

“Florida’s Pre-Columbian Native Cultures”

I. Lesson Summary

Summary

The Native Americans that the first European explorers encountered on the shores and in the swamps of Florida in the early 16th century were the descendants of the very first Floridians that migrated to the state approximately 12,000 years before. Out of that small group of prehistoric nomads had grown a host of cultures spread across a peninsula containing hundreds of thousands of inhabitants. Within a century of that first contact with Europeans, however, most of these cultures and native peoples had disappeared forever. This lesson examines the pre-Columbian cultures of five prominent native Floridian groups that encountered the first Europeans to the New World, and discusses the effects of these first encounters.

Objectives

Students will:

- 1.) Read about five different Florida native cultures and complete reading notes on each culture;
- 2.) Understand and discuss the effects of the first contacts with Europeans on Florida’s native people;
- 3.) Become more familiar with vocabulary pertaining to early native cultures in Florida.

U.S. History Event or Era

This lesson can be used during a unit on Native American cultures or the Age of Exploration.

Grade Level

This lesson is written for the elementary classroom.

Materials

One copy for each student of “Introduction to Florida’s Pre-Columbian Native Cultures” and “Matrix for Florida’s Pre-Columbian Native Cultures” (both pages); all five reading assignments (3-5 copies of each, depending on the number of pairs in your classroom); and one copy of “Motion Picture Script: ‘Florida’s Native People’” for each student.

Lesson Time

This lesson can be completed in two forty-five minute periods.

II. Lesson Procedures

Procedures

- 1.) As students enter the classroom, or as you prepare to start the lesson, give each student one copy of "Introduction to Florida's Pre-Columbian Native Cultures", which can be found in the **Activities** section. Have them answer the discussion questions at the end of the reading assignment. You may wish to place students in mixed-ability pairs.
- 2.) Discuss the students' answers to the questions as a group for a few minutes. Then, pass out the handout labeled "Matrix for Florida's Pre-Columbian Native Cultures," which can also be found in the **Activities** section (one per student). Explain to your class that they will need to fill in the boxes with the appropriate information as they read each description of the five different native cultures that flourished prior to the first European explorers arriving on Florida's shores.
- 3.) Next, give each group one of the five reading assignments (found in the **Activities** section). It is not necessary that each group start with the same one. Explain to the class that they are to read the first assignment, fill in the appropriate information under the correct culture's name, and shade in the area corresponding to the area where the culture was located on the miniature map of Florida included with the matrix. As each pair finishes their first assignment, they are to bring their completed assignment to you so that you may check their work for accuracy (by giving individual pairs different reading assignments, you are ensuring that neighboring pairs will have difficulty copying from each other).
- 4.) As pairs finish their reading assignments, take their first assignments and give them the second one. Continue in this fashion until all groups are completed. You may want to offer prizes for whichever group accurately completes the first reading assignment before the other pairs, and the first pairs to complete the assignment.
- 5.) **Processing Assignment:** To make sure that your students have fully understood what they previously read about native cultures, tell them that they are to pretend that they have been hired as consultants (since they are experts!) for a movie being made about Florida's native cultures before the first Europeans arrived. Each pair is to receive a copy of a tentative movie script straight from Hollywood (found in the **Activities** section), read it, and highlight the mistakes. For each mistake that they find, they need to offer a more accurate substitution using their knowledge of Florida's native cultures and their reading notes from the previous class. (For this **Processing Assignment** to work, your students will need to be familiar with the other Native American cultural regions throughout the present-day United States, and the adaptations made by natives in each region to survive.)

III. Activities

Introduction to Florida's Pre-Columbian Native Cultures

Directions: As you read the following passage, think about how the words that are in bold-face type and underlined are used. You will be asked to provide a definition for these words at the end of this passage. When you are finished reading, answer the discussion questions.

The first people to enter the Florida peninsula around 12,000 years ago were not explorers, adventurers, or settlers, but **nomads** following the big game animals upon which their survival depended. The land they encountered was very different all those years ago; the sea level was much lower than it is today. As a result, the Florida **peninsula** was more than twice as large as it is now. The people who inhabited Florida at that time were hunters and gatherers, who only rarely sought big game for food. These first Floridians settled in areas where a steady water supply, good stone resources for tool-making, and firewood were available.

Over the centuries, these native people developed complex cultures. During the period prior to contact with Europeans, which some archaeologists call the "**pre-Columbian** period," native societies of the peninsula developed farming, traded with other groups in what is now the southeastern United States, and increased their social organization.

The rich variety of environments in prehistoric Florida supported a large number of plants and animals. The animal population included most mammals that we know today. In addition to these more-familiar mammals, many other large mammals that are now extinct (such as the saber-tooth tiger, mastodon, giant armadillo, and camel) roamed the land until a few thousand years ago.

