PART THREE

NORTHERN FLORIDA’S EARLY NATIVE PEOPLE
Please be sure to read Part One before going though this section. It contains information necessary to use this and other Inquiry Boxes and to visit the Museum.

To see individual items in the the Northern Florida's Early Native People Inquiry Box, visit the Museum’s website at www.flmnh.ufl.edu.
Who are they and where did they live?

Two group names dominate northern Florida: Apalachee and Timucua. Yet they are very different kinds of “groups.”

The Apalachee controlled the area between the Aucilla and Ochlockonee Rivers. They are best known from the time of Spanish contact because of DeSoto’s activities in this region and later mission activities. Early Apalachee culture was closer to the Mississippian cultures of the southeastern United States than to other Florida groups. The Lake Jackson Mounds are prime sources of evidence.

The Timucua, on the other hand, are not a single group. “Timucua” reflects the common language spoken by multiple groups in northern Florida (excluding the Panhandle), northcentral Florida, and even southern Georgia. The best known names in this large group are probably the Saturiwa, Utina, and Potano.

What kind of houses did they live in?

Early Spanish records described a round or oval house. Archaeological evidence tells us little about houses or living facilities because soft materials like wood and fiber do not preserve well.

Archaeologists at Mission San Luis de Apalachee found postholes in circles of 65 foot and 120 foot diameters, as well as those for rectangular Spanish buildings. Except for the council house and the houses of leaders, dwellings of most Indian people were probably in outlying areas closer to their work.

What did they eat?

Diet varied with location and season. It certainly changed after European contact. Northern native people hunted deer, alligator, turtle, snake, rabbit, opossum, raccoon, etc. and fished for shark, catfish, sheepshead, gar, mullet, pinfish, oysters, marine snails, clams, etc. They also gathered wild plants like coontie, hickory nuts, acorns, prickly pear, maypop, wild grapes, etc. The Apalachee in particular, and other North Florida groups to a lesser degree, grew crops such as corn, beans, and squash.

After Europeans arrived in Florida, foods like peaches, citrus, sugar, beef, and grains were added to native people’s diets.

What kind of clothing did they wear?

In Florida’s mild climate, very little clothing was necessary.

Sketches by the Frenchman Jacques LeMoyne showed North Florida men with buckskin loincloths and women in Spanish moss or woven-fiber skirts. In cooler weather, a buckskin cloak, or cape, could be added for warmth. Feet were probably bare.

Spaniards also reported body paint and tattoos, especially for men and chiefs. Shells, bone jewelry, and feathers adorned the hair.

How did they travel?

People traveled on foot. Canoes have been common for at least 5,000 years in Florida. By the time of Spanish arrival, specialized types of canoes were being used.
Why are the people not around anymore, and why did they disappear?

After Europeans arrived, the native populations and their cultures died from disease, warfare, and slavery. Some northern Florida native people fled with Spanish residents as the British invaded from the north. As living cultures, they were gone from Florida by the mid-1700s.

How do we know about these people and their environment?

Much of our present written information comes from the written records of Spanish, French, and English explorers, priests, and colonists. The old European languages are difficult to translate, and the references and pictures are not always understood and are sometimes biased. However, the records provide basic information about the people and the conditions existing at the time of European arrival.

Early Florida people had no written languages, as far as it is presently known. Catholic priests wrote down what they learned of northeastern Florida’s languages. Two letters and a dictionary of the Timucuan language exist.

Archaeological evidence before and after European contact provide additional information.
NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

INQUIRY BOX CHECKLIST

Individual Boxes
- Owl totem
- Celt or other stone tool
- Chunkey stone
- Food bag - corn kernels, pumpkin seeds, squash seeds, dried beans, jerky piece, seashells, sunflower seeds, peach pits, fish bones, acorns, shark's tooth, & peas
- Pottery bag - 2 pieces of terra cotta clay
- Trade bag - glass beads, seashells, mica, “string,” bell, potsherd, shark's tooth
- Cordage bag - raffia twist

Word Cards
- Archaeology
- Artifact
- Context
- La Florida
- Apalachee
- Timucua
- Pre-contact
- Replica
- Post-contact
- Trade
- Potsherd
- Celt
- Chunkey stone
- Cordage
- Import
- Export

Books and Video
- The Timucua Indians; A Native American Detective Story (Weitzel)
- The Apalachee Indians and Mission San Luis (Hann & McEwan)
- The Timucua (Milanich)
- Florida Archaeology: An Overview (Florida Anthropological Society)
- National Geographic, Dec. 2000 plus MAP
- Mission San Luis de Apalachee, (12 minutes)

