PART TWO

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

To see individual items in the Southern Florida’s Early Native People Inquiry Box, visit the Museum’s website at www.flmnh.ufl.edu.
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE

Frequently Asked Questions about Southern Florida’s Early Native People

Who were the early native people of southern Florida and where did they live?

The group names we associate with southern Florida after 500 BCE include the Calusa (the dominant group post-contact), Tequesta, and Jeaga. These groups and others lived along the Gulf (Calusa) and Atlantic (Tequesta and Jeaga) coasts, on adjacent islands, and along interior waterways from the Charlotte Harbor area southward.

What kind of houses did southern Florida’s early people live in?

We don’t know much about early housing in South Florida because few historical documents discuss houses and so far very little information about buildings has been discovered by archaeologists. Our limited information suggests small circular houses made of wooden poles covered with palm-leaf thatch. Some structures were built on the top of “midden” (like today’s landfills). In the late 1600s, an Englishman described houses on the east coast of South Florida as being made of poles tied together at the top and covered with palm thatch.

There were also large community buildings. In 1566, Spaniards described the Calusa leader’s house in southwest Florida as made of palm thatch and large enough to hold 2,000 people comfortably. In the late 1600s, one village chief’s house in southeast Florida was 40 by 25 feet, “covered with palmetto leaves both top and sides.”

Mats of woven palm leaves were popular throughout Florida for use inside houses, sometimes on the floors, sleeping areas, or walls.

What did they eat?

The Calusa, one of southern Florida’s groups of early people, ate mostly seafood but also ate plants and hunted land animals.

Their diet varied with location and season and certainly changed after European contact. Their diet consisted mainly of fish and shellfish: shark, catfish, sheepshead, gar, mullet, pinfish, oysters, marine snails, clams, etc. Plants included coontie, sea grape, acorns, grasses, prickly pear, maypop, palmetto berries, sabal palm, grapes, papaya, etc. They hunted deer, alligator, turtle, snake, rabbit, opossum, raccoon, etc.

Unlike Indian people of North Florida, those in South Florida did not raise crops such as corn.

After Europeans arrived in Florida, foods like peaches, citrus, and grains were added to the Indian diet.

What kind of clothing did they wear?

In Florida’s mild climate, very little clothing was necessary. Sketches by the Frenchman 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, might have been added for warmth. Feet were probably bare.

The Spaniards also reported body paint and tattoos, especially for men and chiefs. People wore shell and bone jewelry and may have used feathers as ornaments.

How did they travel?

People have always traveled by foot. But by at least 5,000 years ago, canoe travel was also common in Florida. Spaniards documented several types of Calusa canoes, including simple dugouts, barges made by lashing a platform between two canoes, smaller canoes pulled as dinghies, and fancy canoes to carry the Calusa leader: “Within two hours [came the leader Carlos], with as many as twelve canoes, and two of them fastened one to the other, with decks covered with awnings of hoops and matting” (Gonzalo Solís de Merás, 1567).
SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

Why are the people not around anymore, and why did they disappear?

After Europeans arrived, Florida's native populations were decimated by disease, warfare, and slavery. Some South Florida people left to go to Cuba with Spaniards. Others may have remained in South Florida, but as living cultures, they were gone by the mid-1700s.

How do we know about these people and their environment?

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

Early Florida people had no written languages, as far as it is presently known.

Archaeological evidence before and after European contact provides additional information.
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE

INQUIRY BOX CHECKLIST

8 1/2 x 11 Laminated Cards
   _____ Picture contents cards
   _____ Culture periods
   _____ Changing coastline map
   _____ Group names & location map
   _____ Fontaneda quote
   _____ DeBry/LeMoyne ceremonial picture
   _____ DeBry/LeMoyne food preservation picture
   _____ Netmaking diagram
   _____ Dwelling drawing
   _____ 3-souls drawing
   _____ 2 masks photograph

Artifacts
   _____ Whole pot in bag with 2 potsherds
   _____ Plastic food box with multiple food items
   _____ Small wooden canoe
   _____ 2 paleo-points bagged with 1 ivory shaft
   _____ Shell tools (hammer, cup and awl) bagged together
   _____ Fabric timeline
   _____ Sorting screen
   _____ Midden material jar
   _____ Stone tools (7 small sacks bagged as one)
   _____ Cordage bag (contains net piece, shell weight, net mesh gauge, fish hook, vine-wrap, jute triad, etc.)
   _____ Clothing bag (contains Spanish moss and olive shell)