More recently, in the last few centuries, swamps dominated the land near the coasts and many inland areas, and the weather was usually hot. Sandy forests of pine and scrub oak trees existed further inland. The swamps were particularly hot and steamy. Shallow streams criss-crossed the land. Tall, razor-sharp saw grass sprang from the waters. Giant ferns, cypress, and palm trees grew in this environment. While deer roamed the forests, fish, alligators, and snakes of all kinds lurked in the swamp waters and rivers in Florida.

The native people that you will read about today were all successful because they developed cultures suited to their surroundings, or **environment**. They adapted to their environment by devising ways to survive using the materials that they found in nature. As you read about each culture, look for the different **adaptations** that each culture made to take advantage of their surroundings.

Vocabulary

Nomads-

Peninsula-

Pre-Columbian-

Environment-

Adapting/adaptations-



This picture shows the landscape that the first Floridians encountered.

Question #1 on “Introduction to Florida’s Pre-Columbian Native Cultures” reading passage: About how long ago did the first Floridians arrive in Florida?

Q#2: Why did they come?

Q#3: What three things did the first Floridians need to find in order to settle in an area?

Q#4: What three things did native societies in Florida accomplish before Europeans arrived in the early 1500s?

Q#5: Did the first Floridians grow their own food, or did they hunt and gather their food?

Q#6: What advantages would there be to a culture growing its own food?

Q#7: What do you think would be difficult about living in the environment described in the fourth paragraph?

The Calusa: "The Shell Indians"

The Calusa (kah-LOOS-ah) lived on the sandy shores of the southwest coast of Florida. These Indians controlled most of South Florida. The population of this tribe may have reached as many as 50,000 people. The Calusa men were tall (often four inches or more taller than the Spanish explorers!) and well built with long hair. Calusa means "fierce people," and they were described as a fierce, war-like people. Many smaller tribes were constantly watching for these marauding warriors. The first Spanish explorers found that these tall, powerfully built Indians were not very friendly. The explorers soon became the targets of the Calusa attacks. This tribe was the first one that the Spanish explorers wrote home about in 1513.



The Calusa lived in southwest Florida.



The men and boys made nets to catch mullet, pinfish, pigfish, and catfish.

How the Calusa Lived: The Calusa lived on the coast and along the inner waterways. They built their homes on stilts and wove Palmetto leaves to fashion roofs, but they didn't construct any walls. The Calusa Indians did not farm like the other Indian tribes in Florida. Instead, they fished for food on the coast, bays, rivers, and waterways. The men and boys of the tribe made nets from palm tree webbing to catch mullet, pinfish, pigfish, and catfish. They used spears to catch eels and turtles. They made fish bone arrowheads to hunt for animals such as deer. The women and children learned to catch shellfish like conchs, crabs, clams, lobsters, and oysters. The men had hip-length hair and wore only tanned breechcloths of deerskin fastened with intricate belts to show their position in the tribe. Women dressed in woven Spanish moss and palmetto leaf garments.

The Calusa as Shell Indians: The Calusa are considered to be the first "shell collectors." Shells were discarded into huge heaps. Unlike other Indian tribes, the Calusa did not make many pottery items. They used the shells for tools, utensils, jewelry, and ornaments for their shrines. Shell spears were made for fishing and hunting. They built huge mounds of shell and deep moats to protect their villages of raised huts.

Shell mounds can still be found today in many parts of southern Florida.

Environmentalists and conservation groups protect many of these remaining shell mounds. One shell mound site is Mound Key at Estero Bay in Lee County. Its construction is made entirely of shells and clay. This site is believed to be the chief town of the Calusa, where the leader of the tribe, Chief Carlos lived. Archaeologists have excavated many of these mounds to learn more about these extinct people. Artifacts such as shell tools, weapons, and ornaments are on display in many Florida history museums.



The Calusa as Sailors: Living and surviving on the coast caused the tribesmen to become great sailors. They defended their land against other smaller tribes and European explorers that were traveling by water. The Caloosahatchee River, which means "River of the Calusa," was their main waterway. They traveled by dugout canoes, which were made from hollowed-out cypress logs approximately 15 feet long. They used these canoes to travel as far as Cuba, and possibly even Mexico. Explorers reported that the Calusa attacked their ships that were anchored close to shore. The Calusa were also known to sail up and down the west coast salvaging the wealth from shipwrecks.