Picture Cards
- Culture periods chart
- Florida's coastline diagram
- Florida map with current reference points
- Florida map with group names
- LeMoyne/DeBry deliberation picture
- Reconstructed interior of Council House exhibit photo
- Reconstructed exterior of Chief's and Council Houses exhibit photo
- Purdy newspaper column
INQUIRY BOX CONTENT DESCRIPTIONS

Two suitcases, labeled A and B, are required for each NORTHERN FLORIDA’S EARLY NATIVE PEOPLE presentation or loan. Together, Inquiry Box A and B contain 15 student boxes. Each student box is labeled with a colorized version of a shell gorget, probably depicting a chunkey game player, and contains the items listed on the Checklist and described below.

Each student box includes the following artifacts.

The Chunkey Stone (replica) was used to teach life skills through a game. It was also a trade item. The chunkey stone was a disk-shaped stone usually made of greenstone or quartzite. Someone would roll a chunkey stone across a flat area. While the stone was still moving, two players would throw spears to mark the spot where they thought the stone would stop. Since animals or enemies did not stop for a spear to hit them, a hunter or warrior needed to know how to calculate the speed and distance of a moving object. The game was both fun and taught a valuable skill for hunters and warriors.

The costumed “thrower” pictured on the gorget (a shield-like necklace piece) on top of each box suggests that this was a game with much ceremony. Spanish priests complained about the gambling that took place during the game. What might the object pictured in the other hand of the player be used for?

The Owl Totem is a miniature replica of a real totem. A full-sized, 6-foot-high replica stands inside the door of the Museum. The original is in the museum at Ft. Caroline. It is carved from a pine log and dates about 1200 CE. It was found in the muck of the St. Johns River in Volusia County. The rough carving was probably done through the use of fire and scraping, like a canoe would be made. Details were added with seashells and sharks’ teeth. The squared end below the owl’s feet indicates that the totem stood upright. What did the owl represent? What was the totem’s purpose? It cannot be said for sure, but it may have been a territory marker or family “clan” symbol. It also may have been warning sign, had religious significance, or have marked a burial ground.

A Stone Celt is an early tool sometimes used to pound or chisel and sometimes used for ceremonies. It was commonly made in the southeastern U.S. from greenstone, which is a metamorphic rock (a rock that has been changed in form from natural forces) that could be ground and shaped. Many cells that are found show wear from use. Some are polished and were probably used in ceremonies. Copper celts have also been found in burial sites. Celts were sometimes made from whelk shells and tied to a wooden handle. Celts were usually made from greenstone or copper, which are not found in Florida. The closest source for greenstone is in the Appalachian piedmont in northern Georgia and the Carolinas. The closest source of copper is in the Great Lakes region. This indicates that celts were trade items.

The Food Bag contains modern items that are NOT EDIBLE.

The items represent both pre-contact and post-contact foods and can be sorted accordingly. Included are gathered, farmed, fished, and hunted items. Another “sort” might be farm versus non-farm items.

Corn is a pre-contact crop. It is one of the oldest and most successful farmed crops in North America. It was introduced from Mexico 2,000 years ago and became the dominant crop 1,000 years ago. Corn ears were much smaller than they are today. In Florida, men would clear and burn the fields for farming. The women planted the corn seeds in small hills. Corn was eaten fresh or cooked. Dried corn could be prepared for eating by soaking it in an “ash” mixture. The mixture would soften the dried corn so it could be ground for use as hominy, mush, corn bread, tortilla-like cakes, etc.
Beans are a pre-contact crop. They were valuable as a source of protein when fish or game was scarce. They also could be dried for later use and transported easily. DeSoto found several varieties in Florida.

Pumpkin was probably an “accidental” crop. Pumpkin was not generally planted as a row crop, but it was raised, perhaps in “kitchen gardens” or planted between other row crops.

Squash was boiled or roasted and used in stews or for bread. The oil from the seed also could be used.

Sunflower seeds were probably another accidental crop. They were roasted and used as a source of carbohydrate and oil.

Jerky represents a preserving process well known to Florida native people. Deer or bear jerky would indicate pre-contact, and beef would indicate post-contact.

Sharks’ teeth are included to remind students that some animals, like sharks, were used in many ways. Sharks were used first as food, their liver was a source of oil, teeth were used as drills or decorations, and the skin could become sand paper.