Books and Video
   _____ Florida’s First People (Brown)
   _____ Archaeologists Dig for Clues (Duke)
   _____ Best Management Practices: An Owner’s Guide to Protecting Archaeological Sites (Florida Dept. of State)
   _____ The Domain of the Calusa (30 minutes)

Word Cards
   _____ Archaeology
   _____ Archaic People
   _____ Artifact
   _____ Context
   _____ Midden
   _____ Paleoindian
   _____ Post-contact
   _____ Potsherd
   _____ Replica

Activity Cards
   _____ Laminated “Extinction” directions card
   _____ 30+ laminated skill cards
Southern Florida's Early Native People

Inquiry Box Content Descriptions

Laminated Culture Periods Chart

Archaeologists use a detailed breakdown of the culture periods that characterize Florida's first people. It is another way of noting that European contact (after which we have some, albeit limited, written record about early Floridians) did not happen until very late in the human occupation of Florida.

Fabric Timeline

Because children, in particular, have a hard time comprehending the passage of time, the scroll is meant to help make our time period more visual. Scaled at roughly 1” = 100 years, markers are set from right to left indicating a very limited number of recent, but equally "old" to children, references:

- 2000 = today
- 1900 = about the time the car was invented
- 1800 = the U.S. was constituted just before this marker
- 1500 = when Europeans first came to this continent
- 0 = for reference only, but around 2,000 BCE we begin to see pottery, and by 1,500 CE there is evidence of agriculture in the northern portions of the state
- 5,000 BCE = another general marker, but somewhere after this point sea level begins to stabilize
- 10,000 BCE = evidence of earliest Floridians

Laminated Names/Locations Map of Florida's Native Groups at Time of European Contact

Names were generally given by the Spanish, although most were probably based on what they thought they heard natives saying about themselves and other groups. Sometimes the group name was the same as the group leader's name or the village place name. Note the lack of the term “Timucua” on the map. This is because Timucua is a term for a language grouping (not a specific tribe), although it has come to describe many of the groups in north/northcentral Florida.

Trivia: the group in the Gainesville area was probably the Potano.

Paleoartifacts

These three items (all plastic replicas), two points and an ivory shaft, are from the earliest period of Florida's peopled history and are fairly rare, possibly because we have access to so few sites from this period. The Clovis point (the more straight-sided of the two) is a familiar item in the Southwest. This one is the southeastern variety, however, and dates from 11,500-10,900 years ago. It would have been made of chert (a sedimentary stone found as outcroppings in limestone). The Simpson (sunfish) point (the more shapely of the two) is slightly younger (10,500 years old) with the same construction techniques. Either could be used as a knife or as a spear point when attached with rawhide. Good for large game. The ivory shaft is the largest ivory tool in the New World and is probably made from mastodon or mammoth tusk (which paleoindians hunted here). It dates from 11,500-10,900 years ago also. Its function is a bit of a puzzle. Sometimes the shaft is decorated but whether that's aesthetic only, indicates ownership, or is a charm of some kind is still unknown. Incidentally, the dark color of all three is a function of where they were found - in river muck, probably stained by tannic acid.

Sorting Screen

This is a small version of what might be used at an archaeological site. The screen is very fine and thus would catch very small objects. It was only when archaeologists started using a smaller-holed screen that they started finding very small objects, items that used to be lost when screen size was larger. This has helped the study of plant materials particularly. For the Calusa, this has been the basis for finding many small fish bones, suggesting that fish and not shellfish were the main item in their diet.

Midden Jar

This sealed jar is full of material from a real archaeological site. It has not been sorted and should NOT be. We have neither the quantity of material nor facilities to allow sorting at this time.
In addition to dirt, the jar may contain plant and animal remains and sometimes pottery pieces. It can be turned gently so students can try to determine what might be in the jar.

Laminated Fontaneda Quote (two sides)

This is one paragraph from the memoirs of d’Escalante Fontaneda, a young (some say 10 years old; some 13) Spaniard who was shipwrecked off the southern Gulf coast of Florida and taken in by the Calusa. In the 15-20 years before he was returned to Spain, he evidently lived among several of the Florida tribes and eventually wrote one of the most useful documents we have. One side of our “document” is a Spanish paragraph from his Memoir and the other is an English translation. This is an opportunity to talk about understanding foreign languages as they existed at a previous time, translations, and the names of things in other times. What’s funny? What’s a seawolf?