What Happened to the Calusa? What happened to these fierce sailing Indians? The Calusa tribe died out in the late 1700s. Enemy Indian tribes from Georgia and South Carolina began raiding the Calusa territory. Many Calusa were captured and sold as slaves. In addition, diseases such as smallpox and measles were brought into the area from the Spanish and French explorers and these diseases wiped out entire villages. It is believed that the few remaining Calusa Indians left for Cuba when the Spanish turned Florida over to the British in 1763.

The Timucua



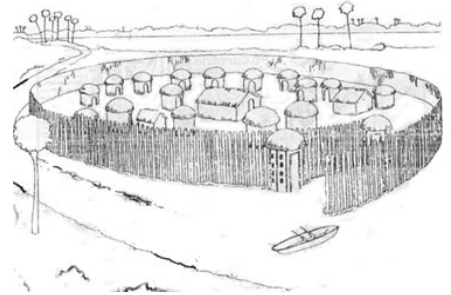
The Timucuan tribe inhabited a broad section of northern Florida.

The Timucua (tee-MOO-qua) settled in central and northeastern Florida. It is believed that the Timucua may have been the first Native Americans to see the Spanish explorers when they landed in Florida. Early explorers often used the language of the Timucua to communicate with other tribes.

Life in the Villages: In Timucuan villages, there were usually two kinds of houses. One type of home, referred to as a long house, was built using poles for the frame, bark for the walls, and branches from palmetto palm trees for the roof. The other type of home was round and covered with leaves of palm trees. The Timucua were known to have more permanent villages than the other tribes. Each family had their own home but the cooking took place in the village and meals were held daily in a central location. They wore clothing made from deerskin and

woven cloth. The men wore their hair long with a topknot.

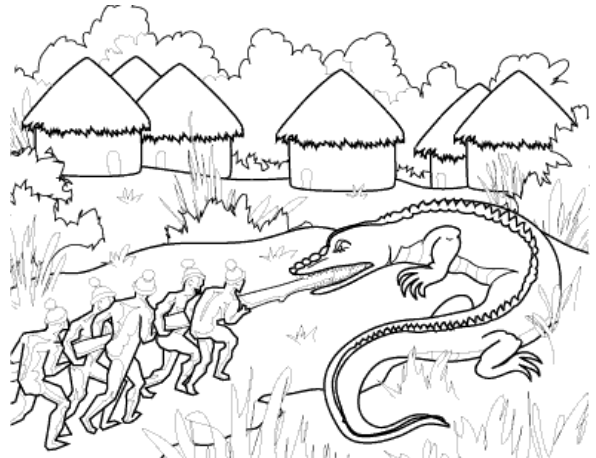
Timucua liked to hold ceremonies for planting, harvesting, and honoring leaders who died. A shaman, the religious leader of the tribe, conducted the ceremonies.



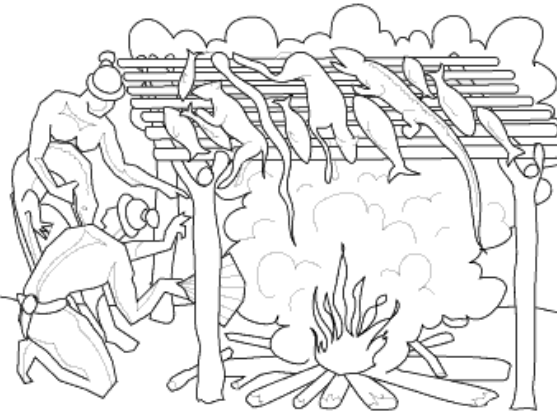
Hunting and Fishing: The Timucua, like other Native Americans, were skilled hunters and fishermen. The men made tools for hunting and fishing. They used spears, clubs, bows and arrows, and blowguns, to kill their game. Some of the game that they used for food included bears, deer, wild turkey, and alligators. They smoked the meat over open fires. The women would clean and prepare the animal hides and use them for clothing.

The men also caught fish, clams, and oysters for food. They used a fishing trap called a weir. This trap was a wood fence that stretched across a stream or river to catch fish. Once the fish swam over the fence in high tide, the weir caught them as the tide went out.

Farming was another important means of obtaining food for the Timucua. The main crops that they harvested were maize (corn), beans, squash, pumpkins, and melons. The women cooked the meals and gathered roots, nuts and wild berries to eat. The women also made pottery to use for cooking.



Timucuan men hunted alligators.



The Timucua preserved meat by smoking it over a fire.

