

TEACHER'S GUIDE TO FLORIDA'S NATIVE PEOPLE

INQUIRY BOXES: MUSEUM ON THE MOVE



FLORIDA MUSEUM OF NATURAL HISTORY

SW 34th Street & Hull Road on the University of Florida campus, Gainesville, FL

Monday – Saturday 10 a.m. – 5 p.m. • Sunday & Holidays 1 p.m. – 5 p.m.

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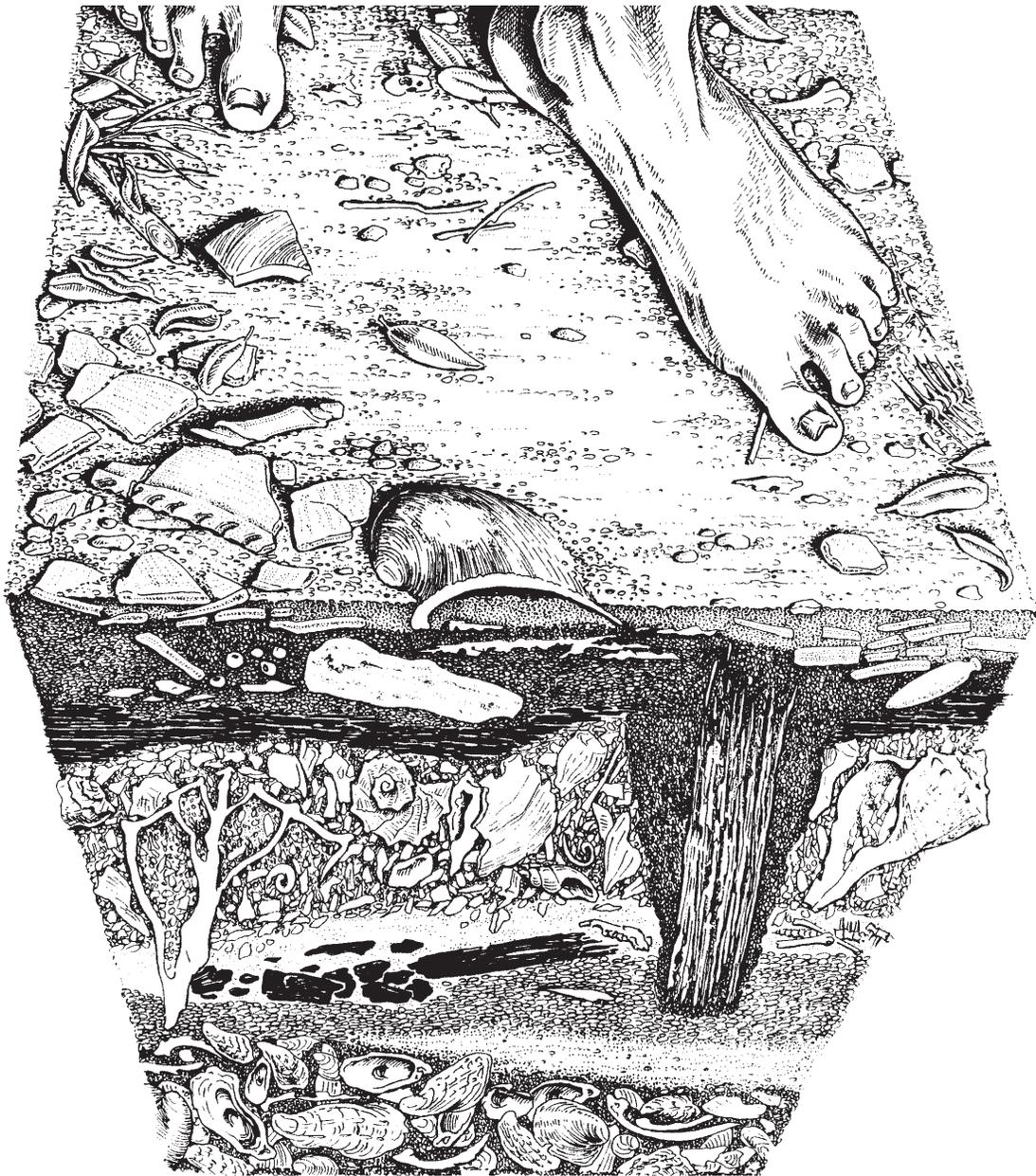
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PART ONE

INTRODUCTION AND GENERAL INFORMATION





USING THIS GUIDE

This teacher's guide may be used for Inquiry Box presentations, Inquiry Box loans, and museum visits. The guide contains information on Florida's Indian people, information on associated subjects and related fields of study, vocabulary, and suggested learning activities. All activities are designed to integrate social studies, language arts, math, and science in a unified learning experience. Permission is granted to reproduce the information and activities for student and teacher use.

Abbreviations

FLMNH refers to the Florida Museum of Natural History
SFENP refers to Southern Florida's Early Native People
NFENP refers to Northern Florida's Early Native People
SEMINOLE refers collectively to The Seminole Tribe of Florida and Miccosukee Tribe of Indians of Florida

American Indian or Native Americans?