Fish bones remind us that fish were abundant in all parts of Florida. Both freshwater and saltwater fish were a large part of the diet.

Peas were introduced into Florida by Spaniards.

The peach pit represents another food item introduced by Spaniards.

The acorn comes from an oak tree. White oak acorns from the Florida Panhandle could be eaten raw. Red oak acorns were bitter and had to be processed. Acorns were the best source of oil in early diets. There are accounts that acorn butter was served only to a chief.

The seashell represents shellfish such as oysters, clams, coquinas, whelks, crabs, conchs, and shrimp as food sources. Shellfish was abundant along the seashore, in bays, and in estuaries in northern Florida waters. Seashells were used as tools and as decorations.

The Clay Bag contains two small pieces of non-hardening terra cotta colored clay. Students can make a coil pot. (See demonstration pictures in Robin Brown’s Florida’s First People.) The pots will be small, but the idea is to find out how difficult it is to make one. The clay will soften with use. Please smash the clay into two pieces before returning the pieces to the bag.

The Cordage Bag contains a knotted twist of several strands of raffia. It can be used to make string or rope. Raffia is from a palm tree native to Africa. In Florida, other palms and plant products were used. Try to twist the strands into a strong cord. This activity requires two students. Robin Brown’s description or demonstration pictures should help. Strands should be twisted in opposite directions to make the rope. The string or rope was used to tie stone, bone, or seashells to a handle; string jewelry or jerky; build houses or carrying packs; make fishing nets; and tie clothing together.

The Trade Bag contains several items that were valued for trading purposes. There are some replicas of items that were found, but not made, in Florida. There are also replicas of items found outside the state but made in Florida. Only the potsherds are real artifacts. They were donated and their history is unknown. This is a good reminder that artifacts lose their research value when they are removed from a site without proper documentation of their context.

The potsherd provides a lasting record of the early people of Florida. The pottery breaks, but the pieces survive. The potsherds tell us what pottery was made from and how it was decorated. Where it was found in relation to other artifacts also provides additional information about the early people. Sometimes the shape of a potsherd suggests the pot’s shape and size, and therefore its use. Florida pottery could be traded to outsiders.
**Mica** is a mineral found in clay in North Florida. Larger pieces came to Florida as trade items, sometimes in square shapes. Their use is unknown. Occasionally, a piece is found that is intricately etched and probably belonged to nobility.

*Bells* were given to the early people by the DeSoto expedition. The gifts were given to promote goodwill, obtain food, or obtain information.

*Shells* in the trade bag represent the use of shellfish and shells as valuable trade items: as food, tools, and decorations. Look at the River Trade Scene in the Northwest Florida Hall at FLMNH.

*Beads* were given to early native people to promote good will or obtain food or information. Indian people enjoyed using beads as ornaments.

“*String*” was made from the abundant resources of Florida. The ability to fasten things together was vital to building and to making items like clothing. Cord was made from either plant material or animal sinew or hide.

**Note to teachers:**
One of the objectives is to teach students proper care of the items in their boxes. Controlling how students open and remove items from boxes and helping them replace materials and close the boxes is important.

**KEY WORDS**
- acorn butter
- ash
- chiseling
- colonist
- cultivated
- DeSoto
- fiber
- gorget
- mission
- nobility
- Panhandle
- peat moss
- raffia
- sinew
- whelk
INQUIRY BOX
CLASSROOM ACTIVITIES

Teachers may wish to have students engage in the following activities.

1. State archaeology sites to visit in person or on the Internet:

Marcos de Apalachee – St. Marks Island:
www.adp.fsu.edu/clovis/r98709al.html

Crystal River State Archaeological Site – Crystal River:
www.citruscounty-fl.com/CrysRiv.html

Shell Mound Archaeological Site – near Cedar Key (no Internet address)

Ft. Caroline – Jacksonville:
www.nps.gov/foca/

Lake Jackson Mounds Archaeological Site – near Tallahassee:
http://abfal.com/parks/LakeJacksonMounds/lakejackson.html

Ft. Walton Temple Mound Museum and Park – Fort Walton Beach:
(no Internet address)

Mission San Luis de Apalachee – Tallahassee:
www.dos.state.fl.us/dhr/bar/san_luis/

Tell the class what you found at these sites and why you think it is important to learn about our history.