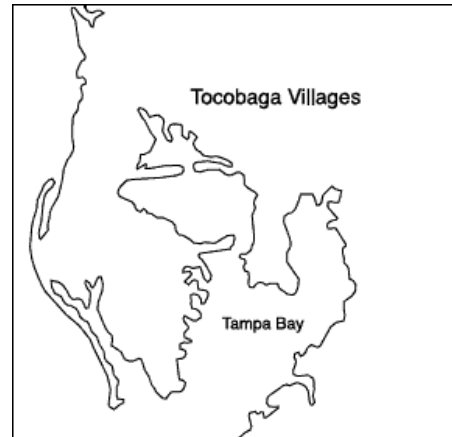
Fighting War and Disease: During the time period from 1649 through 1656, the population of the Timucuan tribe began to diminish. Although the Timucua were one of the more peaceful tribes, they would fight back when pushed. The war with the English and other Indians decreased their numbers. In addition, a series of epidemics struck them, the major one being smallpox. As the tribe died out, it is believed that those who survived the disease may have later joined the Seminole tribe.

Tocobaga Indians of Tampa Bay

Where and How They Lived: The Tocobaga Indians lived in small villages at the northern end of Tampa Bay from 900 to the 1500s. Each village was situated around a public area that was used as a meeting place. The houses were generally round and built with wooden poles holding up a roof of palm thatches.

The Tocobaga Indians built mounds within their villages. A mound is a large pile of earth, shells, or stones. The chief's home and the tribe's temple were each built on a mound. The Tocobaga also built burial mounds outside the main village area as a place for burying the dead.

The women of the Tocobaga tribes had a garbage heap called a **midden**, which was located next to their kitchen. Middens were created by the Tocobaga's use of shellfish for food. The midden consisted of a mound of shells that had grown and packed together throughout the years as shells were discarded after every meal.



The Tocobaga lived north of Tampa Bay.

What They Ate: Because of their proximity to both the bay and freshwater streams, the Tocobaga fished and gathered shellfish as their primary source of food. They also ate manatees, which were abundant in the nearby waters.

During this time, the Tampa Bay area was rich with animals such as deer, rabbits, armadillo, and squirrels. As a result, the Tocobaga became great hunters. They also gathered a variety of berries, nuts, and fruit to supplement their diet. Interestingly, the Tocobaga Indians had corn, an unusual find in the Tampa Bay area. It is not clear how they got the corn, but it is speculated that they may have traded with a northern tribe for it.

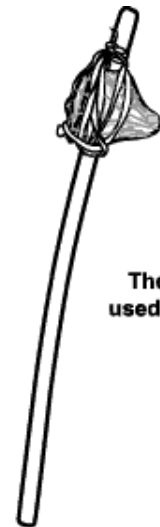


Tocobagan using an atlatl.

The Tools They Made: The Tocobaga developed many tools for hunting, cooking, and eating. One such tool was the **adz**. The adz was made of a shell or pointed stone tied to the end of a curved branch. It was used for digging.

The Tocobaga also constructed a tool by placing a living tree branch through a shell with a hole in it. Over a period of time the branch would grow into the shell. The branch would then be cut off the tree. This produced a sturdy tool used for digging clams.

For hunting, the Tocobaga Indians used a throwing stick called an **atlatl**. It looked and functioned much like a spear. It was used to kill animals for food and clothing. Made of wood, an atlatl was about a third to half the size of the spear. The hunter attached the end of the spear onto a hook, usually made of bone, embedded in one end of the atlatl. The spear then lay atop the atlatl. When he spotted game, the hunter flung the atlatl forward with a pitching motion. He did not, however, release the atlatl. As his arm came forward, the spear separated from



The Adz was used for digging.

the atlatl and flew toward the target with far more power and velocity than without the atlatl. While hunting, the Tocobaga would wear deerskin, or sometimes deer heads over themselves, to get close enough to the animals to kill them.

What Happened to Them? In approximately 1528, Pánfilo de Narváez, a Spanish explorer, arrived in the Tampa Bay area. He and his men found the Tocobaga and brought disease and violence to the tribe's peaceful existence. As a result, the Tocobaga Indians became extinct within the next 100 years.

Archaeological digs in the Safety Harbor area of Florida have uncovered many artifacts, or man-made objects from the Tocobaga. Items such as plates and pots have been found indicating that the Tocobaga Indians were expert potters.



Deer-hunting, Tocobagan style

The Tequesta of Biscayne Bay



The Tequesta (tuh-KES-tuh) were a small, peaceful, Native American tribe. They were one of the first tribes in South Florida and they settled near Biscayne Bay in the present-day Miami area. They built many villages at the mouth of the Miami River and along the coastal islands. The chief lived in the main village at the mouth of the Miami River.