The name Indian was given to the native people of America by the explorer, Christopher Columbus.

Each tribe probably had a name for itself, but did not have a name for themselves as a race of people.

Today several names are used to refer to the native peoples of America, including Indians, American Indians, Native Americans, native people, First People, Amerinds, and Amerindians. The first names are used generally, and the last two are used academically.

Most tribes tend to refer to themselves by tribal affiliation: Seminole, Miccosukee, etc., and not as a whole race of people.

In this workbook, the early people of Florida will be referred to as "native people" or "Indian people." Many tribes died out before America became America, so the term "American Indian" is not always appropriate.

OVERALL OBJECTIVES

TO FAMILIARIZE STUDENTS WITH
THE WAYS OF LIFE OF
FLORIDA'S INDIAN PEOPLE

TO ENRICH THE STUDENTS' EXPERIENCE
WITH A PRESENTATION
AND/OR VISIT TO THE MUSEUM



OBJECTIVES · SUNSHINE STATE STANDARDS

OUTREACH OBJECTIVES

When presented by museum docents, the program has the following objectives:

To introduce students to the lifeways of the early native people and the Seminole people of Florida, including their food sources and trade

To introduce students to the effects that European contact had on the native populations

To familiarize students with the archaeological process

To give students an experience in working together in small groups (NFENP)

SUNSHINE STATE STANDARDS

Use of the materials in each Inquiry Box and this guide advance the following Sunshine State Standards:

Language Arts

Effective use of writing processes (LA.B.1.2)
Effective use of writing to communicate ideas and information (LA.B.2.2)
Effective use of listening, viewing, and speaking strategies (LA.C.1.2, LA.C.2.2, LA.C.3.2)
Understanding the power of language (LA.D.2.2)

Science

Understanding the need to protect natural systems on Earth (SC.D.2.2)
Understanding the competitive, interdependent, cyclic nature of living things in the environment (SC.G.1.2)
Understanding the consequences of using limited natural resources (SC.G.2.2)
Understanding that most natural events occur in comprehensible, consistent patterns (SC.H.2.2)
Understanding that science, technology, and society are interwoven and interdependent (SC.H.3.2)

Social Studies

Understanding historical chronology and the historical perspective (SS.A.1.2)
Understanding the world from its beginning to the time of the Renaissance (SS.A.2.2)(SFENP, NFENP)
Understanding the history of Florida and its early people (SS.A.6.2)
Understanding the world in spatial terms (SS.B.1.2)
Understanding the interactions of people and the physical environment (SS.B.2.2.)



ARCHAEOLOGY

Scientific Words

Scientific words are usually formed by combining two or more root words together. The words are usually from Greek or Latin. Sometimes a prefix or suffix is added. Archaeology is such a scientific word formed from Greek root words.

archaeo – refers to ancient times

ology – the study of, or knowledge of,
a field of science

ologist – a person who studies a field of knowledge
al (suffix) – pertaining to

The modern meaning of archaeology is the study of ancient cultures. An archaeologist is a person who studies the field of ancient cultures. An archaeological site is a place where an ancient culture is being studied. Other words used in the field of archaeology are:

anthropology – the study of humankind

stratigraphy – the science describing the layers
of earth at an archaeological site

typology – a descriptive science classifying
objects by their size and shape

morphology – the study of the shape of objects

archaeometry – measuring the age of
ancient objects

paleontology – the study of fossil evidence of
plant and animal life

Abbreviations

GPS – Global Positioning System;
a satellite technology used to locate
one's position on Earth

BCE – Before the Common Era.
This is a modern dating method used in place of
BC (Before Christ) and AD (Anno Domino –
In the year of our Lord) that does not intrude
upon religious beliefs.

CE – Common Era.
This is the modern era.



Human figure vessel from Franklin County, Florida



What is archaeology?

It is the scientific study of the remains of past human cultures. It is the primary method of learning about cultures and civilizations that existed before written records. Even after writing was invented (5,500 BCE), and in places where writing was never used, archaeology helps to further understand past cultures. Archaeologists study the remains of buildings, artwork, tools, pottery, and even garbage. They try to understand how objects and other aspects of archaeological sites relate to each other to determine how people lived. Archaeology is a branch of anthropology.

Archaeology is often confused with paleontology. Paleontology is the study of ancient animal and plant life (fossils). Archaeology is the study of early human cultures.

What do archaeologists study?

They study three basic types of archaeological evidence: 1) artifacts, 2) features, and 3) ecofacts. Artifacts are man-made objects: stone tools, pots, pyramids, etc. Features are evidence of past human activities: postholes, fireplaces, irrigation ditches, tombs, etc. Ecofacts are naturally occurring objects that are not changed in character by humans. Examples are plant seeds and animal bones. Seeds and bones from ancient garbage help identify what people ate. Seeds and pollen help to determine the type of vegetation that existed during a time period and also any subsequent climate changes.