2. Why is the saying, “Take nothing but pictures, leave nothing but footprints,” a good one at any archaeological site?

3. Make your own chunkey stone for use on the playground by filling a tuna can, or something similar, with plaster of Paris. You could also sculpture clay, as long as you can keep the stone round with flat edges. You may need to smooth edges with fine-grained sandpaper. Instead of the spear that early native people would have used to throw at the stone, you might try throwing a flat stone, or other object like an eraser, that will not roll. Remember the idea is to see which player can come the closest to where the chunkey stone stops rolling. You will need a third student to roll the stone for the two players. CAUTION: Be careful of other students in the area who may be hit by any thrown objects. Besides the fun, why would early Indian men and boys want to perfect this skill?

4. How did living in northern Florida affect a boy’s or girl’s life in the 1500s? Discuss at least two different ways.

5. Which of the materials listed below would you, as a Timucuan of the 1400s, prefer to work with? If you were a hunter? If you were an artist? Explain which item you would choose for each situation and why.

Mica  Greenstone  Chert  Limestone

Seashell  Animal bone  Clay
6. You are an Apalachee man in the year 1635. You live at Mission San Luis de Apalachee. What kind of work would you prefer: potter, warrior, religious leader, hunter, chief? Write a job description of what you would do for one of these occupations. Now, write a job description for a woman of the same period and place.

7. If you lived near Gainesville in the 1500s, what group of people would you belong to? What language would you speak? Write one or two paragraphs describing the land around your village.

8. The Spaniards came to America for “Gold, Glory, and God.” What does that mean?

9. Matanzas Inlet, south of St. Augustine, gets its name from an incident that occurred between the French and Spanish in 1565. Research the incident and lead a class discussion.

10. If you had a choice of a career as an archaeologist or a historian, which one would you choose? Why?

11. How did Florida get its name? Write a one or two paragraph explanation.

12. Pedro Menéndez, a Spanish explorer in Florida, thought he was able to sail from today’s cities of Jacksonville to Tampa and to Lake Okeechobee, and from Lake Okeechobee to Miami or Ft. Myers without sailing into the ocean. Look at a map of Florida. Do you think that this could be done? Why or why not?

River Trade Scene Diorama

Much research goes into creating a diorama. Many people help in its creation. The researchers and artists thoroughly review historical documents, artifacts and other archaeological evidence, and occasional early drawings of artifacts and people. Researchers then try to establish a framework for the scene from these various researched facts. Certain facts are known, while other facts are not known. Researchers and artists decide how to create a scene that is based on real facts whenever possible, and on reasonable “guesses” about other details that are not known from history or archaeology.

The artist imparts a vision of the scene based upon the historical and archaeological facts. The items that you see in the diorama are sometimes replicas of actual artifacts, and sometimes creations partially based on fact and partially on “good guesses” based on other facts. The researchers and artists supply the interpretation as best they can, based upon their research and experience.

The diorama incorporates known facts from research with re-creations of actual artifacts and people. The diorama is an educated, conjectural scene based on the researchers’ and artists’ interpretations of known historical and archaeological data.
Photo of River Trade Scene Diorama
The location of some of Florida’s native groups are shown as they were recorded at the time that Europeans came to the Florida peninsula in the 1500s. Note that those tribes in the darker area shared a similar language and are therefore all known as Timucua.
Activity One – Word Puzzle

Northern Florida’s Early Native People

A H O A P T I M U C U A D Y
P Z C E L T S P X J S R J A
A D P K R R E S O U R C E S
L F J C F A F X W Y K H Q Q
A C D X N D Y K L N I A P S
C H U N K E Y S T O N E C N
H V M G H G I S O L W O H T
E O N A C X D Q T O Y L Z U
E D D I S E A S E S T K O F B
C L N O I S S J I M T L G Y E
W P M L J K F Z J M S Y F S
Y X V T M Q Z X K K C O F T
T P O W F J F R Y F L Y B D
C V P O D R K T I P Y K Z F
W Q W P Z X G Y C K L W R N

Apalachee  Timucua
archaeology  trade
canoe
celt
chunky stone
disease
mission
owl totem
resources
Spain
Activity Two – Word Puzzle