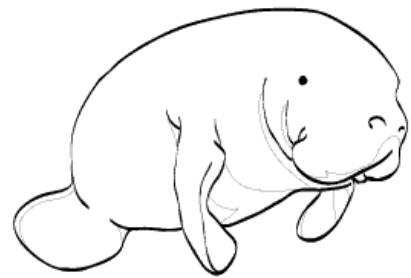
What They Ate and How They Lived: Like the other tribes in South Florida, the Tequesta were hunters and gatherers. Archaeological evidence shows that they did not farm. They relied mainly on fish, shellfish, nuts, and berries for food. The men caught sharks, sailfish, sea cows, and porpoises in the waters of Biscayne Bay and the Miami River, while the women and children collected clams, conchs, oysters, and turtle eggs in the

shallow waters. The sea cow (manatee) was considered a delicacy and served mainly to the chiefs and other prominent leaders.

The Tequesta also gathered palmetto berries, coco plums, sea grapes, and palm nuts to eat. In the Everglades, they hunted bear, deer, wild boar, and small mammals. Without corn or wheat, Tequesta Indians learned to make flour from the roots of **zamia**, a small palm-like plant with a huge starchy root. However, they had to be careful in preparing it because unprocessed zamia starch is poisonous. Because these food sources were not very plentiful along the southern coast, the Tequesta never became a large or powerful tribe compared to their western neighbors, the Calusa.

The Tequesta used shells and sharks' teeth for a variety of tools. These included hammers, chisels, fishhooks, drinking cups, and spearheads. Sharks' teeth were used to carve out logs to make canoes.

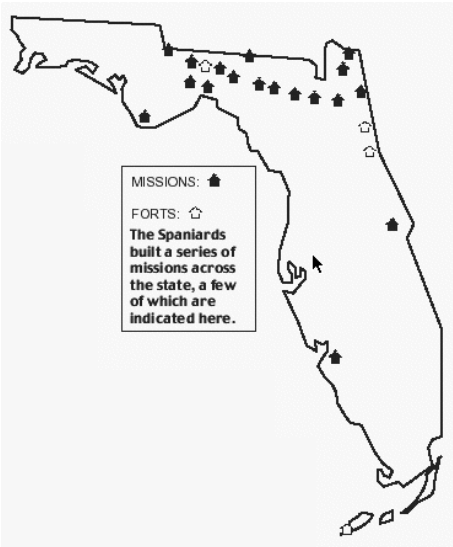
The Tequesta lived in little wigwams made by bending poles over and tying them in the center and covering them with palm fronds. The chief's council house was 40 feet by 25 feet.



The manatee was considered a special food served only to the most important leaders of the tribe.

What Happened to Them? During the 1500s, Europeans began arriving in Florida. At first, the Tequesta did not welcome these new visitors. But before long, the Europeans won their friendship by bringing gifts of colored cloth, knives, and rum. The Tequesta numbered about 800, but they started to die out as a result of settlement battles, slavery, and disease. By the 1800s, the Tequesta tribe had only a few survivors.

The Apalachee of Northwest Florida



From at least A.D. 1000, a group of farming Indians was living in northwest Florida. They were called the Apalachees. Other Florida Indians regarded them as being wealthy and fierce. Some think the Apalachee language was related to Hitchiti of the Muskogean language family.

The Apalachees' territory extended from the Aucilla River in the east to the Ochlockonee River in the west. Its northern boundary extended to what is now the Georgia state line, and its southern border was the Gulf of Mexico. Settlements within Apalachee Province were concentrated in today's Leon and Jefferson counties.

How They Lived: Prior to European contact, there were probably at least 50,000-60,000 Apalachees. They were a strong and powerful chiefdom living in widely dispersed villages. Their leaders organized their work, and much of their social, ritual and political life as well. Other tribes respected the Apalachees because they belonged to an advanced Indian civilization, they were

prosperous, and they were fierce warriors. As with other Native Americans, they attacked their enemies in small raids and ambushes, and scalped their enemies.

For food, they grew corn, beans and squash. Men prepared the fields and women tended the crops. Men also hunted bear, deer and small game, while women gathered nuts and berries.

Traditionally the men wore deerskin loincloths and women wore Spanish moss skirts. When preparing for battle, the men painted their bodies with red ochre and put feathers in their hair.