Laminated LeMoyne/DeBry Pictures (2)

These are prints from the engravings of Theodor DeBry which were made in the 1590s from the watercolors drawn by the French cartographer and artist Jacques LeMoyne following his visit to La Florida in about 1565. (The green color of one is an accident of this reproduction.) The pictures are one of few visual records we have from this period.

Laminated Coastline Map of Florida (orange/white/blue)

The outer, less recognizable shape (the orange) indicates the larger size of Florida during the last Ice Age. Sea levels were lower because water was frozen into ice caps. This is the same principal involved in the exposure of Beringia - the land strip across which animals and people came into North America. The white outline is Florida today, with the orange now covered by water. The difference in the two shapes explains why we find early artifacts under the ocean. The orange Florida is also the period of cool, dry conditions here when the whole water table was lower and water was scarcer. The availability of water was the determining factor in where people lived.

Plastic Food Box

The “ingredients” of this box are listed inside the cover and are only examples, but they are illustrative of the kinds of food that we have found evidence of pre-contact (after European arrival, the variety of food increased; grains were added, plus things like peaches). Several groupings can be used with this material: plant vs. animal; fresh water vs. salt water; vertebrate vs. invertebrate; etc. The items are all small, so several children could choose something they recognize or something they would like to know more about, and use those examples to focus a food discussion. This is also a good time to remind students that if you knew where each of these items was found (context), you might be able to draw some conclusions about the diet of a particular group.

Laminated Dwelling Drawing

Houses being made of “soft” things like wood, archaeological evidence is not strong except for discolored postholes. Spanish records do give some description. This is an artist’s rendering of that information.

Laminated Masks Drawing

Among the finds from early archaeological work on Marco Island were wooden masks. Fortunately, the expedition artist, Wells Sawyer, made drawings of these masks, since they began to deteriorate and lost their colorful designs after removal from the water-filled site. The mask on the left is the Sawyer drawing. On the right is how the mask looks today. A procession of masked figures was described by Father Rogel while he was trying to Christianize the Calusa. Masks may have been used in secret ceremonies too.
Shell Tools (Hammer, Awl, and Cup)

The lightning whelk was a great source of tool parts for the Calusa and other coastal people in Florida. The hammer-like tool basically has only the central column removed and a handle inserted. The awl is that center column. And the cup is another outer shell with more extensive centerpieces removed. These “tools” may have provided dinner first. Shells were also used as trade items to northern neighbors, for use as drinking vessels, and as material to make shell beads and ornaments.

Stone Tools (Points, Cores, Celt)

When animals in Florida got smaller, tools did too. Except for chert, Florida is not a good source of stone. The groundstone celt would have come via trade from the Appalachian piedmont. All these pieces come from the Gift, Trade & Loan collection at Dickinson Hall – real artifacts with the context removed so they are unusable for research. Most were given to the Museum.

Pot and Sherds

Calusa pots were usually fairly plain and functional, but some pottery in Florida was more decorated. Pottery can be used to date and place the culture it came from. Sometimes it is the composition of the clay that is distinctive; sometimes the design. One pot even shows designs that had to be made by corn cobs but was found in a place and at a time not known to grow corn. The whole pot is a breakable replica. The sherds show a variety of styles.

Basket-making Vine

Multiple plants could be used in basket-making, which was an important skill. This is just grapevine and can be used to demonstrate the good and bad of dried vines.

Netmaking Equipment (Piece of Net, Net-Mesh Gauge, Triad of Jute), Ark Shell and Fishhook

“Cordage-making” was another valuable skill, especially in a fish/seafood-eating culture such as many in Florida. This net is obviously modern but will allow you to talk about what net might be made of and how the gauge helped to make even holes (so little fish don’t slip out the bigger holes in your net). Ark shells were used as net weights. The little piece of jute can be used to demonstrate braiding (although it probably was done with only two strands). There is also a replica of a 1500-year-old fishhook probably made from deer bone. Why are few samples of net found in archaeological sites?