Also important is the study of the layers that objects are found in. If sandals are left on a beach, the wind over time covers them with sand. The same happens with water, mud, and ice. Each layer of sand, mud, ice, or earth contains evidence of past environments. These layers are called natural deposits. The most common activity that covers evidence of past human culture is other human activity. Later people who live in the same place cause soils to build up as they throw things away, or build fires, or add dirt to the floor of their homes, etc. These are called cultural deposits. Wind-blown sediments also mix in. These layers of deposits are called strata, and their study is called stratigraphy.

How do archaeologists obtain information?

It is a multi-step process. The first step is to decide what to excavate and why. Archaeologists always have a reason to dig a site. Two common reasons are 1) that a site is in danger of being destroyed by construction or from other causes and 2) that a site has potential to answer some important questions about human history. Once a site is selected, archaeologists survey and map the site. The next step is to excavate the site. And lastly, they have to record and preserve the evidence that they discovered.

Locating a site – This is the first field action of an archaeologist. Sites may be above ground like pyramids. Some sites may be underground like caves. And some sites may be underwater like sunken ships. Archaeologists use many modern technologies to help them locate archaeological sites. Remote sensing is one type of technology that is used. One example is aerial photography, or satellite imaging. Another type of technology is infrared sensing that shows changes in heat patterns that may indicate a possible site. Radar is also used as well as sonar. Radar is the use of radio waves to detect objects, and sonar is the use of sound waves to detect objects. Less technological methods are also used, such as studying old maps when available, and actually walking and testing a suspected location.

Surveying a site – After a possible site is located, it has to be surveyed or examined for landmarks. The site is then mapped to place natural objects and cultural objects in relation to each other, which may be of important scientific significance. The traditional method, called a foot survey, involves archaeological team members walking along a grid of lines that are laid out across a site. Each scientist looks for objects that will help the team determine where the site begins and where it ends. This is like trying to find a lost object in a playground. All the students walk in a certain pattern looking for the lost item. Sometimes the pattern is determined by what the person who lost the object says, and sometimes it is determined by the area to be searched. Archaeologists do something very similar when they survey an area.



ARCHAEOLOGY

When objects are found, they are pinpointed on a map using tape measures and a surveyor's transit. Sometimes newer technologies like GPS are used. Changes in elevation of the ground surface are also recorded to create a topographic map. These maps can sometimes show where buildings or other archaeological features are buried. Everything is pinpointed in relation to existing landmarks so an approximate idea of what the site was like can be determined.

Working underwater – Many of the methods used on land are also used underwater in locating and surveying archaeological sites. Earth-penetrating radar is used primarily on land, and sonar is used primarily underwater. Some possible sites are shallow and can be explored by divers using scuba gear. Some sites are deep and need special equipment like submersible diving bells. Occasionally, an underwater site can be totally drained during excavation by building large dams around the site and using powerful pumps to pump out the water so that the site can be studied.

Recording and preserving evidence – The main job of archaeologists is to keep a record of their findings. They must describe, photograph, and count all objects that are found and pinpoint where they were found on a map. They also record any changes in soil colors or textures. Without this type of information, the evidence cannot be properly interpreted. People who dig up artifacts without properly documenting their work destroy a site and the history of its inhabitants forever.

Unless you are working on an approved, scientific project, it is illegal to excavate artifacts from archaeological sites on state or federal land. It is always illegal to excavate burials, even on private land. Further, it is never a good idea to dig up artifacts without being part of an official archaeological project because as you dig, you destroy history forever.

How do archaeologists interpret findings?

It is a three-step process. Archaeologists must classify, date, and evaluate the discovered evidence. Classification is the process of sorting objects according to size, types, and placement. This is called typology. The process of classification helps the archaeologist to establish patterns. Patterns may indicate that the objects were used during a certain period of time or used in certain functions. The second step is the dating of evidence. This is called archaeometry. There is relative dating and absolute dating. Relative dating dates an object in relation to other objects found at the site. Absolute dating dates an object in years. The most common way of absolute dating objects is by radiocarbon dating. Organic material is dated by how much radiocarbon (a radioactive carbon that occurs in every living thing) has decayed or been depleted over the years. Other advanced technological methods are also available. Evaluation of artifacts and features helps determine how objects were made, where they were made, and how they were used in ancient cultures. Evaluation of ecofacts helps explain the environment that people lived in. These kinds of information help scientists reconstruct the life of ancient people. Other fields of science are also used in evaluating discovered evidence. For example, archaeobotanists study plant remains from archaeological sites.

Modern archaeology – The FLMNH has archaeologists on its staff. It is part of the Museum's mission to preserve and interpret artifacts and archaeological sites. Collections of artifacts held at the Museum are used for many research projects about past human history and also for public exhibits and programs. Other important issues that museum archaeologists consider include who has the rights to the artifacts and the sites, how artifacts should be properly cared for, and whether the remains of humans found at these sites should be used for research. Many native people object to the disturbance of their ancestral homes and burial grounds. This is a sensitive issue and should be kept in mind when discussing the field of archaeology. Today, museums work with native people to determine the proper disposition of human remains and how best to interpret native cultures to the public.



