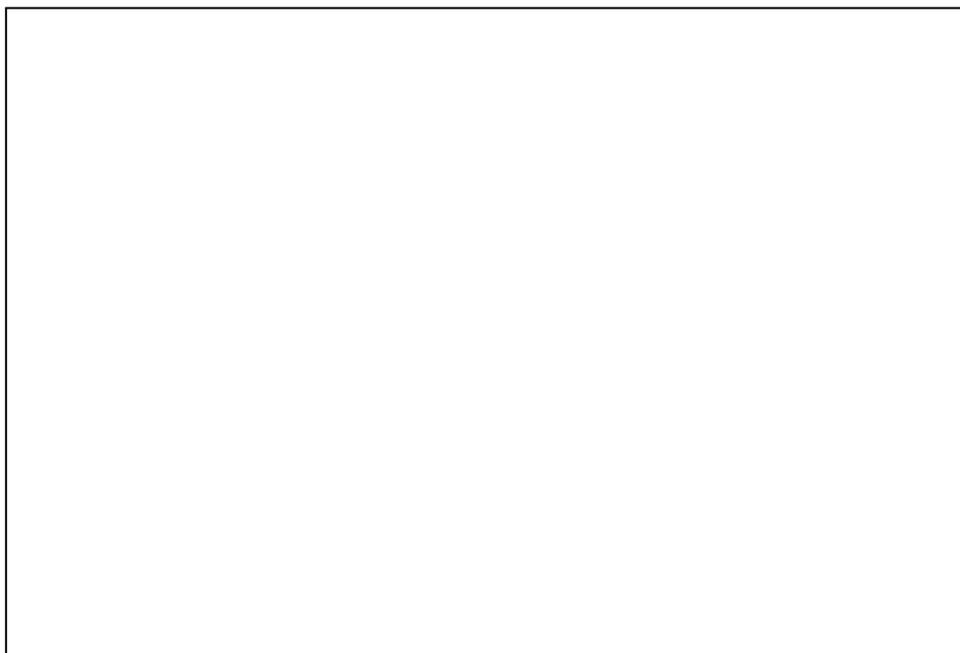
Fact A - There are 4 corn plants to each hill.

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**



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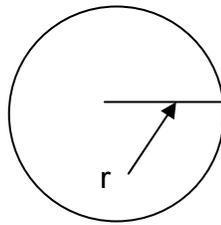
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## Timucua Indians

### FCAT-Style Math Questions, continued

2. To make a dugout canoe, the Timucua needed to find a tree that was 16 inches across. However, it's difficult to measure straight across a tree before you cut it down. It's much easier to measure the distance around the tree trunk (the circumference). Use the equation,  $Circumference = 2 \times \pi \times r$ , to discover how big their canoe-making tree should be. Note:  $\pi = 3.14$ .  $r = \frac{1}{2}$  the distance across the tree. Choose the number below which describes how big the tree's circumference must be so that it can be made into a canoe.

- a)  $c =$  about 20 inches
- b)  $c =$  about 30 inches
- c)  $c =$  about 40 inches
- d)  $c =$  about 50 inches



Cut End of a Tree Trunk

$r =$  radius  $=$  half way across the tree trunk

3. The following is a list of all of the animal bones found in a small Timucua midden. Which amount describes the number of raccoon bones compared to the total number of animal bones found in the midden? Round to the nearest whole number.

Bones Found in Midden: Deer – 12, Dolphin – 2, Fish – 32, Raccoon – 20, Turtle – 19, Rabbit – 15

- a) 17%
  - b) 20%
  - c) 26%
  - d) 25%
4. The Timucua people created maps and understood complicated ideas and mathematical concepts. Pretend that you are a Timucua kid who wants to know the distance between your hut and your best friend's hut. From the list below, choose the units that would be most appropriate for use by a Timucua person making this measurement one thousand years ago.
- a) Centimeters
  - b) Footsteps
  - c) Miles
  - d) Minutes

# Timucua 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

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2. The Timucua 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

3. The Timucua 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

## Timucua Indians - Answers, p.1 of 3

### Reading - What's in a Name?

1. b) LA.A.2.2.1, SS.A.6.2.6, Bloom's Taxonomy Level One
2. Use the rubric for Extended Response Reading Questions – 4 points  
LA.A.2.2.2, SS.A.6.2.6, Bloom's Taxonomy Level Two