Laminated Netmaking Diagram

Note the net-mesh gauge and shuttle drawings. Fish spine needles could have been used as shuttles.

Laminated Three-Souls Drawing

This picture is artist Merald Clark’s idea about a Calusa belief described by a Spanish priest in 1567: “They say that each person has three souls...One is the little pupil of the eye; another is the shadow that each one casts; and the last is the image of oneself that each one sees in a mirror or a calm pool of water.”

Potential Clothing

The Spanish moss and an olive seashell suggest some potential sources (plants and the sea) of what little clothing the early people of Florida needed. The other obvious source would be animal skins.

Canoe

Yellow pine was probably the tree of choice among early Florida natives, although cypress is also a possibility. For the burn and scrape method used (hence “dugout”), pine burns nicely. Wet clay could be used to slow/limit the fire. The Calusa, in particular, were sophisticated seamen. Canoe style varied depending on its use - shallow water, rough water, etc. The Spaniards reported that South Florida Indian men and women traveled to Cuba by canoe in the 1600s to trade with Spanish Cubans.
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE

KEY WORDS
archaeology • explorer • environment • midden • population

INQUIRY BOX CLASSROOM ACTIVITIES

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

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

Crystal River State Archaeological Site – Crystal River:
www.citruscounty-fl.com/CrysRiv.html
Shell Mound Archaeological Site – near Cedar Key
(no Internet address)
Randell Research Center - Pineland near Ft. Myers:
www.flmnh.ufl.edu/anthro/sflarch/calusa_8/pineland.htm

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

3. Southern Florida’s native people used many natural resources to make things: seashells, animal bones, plants, and stones. Which do you think was most valuable to them? Why? Explain your thinking in one or two paragraphs.

4. You are the first person to see a Spanish ship approaching your land. What is your reaction? What do you do? Choose one of these ways to tell others about your experience.
   
   Write a newspaper article about the experience. Don’t forget to give your article a title.

   Write a poem about your feelings when seeing this strange sight.

   Divide your class into several groups with each group deciding what reactions you wish to act out, and who takes which part. Ask your teacher how much time you have for planning and for acting out your scenario before the whole class.

5. Pre-contact native people had to rely on natural resources for food, tools, housing, and decorations. Which of the workers skilled in those areas – pottery maker, fisherman, hunter, gatherer, stone tool maker, basket maker, woodworker, or builder – would you like to be? Why? Write about your work in one or two paragraphs. Include a picture of yourself at work.

6. How did living close to the sea affect the lives of southern Florida’s natives? Tell about at least two ways in one or two paragraphs.

7. You, as an archaeologist, have found evidence of what appears to be wooden postholes in a midden. What might this mean? Explain your reasoning in one or two paragraphs.

8. Explain why canoes were important to Calusa life. Why would they want different sizes and styles of canoes? You may either write your explanation in one or two paragraphs or have a class discussion where everyone states their ideas.
9. What is an estuary? Why is it sometimes called “the cradle of the ocean?” Explain how you came to this conclusion. What references did you use?

10. In the late 1600s, Yamasee and Creeks from the north came into Florida. They captured some South Florida natives and sold them into slavery to the English in North Carolina. Why would the northern natives do this? Write one or two paragraphs explaining your reasoning. If you were a Calusa Indian, would you agree with this reasoning? If you were an English settler, would you agree with this reasoning?

11. Imagine that you are a Calusa child. Write a story of a typical day in your life from the time you wake up in the morning until you go to sleep at night. What do you eat? What games do you play? What is your family like? How do you help your family? Who are your friends?

12. Each student in your class needs one seashell. Now imagine that you are all Calusa Indians and think about what your shell might be used for. An eating utensil? An ornament for clothing? A tool for preparing animal skins? A weapon? A weight for a fishing net? How would you change the shell to make it work for your purpose? Draw the shell as it is. Then draw the shell as it might be used in everyday Calusa life.

13. The Calusa were very dependent on fish and other aquatic life for food. Are people today dependent on aquatic environments as food sources? Do the Project Wild Aquatic activity called “Water We Eat.”