ARCHAEOLOGY ACTIVITIES

Activity 1 – To illustrate the layers (strata) where artifacts are found at an archaeological dig, the following activity may be useful.

1. Divide the class into groups of two or three, or whatever number suits the size of your class.
2. Give each group a different colored piece of paper. Have the students paste small flat objects (plants, flowers, string, cord, pieces of wood, etc.) to each piece of paper in any order. Number each piece of paper to correspond to a layer (strata). After all the groups have finished and the paste has dried, stack the sheets of paper together according to their numbers. For instance, layer 10 may go on the bottom and layer 1 go on top, depending upon how many layers are numbered. Then put the layers of paper into a similar-sized box. Cover it with a blank piece of paper to represent the surface layer.
3. Gather the class together and go through each layer. Explain to the class that archaeologists uncover layers in their search for artifacts and each layer has its own meaning. (Please note that some objects may appear on more than one layer.) As each layer is revealed, the different objects that were glued to the paper are discovered. Each layer may be unique or may contain common objects, just like it is at an archaeological site. What conclusions could one draw about the people/animals/plants that lived in each layer? What questions remain?

Activity 2 – To illustrate the detailed documentation that archaeologists adhere to, the following activity may be useful.

On the playground, have the class form a square grid from string that is from 6 ft. x 6 ft. to 10 ft. x 10 ft., depending upon the size of your class. From one corner measure one-foot intervals and mark each interval with a small peg or stick stuck into the ground. Do this for all four sides. Next tie a string from each peg to the corresponding peg across the square. You should have formed a grid. Place randomly within the grid small objects that represent archaeological artifacts. In small groups have the students walk the grid and find the objects. Then have them draw an illustration of the grid and place the objects accurately on the grid map like an archaeologist would do.

Activity 3 – To illustrate various dating methods, the following take-home or library assignment may be useful.

Assign the students to research one method of archaeological dating. Then, they should a) discuss their findings with the class, b) write a short paragraph about what they found, and/or c) illustrate the method. An example is dating the growth rings of a tree trunk. This is called dendrochronology: dendro – means tree, chron – means time, and – ology means the study of. It is the study of dating time by trees. A student might make a simple drawing showing a cross-section of rings of a tree trunk and explain how the rings are used to determine dating.



MEET THE ARCHAEOLOGIST



MEET THE ARCHAEOLOGIST

Darcie A. MacMahon

Darcie MacMahon is an archaeologist and anthropologist by training. She now coordinates many exhibit efforts at the Florida Museum of Natural History. After years of doing archaeological field research, Darcie decided she wanted to work in museums to help preserve archaeological collections and to share information about archaeology and anthropology with the public.

Darcie has double master's degrees in Anthropology and Museum Studies from George Washington University, and has worked for over 25 years as an archaeologist and museum professional. Some of the most interesting exhibits she has worked on at the Museum include those featured in this booklet about early people in South Florida and North Florida, as well as today's Seminole and Miccosukee people. Another favorite project was a highly successful traveling exhibit about Fort Mose, an archaeological site near St. Augustine that was the first free-black community in North America.



MEET THE ARTIST

Merald Clark

Merald has undergraduate degrees in Zoology and Biological Illustration, and a graduate degree in Anthropology from the University of Florida. He was one of the lead designers in the re-creation and construction of the Calusa Leader's House and the River Trade Scene dioramas.

Merald has formulated a personal mission statement to guide him as a graphic designer in a natural history museum: *Communicate effectively with the public important concepts of natural history, supported by meticulous research, and enlivened by bold artistic interpretation.*

This philosophy is manifested in the way both dioramas were completed. The artist began in consultation with archaeologists and curators to determine what were the most important concepts to be presented and what scenes would most effectively communicate those concepts. Archaeologists did most of the research to make each scene as accurate as possible, but Merald participated in developing the background information. For each diorama, the artist produced an early number of conceptual drawings that would help the team decide the future directions of the dioramas. For instance, would there be five or six characters shown in the Calusa Leader's House?

Eventually the exhibit team decided on a final, detailed design, and this final sketch was used as the basis to begin construction of the dioramas. For the Calusa Leader's House, the plans were sent out to architects, a costume and ornaments maker, and a mannequin maker. The mannequin maker was hired to construct the life-sized characters that would make up the Calusa Leader's scene. To assist the mannequin maker in sculpting the figures, Merald developed detailed drawings and notes on the appearances of each of the characters. Historians know, for example, that

Carlos, the leader of the Calusa Indians of South Florida, was a large man, and he therefore needed to look taller than any of the other five people in the scene. However, not every part of the scene could be re-created with as much certainty. A Spanish priest noted in a historical document that the leader's royal headdress included a golden forehead ornament, but what did the rest of the supporting headgear look like? Reconstructing a possible and believable headdress required a degree of latitude and discretion on the part of the artist and this is what Merald means when he says that the research should be "enlivened by bold artistic interpretation."