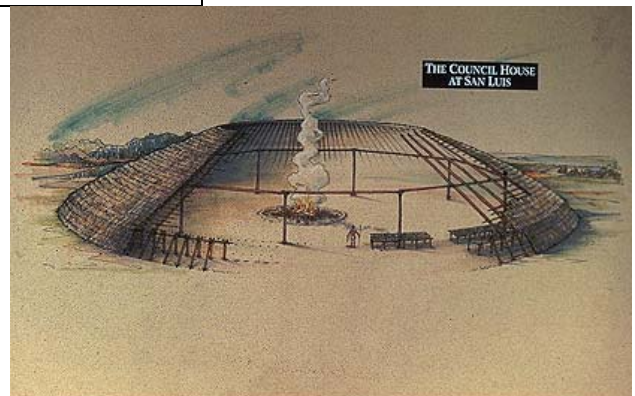
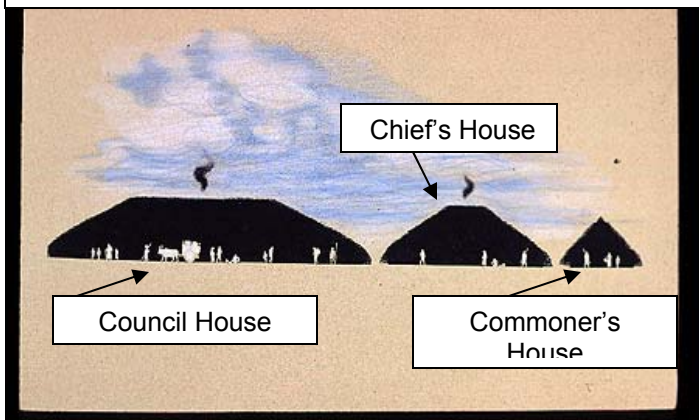
The Apalachees played a ball game that was a religious exercise as well as a sport. One village would challenge another to a match, and the two teams would have up to 100 players each. They used a hard clay ball (about the size of a golf ball) covered with buckskin. Players propelled the ball with their feet toward the goal post which was a pole topped with a stuffed eagle in a nest. They played the ball game in the spring and summer, and dedicated it to the gods of rain and thunder to ensure rain for their crops.

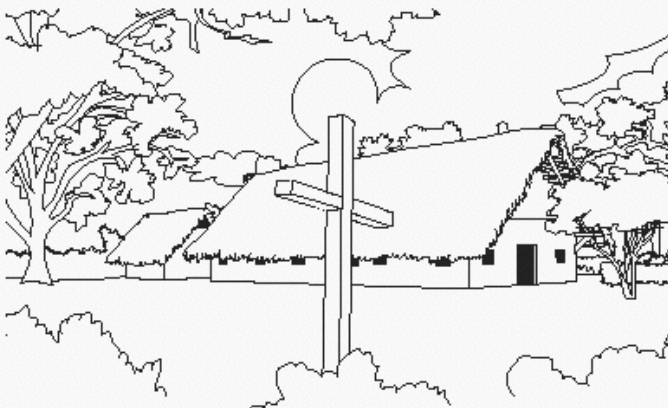
One characteristic of pre-Columbian Apalachee society was their large ceremonial mounds. Some of the mounds had structures on top, and it is generally believed that the largest mound within a complex was the site of the chief's house. Lake Jackson was the Apalachees' capital and preeminent mound center in late prehistoric times.



The Council House and Chief's House reconstructions at Mission San Luis. (All of the original buildings were

re at least three types of Apalachee structures (not including storage facilities) during the mission period: council houses, chiefs' houses,





Friary and kitchen at Mission San Luis. The Apalachees converted to Catholicism and became part of the Spanish Florida's mission system.

The Spanish Explorers Arrive: An expedition led by Pánfilo de Narváez in 1528 was the first group of European explorers to make contact with the Apalachees. Narváez came to the Tallahassee area searching for gold on the advice of Indians in the Tampa Bay area where he landed.

More than a decade later, in 1539, Hernando de Soto wintered in Apalachee Province. His expedition members stayed in the sixteenth century Apalachee capital village called Anhaica. Both groups of Spanish intruders received a hostile reception and were under almost constant attack from the Apalachees. The European presence eventually took its toll on the Apalachees from continual skirmishes and, eventually, contagious diseases that were introduced by the explorers.

Apalachee rulers requested Spanish friars as early as 1607 when epidemics and the threat of foreign attacks brought about a loss of faith in the traditional customs and



leadership. Between 1633 and 1635, as least 5,000 Apalachees converted to Catholicism. The de Soto-era capital, Anhaica, became one of the first missions established in Apalachee Province around 1633, and was eventually relocated and renamed San Luis de Talimali. Between 1656 and 1704, San Luis was a principal village of the Apalachee Indians and the Spaniards' westernmost military, religious, and administrative capital. More than 1,500 Apalachee Indians and Spaniards lived at the mission.

What Happened to Them? Following a series of devastating attacks on Spanish Florida by the British and their Creek Indian allies, Mission San Luis was burned and abandoned by its residents on July 31, 1704. Some Apalachees, who were not killed outright or enslaved, migrated north in to Creek territory. Others moved east to St. Augustine with the Spaniards or temporarily relocated in Timucua Province before eventually resettling in St. Augustine.