NORTHERN FLORIDA’S EARLY NATIVE PEOPLE

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WORD PUZZLE

W W D F C I Z X A B V M V D C I
Z H M O V B C A N O E K O W G V
T L E C G P A N H A N D L E R L
N A T U R A L R E S O U R C E D
A F O N E X P O R T T R A D E B
I L T R E H C E U E S A E S I D
D O L D N U O M T R Y L E Z S L
N R W P S Y G O L O E A H C R A
I I O D T H C H U C K R C T D U
O D N P O S T - C O N T A C T C
E A O S N F E U I R U I L L J U
L R I Z E C Z R R D H F A H J M
A C S P A I N E G A C A P O H I
P O S T H O L E A G U C A F L T
P O I N S C O N T E X T I N C T
A B M I D D E N T W O I Y S D M

agriculture  extinct  Spain
Apalachee  greenstone  Timucua
archaeology  La Florida  trade
artifact  midden
canoe  mission
celt  mound
chert  natural resource
chunkey stone  owl totem
context  Paleoindian
cordage  Panhandle
disease  post-contact
export  posthole
Activity Three – Crossword Puzzle

Across
1. a round stone disk used by early Floridians to play a game
4. one of the animals brought by the Spanish to Florida to provide food
6. exchanging one item for another
9. the study that helps us know about people by looking at "things"

Down
1. an early means of transportation used in Florida
2. the group of people who shared a language in northeastern Florida
3. a stone tool shaped like a chisel
5. the early people who lived around Tallahassee

7. one of the main killers of early Floridians after contact with Europeans
8. an early crop raised by North Floridians
Activity Four – Crossword Puzzle

Across
5. farming, raising crops
7. a round stone disk used by early Floridians to play a game
9. sending a local item to another, distant location
11. one of the animals brought by the Spanish to Florida to provide food
12. the early people who lived around Tallahassee
13. an early crop raised by North Floridians
15. the country whose explorers named Florida
16. no longer living
18. exchanging one item for another
19. one kind of Florida mound

Down
1. the study that helps us know about people by looking at "things"
2. the first people on the Florida peninsula
3. the time before Europeans and native people met each other
4. details about where an artifact is found
6. a stone tool shaped like a chisel
8. the group of people who shared a language in northeastern Florida
10. one of the main killers of early Floridians after contact with Europeans
12. an object used by people and found by archaeologists
14. the community built by Catholic priests who wanted to Christianize Florida natives
17. an early means of transportation used in Florida
Break the code and discover the hidden message about the Apalachee People

The code is hidden in the math answers below. Decipher the code for each word and replace the number with the word.

\[
\begin{array}{ccccccc}
1 & 27 & 5 & 7 & 49 & 72 & 8 \\
44 & 22 & 53 & 70 & 15 & 28 & 18 \\
21 & 8 & 63 \\
\end{array}
\]

The clues to breaking the code:

- \(7 \times 2 + 1 = \) teach
- \(3 \times 7 = \) through
- \(4 \times 5 + 7 = \) chunkey
- \(42 - 37 = \) stone
- \(2 \times 4 = \) a
- \(6 \times 6 - 8 = \) life
- \(64 - 11 = \) and
- \(8 \times 9 = \) as
- \(8 \times 9 = \) trade
- \(9 \times 5 + 4 = \) used
- \(53 + 17 = \) to
- \(7 \times 4 - 6 = \) item
- \(3 \times 3 - 8 = \) The
- \(21 \div 3 = \) was
- \(7 \times 9 = \) game
- \(52 - 34 = \) skills
**REVERSE JEOPARDY FOR NORTHERN FLORIDA'S EARLY NATIVE PEOPLE**