In addition to Merald's work, other museum artists also worked on the projects. Many artifacts needed to be replicated before the dioramas were finished. Each replica being produced goes through the same process: a delicate balance between history, archaeology, and artistic imagination. The Museum has many talented artists on its staff including sculptors, exhibit designers, muralists, silk screeners, graphic designers, illustrators, and diorama designers. They work together with scientists and historians to produce high quality dioramas such as the River Trade Scene and the Calusa Leader's House.



FLORIDA'S EARLY NATIVE PEOPLE

Frequently Asked Questions about Florida's Early Native People

Who are they and where did they come from?

Florida's earliest people came from northern Asia. They came across a land bridge during the last Ice Age. A land bridge is dry land that connects two land masses. During the last Ice Age, cold weather froze the seawater and dried the sea bottoms, creating a land bridge between Asia and North America.

People probably followed animal herds from Siberia (northeastern Asia) into Alaska, then southward into North and South America. Others probably came into North and South America by boat and moved along the west coast. We now call these earliest people paleoindians and their later descendants archaic people. Evidence suggests that the first people arrived in Florida more than 12,000 years ago. We know little about those people.

When the Spaniards arrived in the early 1500s, they found several groups of people living in various parts of Florida. The Spanish and later explorers recorded names for the various groups we know about: Calusa, Jeaga, Tequesta, Apalachee, Potano, Saturiwa, Ocale, etc.

When did they live here?

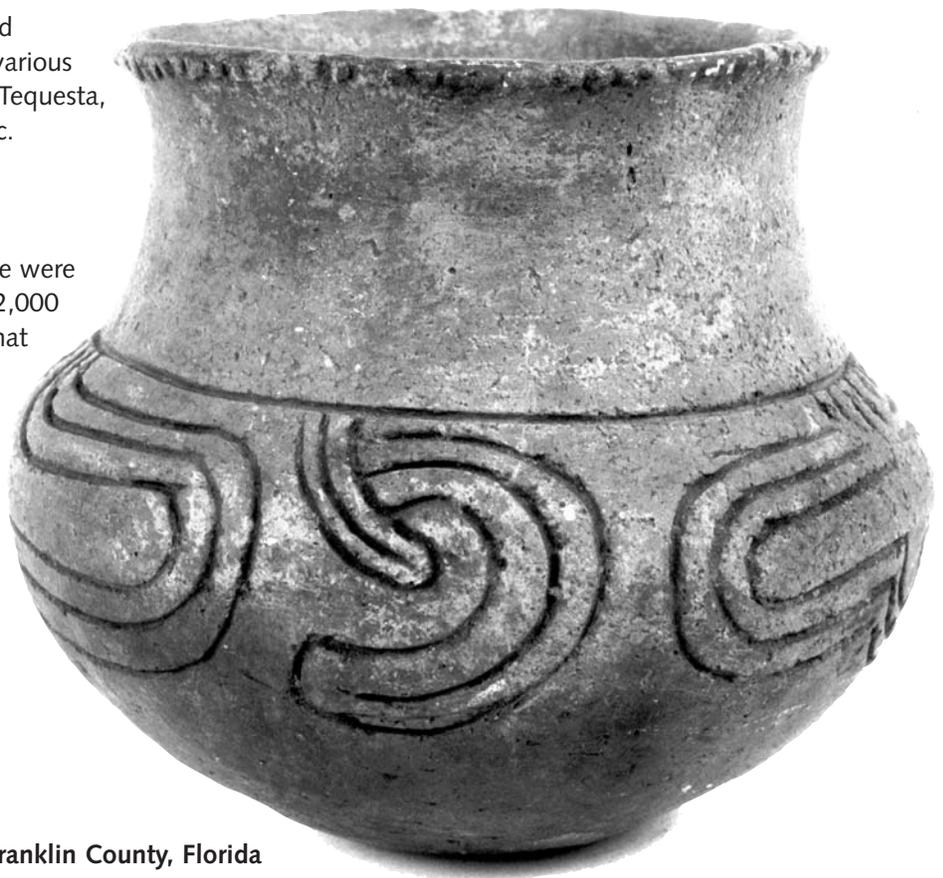
Archaeological evidence suggests people were here on the Florida peninsula at least 12,000 years ago. Current evidence indicates that most people lived from the Tampa area north during the earliest period of human habitation. When the Spanish explorers arrived here in the early 1500s, there may have been 100,000 people in Florida, with perhaps 30,000 of those in southern Florida. By 1800, these native cultures were essentially gone.

Where did they live?

The earliest people (paleoindians) lived mostly in the northern part of the Florida peninsula. The Florida peninsula was cooler, drier, and about twice the size of the present Florida peninsula. Because of the importance of water, people lived near a limited number of watering holes within the limestone formations. They probably also lived along the coasts, but those sites are now underwater and difficult to locate.