Most of the Apalachees from Mission San Luis moved westward in 1704, accepting an offer to live in French-controlled Mobile. In 1763, most of these Apalachees relocated to Rapides Parish in Louisiana. Today, 250 to 300 of their descendants still live there. They are the only documented descendants of any of Florida's prehistoric native populations.

Matrix for Florida's Pre-Columbian Native Cultures

Directions: As you read each passage about the different native cultures found in Florida before the first Europeans arrived in the New World, fill in each box under the headings with the appropriate information. Also be sure to shade in the area of Florida where each culture lived.

Name of Culture	Where the culture was located	Food	Shelter	Clothing/Appearance	How they lived (everyday life)	What happened to this culture?
Calusa		*Did they farm, hunt and gather, or both?				
Timucua		*Did they farm, hunt and gather, or both?				

Matrix for Florida's Pre-Columbian Native Cultures (side 2)

Name of Culture	Where the culture was located	Food	Shelter	Clothing/Appearance	How they lived (everyday life)	What happened to this culture?
Tocobaga		*Did they farm, hunt and gather, or both?				
Tequesta		*Did they farm, hunt and gather, or both?				
Apalachee		*Did they farm, hunt and gather, or both?				

Motion Picture Script: “Florida’s Native People”

Directions: You and your partner have been hired as consultants for a new movie about the natives that lived in Florida before the first European explorers arrived, and it is to be filmed in Florida. Everything is in the planning stage, so now is a good time to catch any mistakes before the actual filming begins. The director and producer of this film have sent you and your partner a script for the opening scene. They need you to look over it and find any mistakes before filming begins next week. For each mistake you find, they need you to cross it out, and they also need you to write in a correction in red pen above or to the side of the mistake (if you write in the correction to the side, please draw an arrow to the mistake).

Scene 1

(The camera shows the landscape of Florida. In the foreground is a river or lake of some kind, with tall grasses and palm trees growing up along the shore. Two canoes silently drift by, barely disturbing the calm water. The only sounds that can be heard are bird calls. In the distance are great, snow-covered mountains. The camera pans away from the water’s edge and shows a small Native American village of about 8 to 10 teepees. A few of the men are cleaning their rifles, while others are washing and grooming their horses. Some of the women are gathering fresh water from the shore, while others are scraping the flesh off of a large buffalo skin before they make it into a coat or blanket. The camera zooms in on two young native boys, about ten to twelve years old, who are preparing to go on their first hunt with the men of the tribe. One is named Two Rabbits, and the other is named Still Water.)

Two Rabbits (excited): What an honor it is for us to go on our first hunt with the elders of our village!

Still Water: Yes, it is exciting! I wonder how big our first killed buffalo will be.....

Two Rabbits: You shouldn’t say such things! You will make the great buffalo angry with us, and then he will not give up his spirit to us.

Still Water: You are right. I apologize. (Looking to the sky) I’m sorry, Great Buffalo!!!

(A young native girl walks up to the boys; she is wearing a dress made of moss and a top made of deerskin. She stops when she reaches the boys. This is Jumping Bird, the sister of Two Rabbits. She is seven years old and a real handful for her brother.)

Jumping Bird (to Two Rabbits): Mother says that you can’t go anywhere with the men until you help us dry and hang the tobacco, grind the corn into flour, and prepare tonight’s meal of dried walrus meat, alligator tail, palmetto berries and palm nuts!

Still Water (to an obviously disappointed Two Rabbits): Oh, that’s too bad! Guess I’ll have to go hunting with the men by myself! Ha ha! I’ll kill a really big buffalo and show you when we get back! (Teasingly) Go do your chores, little boy!!

Two Rabbits: It’s not fair!!!

Motion Picture Script: "Florida's Native People"- Answer Key

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Scene 1

(The camera shows the landscape of Florida. In the foreground is a river or lake of some kind, with tall grasses and palm trees growing up along the shore. Two canoes silently drift by, barely disturbing the calm water. The only sounds that can be heard are bird calls. In the distance are ~~great, snow-covered mountains~~ ^(no mountains in FL). The camera pans away from the water's edge and shows a small Native American village of about 8 to 10 ~~teepees~~ ^(FL natives did not live in teepees). A few of the men ~~are cleaning their rifles, while others are washing and grooming their horses.~~ ^(FL natives did not possess rifles and horses until AFTER the first European explorers came) Some of the women are gathering fresh water from the shore, while others are scraping the flesh off of a ~~large buffalo skin before they make it into a coat or blanket.~~ ^(FL did not have buffalo) The camera zooms in on two young native boys, about ten to twelve years old, who are preparing to go on their first hunt with the men of the tribe. One is named Two Rabbits, and the other is named Still Water.)