14. Study the picture in your teacher’s Inquiry Box guide that shows a man emptying more garbage onto a midden. Write a story that explains the history of this situation. Your story might explain what the man is doing and how he feels about his job. The story might explain what the midden tells us about the people who live near this site. It could also tell about the people who created the buried structure at the bottom of the cutaway. Maybe you could write about the reaction of the cotton mouse or seagulls visiting the site.
Wherever people lived, garbage middens seemed to grow.
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE
Mask Drawings

Among the finds from early archaeological work on Marco Island were wooden masks. Fortunately, the expedition artist, Wells Sawyer, made drawings of these masks, since they began to deteriorate and lost their colorful designs after removal from the water-filled site. The mask on the left is the Sawyer drawing. On the right is how the mask looks today. A procession of masked figures was described by Father Rogel while he was trying to Christianize the Calusa. Masks may have been used in secret ceremonies too. Colored copies of these drawings are included in the Inquiry Box.
CALUSA LEADER’S HOUSE 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. For example, it is known that the Calusa people depicted in the Calusa Leader’s House painted their bodies, much like tattooing but without the paint being permanent. But what the body paint designs actually looked like is not known. So the artist looks at designs used by Calusa people on other artifacts, and then makes reasonable guesses about possible body paint designs. This is how 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 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. For instance, there are plaques on the walls of the house that may represent family, or tribal, seals. These seals are intricately designed and highlight the Calusa’s highly developed arts of woodcarving and painting. There are also masks hanging on the walls of the same quality as the seals. It is known that the seals and masks were painted. The colors used were white, black, blue, and red. Their exact brightness and how the paint was applied is unknown, just like it is unknown if certain colors had certain significance. It is also not known exactly how these seals were used: for example, whether they were hung on the walls, carried in ceremonies, or used in some other activity. The researchers and artists supply the interpretation as best they can based upon their research and experience.

In the Leader’s House scene, more information exists about the period of time after the Spaniards arrived in Florida than about times further in the past. In the Calusa Leader’s House, the researchers and artists made a decision to depict the scene during the time period after the arrival of the Spanish because of the comparative wealth of information available about that time: approximately 1564 CE.

The people in the scene are not stereotypes. They are re-creations of people who actually lived. Spanish documents recorded their names and relationships as well as details about a meeting such as that shown in the diorama.

The diorama incorporates known facts from research and 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 the Calusa Leader’s House Diorama
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE

ACTIVITY ONE – WORD PUZZLE

archaeology
Calusa
canoe
contact
fishing
midden
paleoindians
seashell
tools
water

© 2002 Florida Museum of Natural History, Gainesville, Florida
Activity Two – Word Puzzle

Southern Florida’s Early Native People

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

archaeology  gatherer  Spain
archaic people  hunter  timeline
artifact  ice age  tools
Calusa  masks
canoe  midden
context  netmaking
coontie  paleoindians
disease  potsherd
extinction  pre-contact
fisherman  resources
Fontaneda  seashell
SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY THREE – CROSSWORD PUZZLE

Across
2. before Europeans and Florida’s early native people met each other
4. the surrounding elements of an artifact
5. a trash heap
9. rope, netting, string, etc. made from plants
11. the major source of building material for early people
12. one of the main causes of death for post-contact native people
13. a group of early native people from southwest Florida

Down
1. archaeological evidence for buildings
2. the earliest people to live on the Florida peninsula
3. a popular form of transportation for early southern Florida native people
6. being protected from a disease via antibody build-up
7. a group of South Florida's early native people
8. an exact copy or model
10. an object made by people

artifact
Calusa
canoe
context
cordage
disease
immunity
midden
natural resources
paleoindians
posthole
pre-contact
replica
Tequesta
SOUTHERN FLORIDA’S EARLY NATIVE PEOPLE

ACTIVITY FOUR – CROSSWORD PUZZLE

Across
2. an object used by early people
4. objects acquired and organized for study
7. trash heap
9. a person looking for new territory, wealth or information
13. the immediate situation and its surrounding elements
14. canoe made by hollowing out a log
15. an exact copy of something
16. multiple plant fibers used for making ropes, cords, twine, etc.