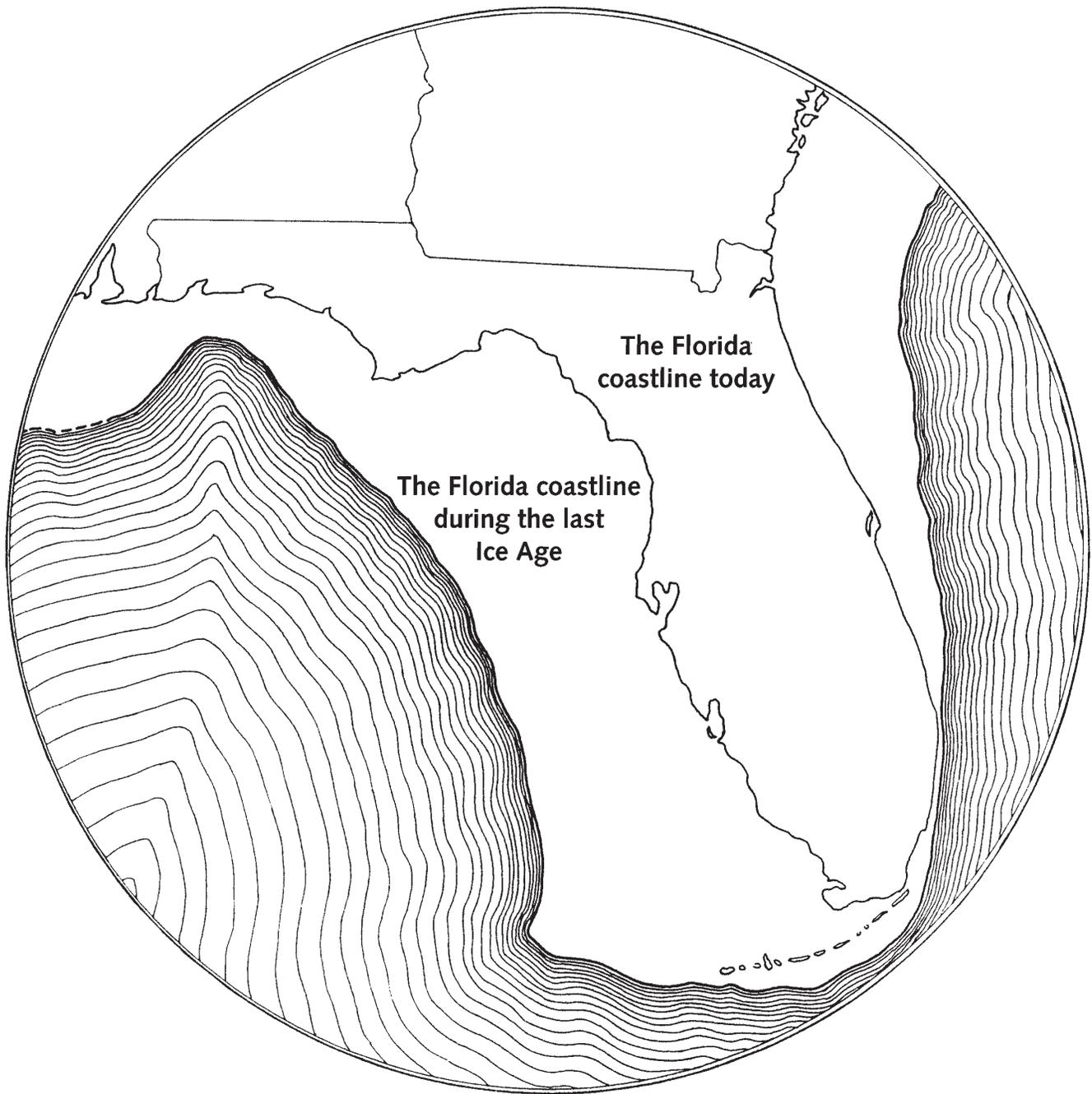
About 4,000 years ago, after ice melted and more water was available in oceans and rivers, the peninsula had become about the size of present Florida.

Evidence from the Archaic period indicates that later people lived along the coasts and in the interior. In the interior, they lived along waterways that served both as their highways and as sources for food.



Point Washington-incised bowl from Franklin County, Florida

MAP OF FLORIDA SHOWING CHANGING COASTLINE



The Florida coastline today and the Florida coastline during the last Ice Age (labeled above).
What has happened to objects left in the last Ice Age area?



FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY ONE - WORD PUZZLE

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

- | | | | |
|-------------|------------|-------------|----------|
| Apalachee | disease | ice age | pottery |
| archaeology | explorer | manatee | seashell |
| artifact | farmer | midden | seawolf |
| Cacique | fish | mound | shark |
| Calusa | fisherfolk | netmaker | Timucua |
| canoe | gatherer | paleoindian | water |
| celt | hunter | palm | |



FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY TWO - WORD PUZZLE

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

agriculture
 Apalachee
 Archaic Period
 artifact
 ballstick
 Bartram
 berm
 Calusa
 camp
 canoe
 cattle
 celt
 chert
 chickee
 Chunkey stone
 clan

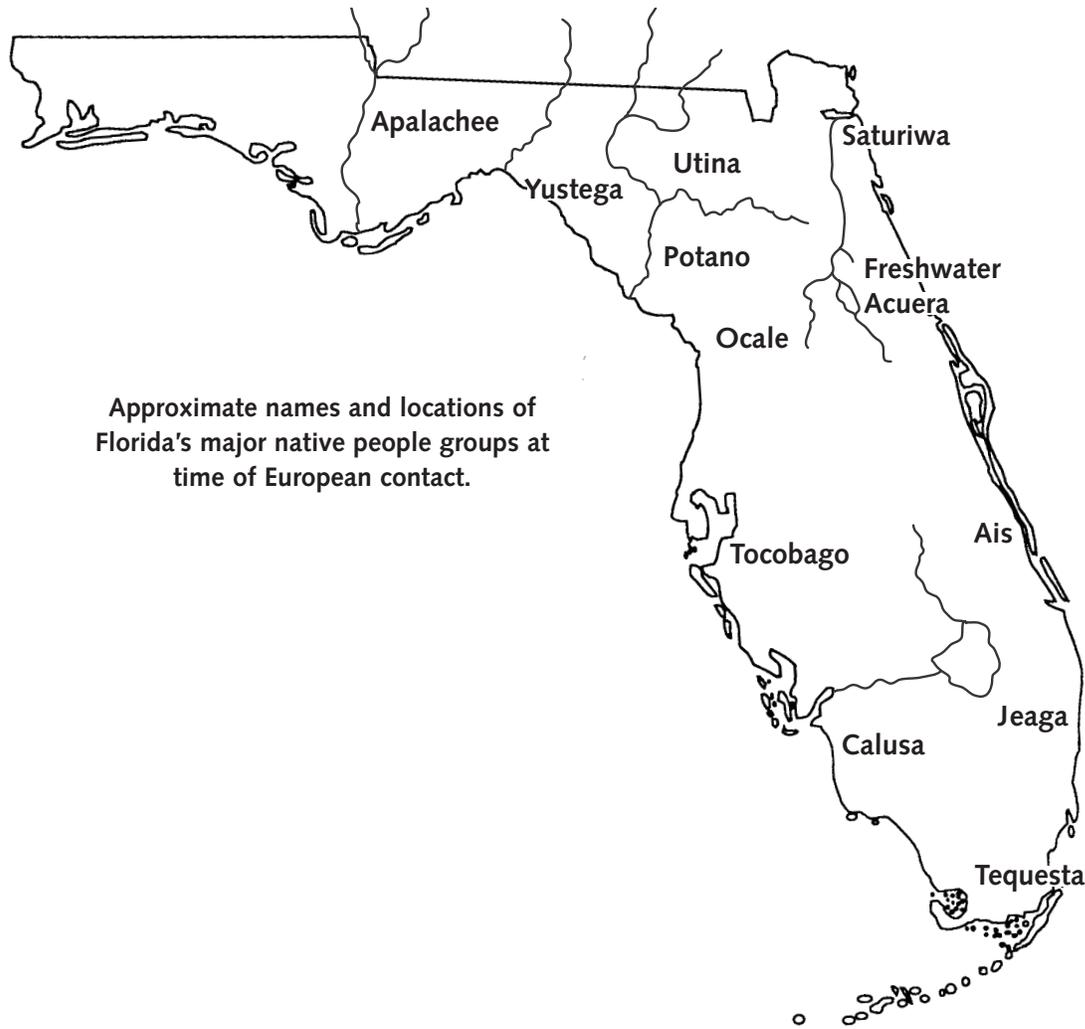
collection
 contact
 context
 coontie
 cordage
 corn
 Creeks
 disease
 dugout
 epidemic
 exhibit
 export
 extinct
 Green Corn Dance
 hammock
 immunity

La Florida
 mannequin
 matrilineal
 Miccosukee
 midden
 mission
 mound
 museum
 natural resource
 Osceola
 owl totem
 paleoindians
 Panhandle
 patchwork
 post contact
 posthole

pre contact
 replica
 reservation
 roadkill
 Spanish
 specimen
 Timucua
 touchable
 trade



MAP OF FLORIDA'S NATIVE GROUPS AT THE TIME OF EUROPEAN CONTACT



Approximate names and locations of Florida's major native people groups at time of European contact.

Comparing Florida's Early Native people

The questions below are intended to stimulate students' critical thinking and strengthen their use of observation and comparison skills. Comparisons may be made in any combination that suits the class: Early Northern and Southern People, Early Northern and Seminole, Early Southern and Seminole, all three, or perhaps even Paleo-people and Early Northern/Southern People.