Two Rabbits (excited): What an honor it is for us to go on our first hunt with the elders of our village!

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Two Rabbits: You shouldn't say such things! You will make the ~~Great Buffalo~~ angry with us, and then he will not give up his spirit to us.

Still Water: You are right. I apologize. (Looking to the sky) I'm sorry, ~~Great Buffalo!!!~~

(A young native girl walks up to the boys; she is wearing a dress made of moss and a top made of deerskin. She stops when she reaches the boys. This is Jumping Bird, the sister of Two Rabbits. She is seven years old and a real handful for her brother.)

Jumping Bird (to Two Rabbits): Mother says that you can't go anywhere with the men until you help us ~~dry and hang the tobacco,~~ ^(FL natives did not grow tobacco) grind the corn into flour, and prepare tonight's meal of dried ~~walrus~~ ^(no walrus in FL) meat, alligator tail, palmetto berries and palm nuts!

Still Water (to an obviously disappointed Two Rabbits): Oh, that's too bad! Guess I'll have to go hunting with the men by myself! Ha ha! I'll kill a really big ~~buffalo~~ and show you when we get back! (Teasingly) Go do your chores, little boy!!

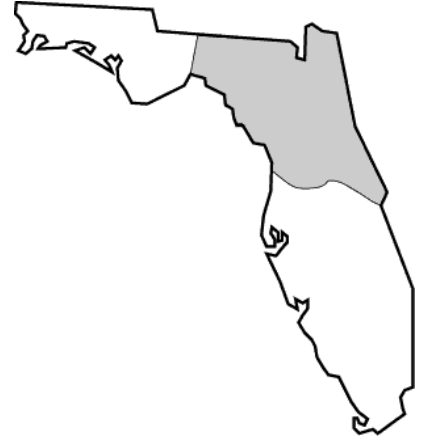
Two Rabbits: It's not fair!!!

IV. Assessment

1.) True or false. European explorers were the first people to discover Florida.

2.) Which of the following pre-Columbian Florida native culture areas does the map to the right represent?

- a. Apalachee
- b. Calusa
- c. Timucua
- d. Tocobaga
- e. Seminole



3.) Florida's pre-Columbian native cultures had very different methods of obtaining food. Some farmed, while others hunted and found what they needed in the wild. Which of the following food items WERE NOT eaten by Florida's native people? (There may be more than one!)

- | | |
|----------------------------|----------------------|
| a. alligator | f. palm nuts |
| b. deer | g. squash |
| c. corn | h. buffalo |
| d. fish, sharks, porpoises | i. manatee (sea cow) |
| e. walrus | j. clams and oysters |

4.) Before the first Europeans arrived in Florida in the early 1500s, there were hundreds of thousands of native people living on the Florida peninsula. Less than two hundred years later, not many were left. What happened to them?

5.) Why do you think that the Seminole Indians were not mentioned in this lesson?

6.) Ponce de Leon is often credited with being the "discoverer of Florida." Do you think that he deserves this distinction? Explain your answer.

Match the following vocabulary words from this lesson with the correct definitions.

- | | |
|-------------------|---|
| 7.) Nomads | a. a landform surrounded by water on three sides; Florida is an example of this |
| 8.) Peninsula | b. ways of adapting to one's surroundings in order to survive |
| 9.) Pre-Columbian | c. the surroundings, either natural or man-made, found in any place |
| 10.) Environment | d. group of people who move from place to place in search of food and water |
| 11.) Adaptations | e. the period in history before native Floridians' first contact with Europeans |

12.) Do you think that it would be an advantage for a culture to develop ways in which to grow their own food? Explain your answer.

V. Resources

<http://fcit.usf.edu/florida/lessons/lessons.htm> - USF's Florida Center for Instructional Technology "Florida Then & Now" website

http://www.nps.gov/timu/education_guide/clash_cultures/clash_cultures_home.htm -Timucuan Ecological and Historic Preserve's "Clash of Cultures" Program

<http://www.nps.gov/bicy/calusa.htm> -National Park Service's Big Cypress National Park website

http://www.flmnh.ufl.edu/anthro/sflarch/calusa_8/goodques.htm-Florida Museum of Natural History's "Calusa News" website

<http://www.bragg.army.mil/culturalresources/images/atlatl.gif-picture> of native using atlatl

http://dhr.dos.state.fl.us/bar/san_luis/sifacts.html-Florida Division of Historical Resources "Facts You Should Know about Mission San Luis" website