### **Example of a Top-Score Response**

The author chose the title "What's in a Name?" because the entire article talks about problems caused by names that have been used for Native Americans. Some of these problems are confusion over who is really who and arguing over the correct way to say a name. The French called all of the people in North Florida and South Georgia "Timucua," even though all those tribes were actually separate with their own names. Being called by the same name didn't make them really one tribe. So, the name wasn't really that important, just like the kids thought in Romeo and Juliet. And when the French and Spanish gave the native people made-up names, that didn't really change who they were either. The author probably chose this title because all of the Native American name confusion has caused a lot of fighting, just like in Romeo and Juliet. People argue over a name, but names don't really show who you are inside - or whether you should be friends or enemies.

3. c) SS.A.6.2.6, LA.A.2.2.2, Bloom's Taxonomy Level Two

### Reading – Learning about the Past

1. a) LA.A.2.2.1, SS.A.1.2.1, Bloom's Taxonomy Level One
2. b) LA.A.2.2.2, SS.A.1.2.1, Bloom's Taxonomy Level Two
3. LA.A.2.2.1, SS.A.1.2.1, Bloom's Taxonomy Level One

<b>Things Found in a Burial Mound</b>	<b>Things Found in a Midden</b>
Human Bones	Oyster Shells
Broken Pottery	Broken Pottery
Broken Jewelry	Broken Tools
Broken Weapons	Alligator Scales

## Timucua Indians - Answers, continued, p.2 of 3

### Reading – Learning about the Past, continued

4. b) LA.A.2.2.1, SS.A.6.2.6, Bloom's Taxonomy Level One
5. Use the rubric for Extended Response Reading Questions – 4 points  
LA.A.2.2.1, SS.A.1.2.1, Bloom's Taxonomy Level Two

### **Example of a Top-Score Response**

The article talks about things that we can learn from archaeology. These include tools, foods, and homes. Archaeologists get all of their clues from things that the Timucua left behind, things you can find in the ground a thousand years later. So, there are some things they can never discover, because nothing was left behind in the ground. What kinds of songs did they sing? You can't bury a song in the ground. How old were they when they started going out on dates? You can't bury that either. What kinds of stories did they tell? Songs, relationships, and stories don't leave any solid clues behind, so archaeologists can't learn these things about the Timucua.

### Writing

For All - 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.1.2.6
3. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.6
4. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.5
5. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.6
6. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.5
7. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.6
8. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.6
9. LA.B.1.2.2, LA.B.2.2.3, LA.B.1.2.6

## Timucua Indians - Answers, continued, p.3 of 3

### **Math**

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

#### **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.A.3.2.2, MA.A.3.2.3
3. b) MA.A.1.2.3
4. b) MA.A.2.2.1

### **Science**

1. Use the rubric for Short Response Science Questions – 2 points  
SC.E.1.2.1, SS.A.6.2.4

#### **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.

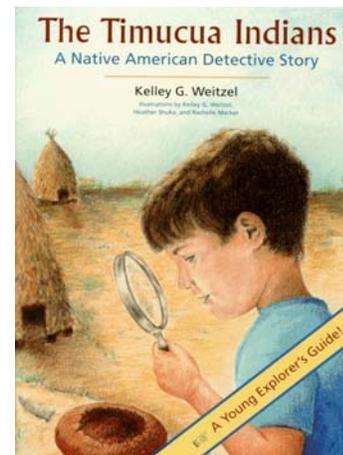
2. d) SC.A.1.2.2, SC.A.1.2.4, SS.A.6.2.4
3. a) SC.B.1.2.3, SS.A.6.2.4

# Timucua Indians

## FCAT-Style Activities (3<sup>rd</sup> Grade)

Note: These activities can stand alone or be used in conjunction with the book, *The Timucua Indians - A Native American Detective Story*. Book and FCAT-Style activities were created by Kelley Weitzel. Look for read-aloud historical fiction about the Timucua in *Journeys with Florida's Indians* by the same author.

- 1) Reading
- 2) Math
- 3) Answer Page



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

## The Timucua Indians

### FCAT-Style Reading Sample

#### Learning about the Timucua

“WHERE DID THE TIMUCUA GROW PLANTS? They usually planted crops in fields near their villages. The villages on the east side of the St. Johns River had sandy soil, which is not good for growing crops. Because of this, they had smaller gardens and depended more on gathering wild plants. The villages west of the river had rich soil, so it was easy for the western Timucua to be excellent farmers.