List the five categories horizontally on the blackboard with the numbers 1 through 5 under each. Divide the class in half, with each half coming up with a name for their team. Taking turns by team, a different member will choose the topic and number of points his/her team wishes to try for. Answering questions should be a team effort. Before the game begins, the teacher/questioner should choose one question to be a “double jeopardy” question. The team selecting that question must decide how many points to risk. The final jeopardy question is asked of all teams with each team deciding on the number of points to risk. The team giving the correct, or closest, answer first will be given the number of points they designated. Total points will determine the winning team. Rules may be adapted to accommodate particular classes and situations; e.g., three+ teams.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Vocabulary</th>
<th>Objects</th>
<th>Food Bag</th>
<th>Trade Bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Why did the first people in North America migrate from Asia? probably following animal herds</td>
<td>(1) What is a celt? a) skirt worn by a Scot b) stone found in Florida c) chisel-like tool</td>
<td>(1) Who could play with the chunky stone? a) men/boys b) girls/women c) anyone A</td>
<td>(1) One food early Floridians gathered/hunted was ______. acorns, nuts, berries, deer, rabbit, raccoon, etc.</td>
<td>(1) Name one thing the Spanish gave the early native people of northern Florida that does not seem very practical. bells or beads</td>
</tr>
<tr>
<td>(2) When early people first came to Florida, it was about {A) half, (B) twice, (C) three times, (D) the same as) the size as it is now.</td>
<td>(2) The city of Tallahassee is where the group we call _____ lived at Mission San Luis. Apalachee</td>
<td>(2) What was the owl totem artifact (the real one) made from? wood/a tree</td>
<td>(2) The three most common crops grown in northern Florida in the 1500s were ______. ______. and ______. Corn, beans and squash</td>
<td>(2) Name 2 items that the early native people of northern Florida could trade to outsiders. shell goods, food from the sea/rivers, or pottery</td>
</tr>
<tr>
<td>(3) Northeastern Florida and southeastern Georgia Native Americans were named for the common language they share called ______ _. Timucuan</td>
<td>(3) When we make a model of an artifact, it is called a _______. replica</td>
<td>(3) Give two reasons for playing the chunky game. fun and practicing hunting/defensive skills</td>
<td>(3) Name two ways that people in northern Florida could get their food a thousand years ago. Farming, gathering, or Hunting/fishing (any 2 of 3)</td>
<td>(3) Name 2 animals commonly found in Florida a thousand years ago that could have been useful to early people in at least 2 ways. shark, deer, fish, sea animals</td>
</tr>
<tr>
<td>(4) Name one of the two rivers that formed a boundary for Apalachee territory. Aucilla or Ochlockonee</td>
<td>(4) The practice of exchanging goods with one another is called _______. trade</td>
<td>(4) Where does a greenstone celt come from? trade/outside Florida/ somewhere north</td>
<td>(4) Probably the most reliable source of food for northern Florida’s early native people? water</td>
<td>(4) Name 2 parts of the shark that early native people of northern Florida might have traded to others. teeth, skin</td>
</tr>
<tr>
<td>(5) Archaeological evidence suggests that people lived on the Florida peninsula at least (A) 20,000 (B) 17,000 (C) 12,000 (D) 15,000, years ago.</td>
<td>(5) What are the two sources of our knowledge about Florida natives? archaeology and history (written materials)</td>
<td>(5) How was the owl totem preserved? wet site/in an oxygen-free, muddy river bottom</td>
<td>(5) The best farmers in early Florida were from the group we call _______. Apalachee</td>
<td>(5) What mineral was brought into Florida from the north and could have been used here either as a mirror or carved? mica</td>
</tr>
</tbody>
</table>
**Suggested Final Jeopardy Question**

Four native tribesmen each have an object to trade. Each one trades to one of the others but no two trade back and forth with each other. From the statements below, what is the object that each tribesman brought to trade and what object did each tribesman take back to his tribe? The item missing from the statements is a basket of corn.

1. Acuera receives the object from Potano.
2. Acuera’s object was taken by the owner of the shell pendant.
3. The deer skin was taken by Apalachee.
4. The atlatl was taken by the owner of the object taken by Apalachee.
5. Ocale’s object was taken by Potano.

*(If students are having a difficult time, a sixth statement might be: “Ocale brought the basket of corn”, or you can suggest the following process)*

**Process suggestion:**

Students might choose to draw a diagram and insert what the statements tell them and thereby, through a process of elimination, come to the correct answer.

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Acuera</th>
<th>Potano</th>
<th>Ocale</th>
<th>Apalachee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brought to trade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Took home</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2,3, etc.</th>
<th>deer skin</th>
<th>atlatl</th>
<th>shell pendant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>atlatl</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>?</td>
<td></td>
<td>? deer skin</td>
</tr>
</tbody>
</table>

At this point, the objects brought by each tribesman, as designated by the statements, are all in place. The remaining object to be placed is the basket of corn. From the original instructions, we know that no tribesman took back what he brought, so Potano must have taken home the basket of corn and Ocale must have taken home the shell pendant.

<table>
<thead>
<tr>
<th>Last step</th>
<th>Acuera</th>
<th>Potano</th>
<th>Ocale</th>
<th>Apalachee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brought to trade</strong></td>
<td>deer skin</td>
<td>atlatl</td>
<td>basket of corn</td>
<td>shell pendant</td>
</tr>
<tr>
<td><strong>Took home</strong></td>
<td>atlatl</td>
<td>basket of corn</td>
<td>shell pendant</td>
<td>deer skin</td>
</tr>
</tbody>
</table>
NORTHERN FLORIDA’S EARLY NATIVE PEOPLE