Down
1. the name given to the oldest known people of Florida
3. a large, edible marine snail whose shell was used by early Florida native people
5. a widespread disease that affects many people at the same time
6. plant material that can be separated into thread-like parts for weaving
8. the interaction of one group with another
10. illness that causes sickness or death
11. a group of early native people who lived along the southwestern coast of Florida
12. an elevated geographical area. It may be a burial mound, midden mound or platform mound

artifact
Calusa
collection
context
cordage
disease
dugout
epidemic
explorer
fiber
middens
mound
paleoindians
replica
whelk
SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY FIVE – BREAK THE CODE

Break the code and discover the hidden message about the Calusa people
The code is hidden in the arithmetic answers below. Decipher the code for each word and replace the number with the word.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>44</td>
<td>23</td>
<td>8</td>
<td>21</td>
<td>49</td>
<td>15</td>
</tr>
<tr>
<td>50</td>
<td>56</td>
<td>16</td>
<td>14</td>
<td>28</td>
<td>63</td>
<td>5</td>
</tr>
</tbody>
</table>

38

The clues to break the code:

7 \times 2 + 3 = \text{Atlantic} \quad 3 \times 5 = \text{Gulf}
4 \times 5 + 3 = \text{and} \quad 32 - 27 = \text{in}
4 \times 4 = \text{before} \quad 6 \times 6 + 8 = \text{lived}
64 - 14 = \text{coast} \quad 8 \times 7 = \text{long}
7 \times 6 - 4 = \text{Egypt} \quad 9 \times 4 + 4 = \text{net}
53 + 18 = \text{Europeans} \quad 7 \times 3 = \text{on}
3 \times 3 - 1 = \text{fished} \quad 18 \div 3 = \text{people}
7 \times 7 = \text{Florida’s} \quad 8 \times 8 - 1 = \text{pyramids}
62 - 34 = \text{first} \quad 28 \div 2 = \text{the}
HOW EXTINCTION CAME TO EARLY SOUTHERN FLORIDIANS

It takes many people working together to make a community function. If we think of an early South Florida community before the Europeans arrived in La Florida, you could find these skilled workers:

- warrior
- fisher person
- healer
- stone toolmaker
- pottery maker
- food gatherer
- net maker
- shell toolmaker
- story teller
- religious leader
- basket maker
- village leader
- hunter
- canoe builder

You may want to write this list on the chalkboard for reference.

A complete set of skill cards is included in the Inquiry Box, or you can make a set by writing each of the above skills on small cards numbered randomly one through five. Repeat until the number of cards equals the number of students.

Distribute the skill cards.
Ask everyone to stand.

1. When the Spanish explorers first came to Florida, many conflicts arose. There were many misunderstandings between the Spaniards and the native people because of their different languages. Often the Indian people thought that the Spaniards had come to take land and possessions away from them. Sometimes the Spaniards took the food that belonged to the Indians. The Spaniards forced the Indians to serve as guides and carry their goods. Spaniards tried to force Indian people to accept their religion, Catholicism. Battles arose. The Spaniards had many battle advantages like horses, guns, and war dogs. Many native people died.

Look at the number on the back of your card. All those who have a #1 on their skill card have now died from these conflicts. #1s should be seated.

2. Europeans brought diseases with them. Native people had no resistance to new diseases like smallpox and measles. Even diseases like the flu were unknown among the native people. If people happened to come in contact with a European who carried the germs from one of these diseases, then the people could get sick. In fact, so many people got sick that not enough healthy people were left to care for the sick ones. So more people died. Parents who were sick could not care for their children, so their children died.

Look at the number on the back of your skill card. All those who have a #2 on their skill card have now died from some disease. #2s should be seated.

How Extinction Came To Early Southern Floridians continues on next page.
3. As the 1600s began, more Spaniards came to Florida. Many sought the native people as slaves. The Spaniards forced the Indians to go with them and work as laborers as they traveled through Florida. Indians were also forced to work in missions that the Spaniards were building as part of their effort to force religion on the native people. This meant that native people were removed from their villages. They may not have died, but they may never have lived with their own people again.

Look at the number on your card. All those who have a #3 on their skill card have now been enslaved and removed from the community. #3s should be seated.

4. The British who settled north of Florida and their Yamasee Indian allies attempted to move into Spanish territory. More Florida natives were killed or enslaved.

Look at the number on your card. All those who have a #4 on their skill card have now died from British and Yamasee raids. #4s should be seated.

Who is left standing? What skills do the remaining students have? Using the skilled worker list, check off the skills that are left. The tribe no longer has ________________ to provide their skills and services to the community and to pass those skills on to the young people. How is the community going to survive? What will happen to those people who are left?