WHAT KINDS OF PLANTS DID THEY GROW? The Timucua grew corn, beans, squash, pumpkins, and sunflowers. In the spring, they planted seeds in small hills of dirt. The little hills kept the seeds from washing away in the rain. Then the corn grew up straight and tall, and bean vines crawled right up the cornstalks to reach the sun. About halfway through the summer, the corn would be ripe. The Timucua called this early corn. After they picked it (and the beans growing nearby), they planted a new crop of corn and beans. This crop, called late corn, would not be ripe until the autumn. By then, all of the crops were ready to harvest. So they picked the squash, pumpkins, sunflowers, beans, and late corn at the same time. After the harvest, they probably had a huge feast.”

From pp.59-60 in *The Timucua Indians - A Native American Detective Story*

## The Timucua Indians

### FCAT-Style Reading Questions

1. Based on your reading of the article, why were the western Timucua Indians better at growing gardens than the Timucua Indians who lived east of the St. Johns River?
  - a) The eastern Timucua did not like the taste of corn.
  - b) The heavy eastern rains washed away garden seeds.
  - c) The western soil was richer and less sandy.
  - d) The western Timucua worked harder at gardening.
  
2. Based on your reading of the article, how did the Timucua people protect their gardens from Florida's heavy rains?
  - a) The Timucua dug long ditches to drain away water.
  - b) Seeds were planted in hills of dirt that prevented the seeds from being washed away.
  - c) Planting beans next to cornstalks protected the tender bean vines from rain.
  - d) Seeds were only planted after the rainy season ended.
  
3. Based on your reading of the article, which of these plant foods was **NOT** grown in Timucua gardens?
  - a) Apples
  - b) Corn
  - c) Pumpkins
  - d) Sunflower Seeds

## FCAT-Style Reading Questions, continued

4. Which sentence do you think the author of this article would agree with?
- a) Timucua Indians got most of their food from gardens.
  - b) The Timucua preferred **NOT** to collect wild plants from the forest.
  - c) The eastern Timucua knew more about gardening than the western Timucua did.
  - d) If you knew where a Timucua person lived, you could predict the kinds of foods he ate.
5. If this article needed a new title, which title would work the best?
- a) Where the Timucua Indians Lived
  - b) How the Timucua Used their Environment
  - c) Foods the Timucua Indians Ate
  - d) How the Timucua Grew Crops

## The Timucua Indians

### FCAT-Style Math Questions

Use the table “Timucua Food Resources from Animals” to answer the following questions.

**Timucua Food Resources from Animals**

Type of Animals Caught for Food	Animals Caught in One Week
Mullet (Fish)	50
Red Drum (Fish)	20
Sea Trout (Fish)	15
Oyster (Water Shellfish)	400
Deer (Land Animal)	2
Raccoon (Land Animal)	1
Squirrel (Land Animal)	3

1. Which of the following sentences is true?
  - a. The Timucua ate more land animals than water animals.
  - b. The number of deer hunted by the Timucua < the number of oysters < the number of mullet.
  - c. Fish made up exactly  $\frac{1}{2}$  of the animals eaten by Timucua people.
  - d. The Timucua ate more oysters than all of the other kinds of animals combined.

## FCAT-Style Math Questions, continued

2. Which percentage represents the number of deer hunted compared to the total number of land animals hunted?
- a) 12%
  - b) 17%
  - c) 33%
  - d) 50%
3. According to the table, the Timucua Indians caught 50 mullet in one week. How many mullet did they catch each day? (Assume that they caught the same number of mullet each day.) Round your answer to the nearest whole number.
- a) 7
  - b) 43
  - c) 57
  - d) 350

## Timucua Indians – Answers

### Reading

1. c) LA.A.2.2.1, SS.A.6.2.6, Bloom's Taxonomy Level One
2. b) LA.A.2.2.1, SS.A.6.2.6, Bloom's Taxonomy Level One
3. a) LA.A.2.2.2, SS.A.6.2.6, Bloom's Taxonomy Level One
4. d) LA.A.2.2.2, SS.A.6.2.6, Bloom's Taxonomy Level Two
5. d) LA.A.2.2.2, SS.A.6.2.6, Bloom's Taxonomy Level Two

### Math

1. d) MA.A.3.2.3
2. c) MA.A.3.2.3
3. a) MA.A.3.2.3