In large or small groups or individually, have students consider, for example:

1. Why would there be a difference between how groups raised, hunted, or gathered their food? Geography? Weather? Lifestyles? Cultural factors? Other possibilities? Think, for instance, about the Apalachee agriculture versus Calusa hunting/gathering.
2. Was their clothing different depending on where they lived? Why might this be the case?
3. Would there be any difference in the types of houses they built? What factors might affect their buildings?
4. The same could be asked about their transportation, and about group traditions, heritage, and culture. Is it likely there would be more similarities than differences? Why or why not?

PART TWO

SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE



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 LeMoynes 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 | _____ Paleoindian |
| _____ Archaic People | _____ Post-contact |
| _____ Artifact | _____ Potsherd |
| _____ Context | _____ Replica |
| _____ Midden | |

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.





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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 tunny? What's a seawolf?

Laminated LeMoyné/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 LeMoyné 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.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

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 – potter, 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.



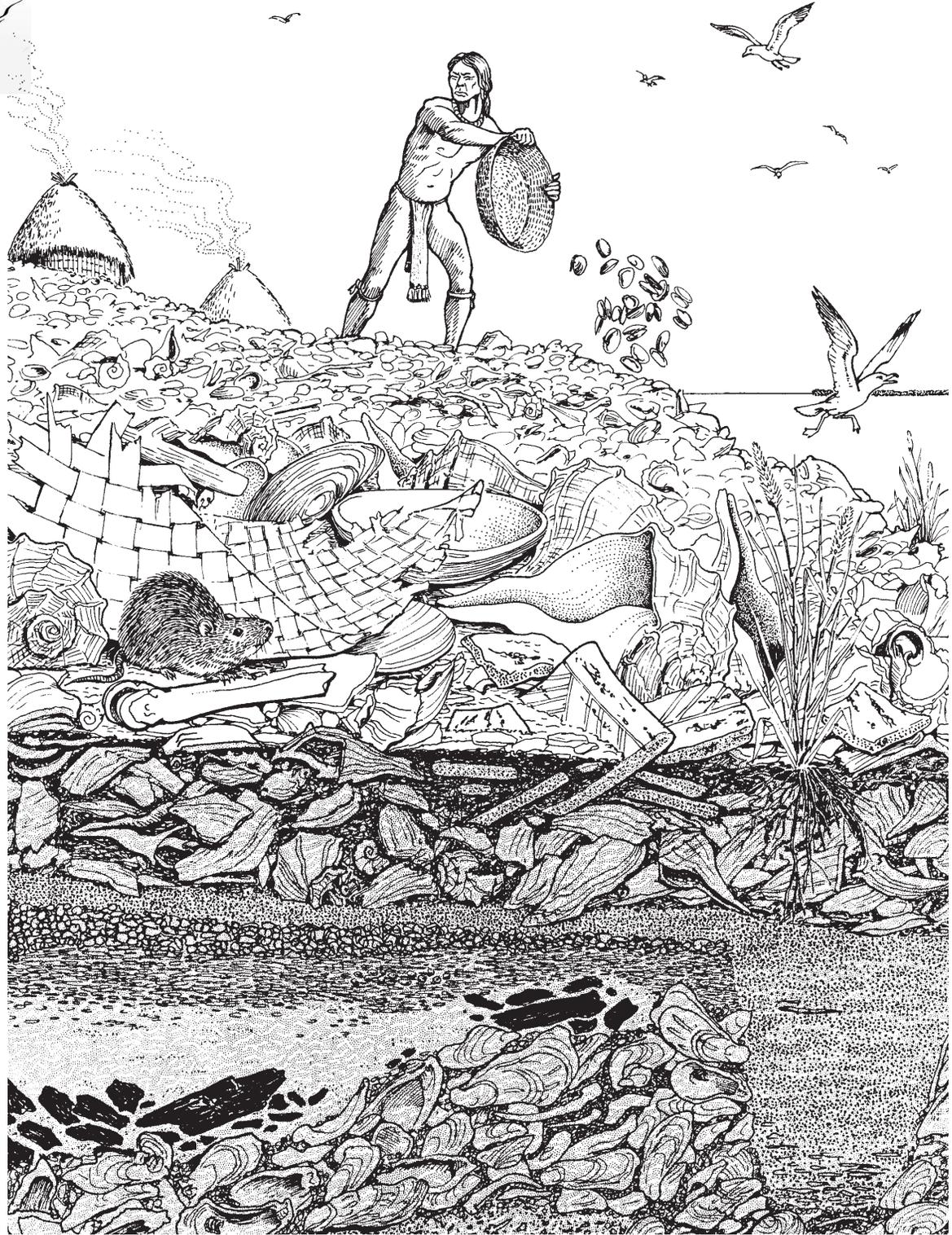
SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

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.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

Wherever people lived, garbage middens seemed to grow.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE



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.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

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.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE



Photo of the Calusa Leader's House Diorama



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY ONE - WORD PUZZLE



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

archaeology
Calusa
canoe
contact
fishing
midden
paleoindians
seashell
tools
water



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY TWO - WORD PUZZLE



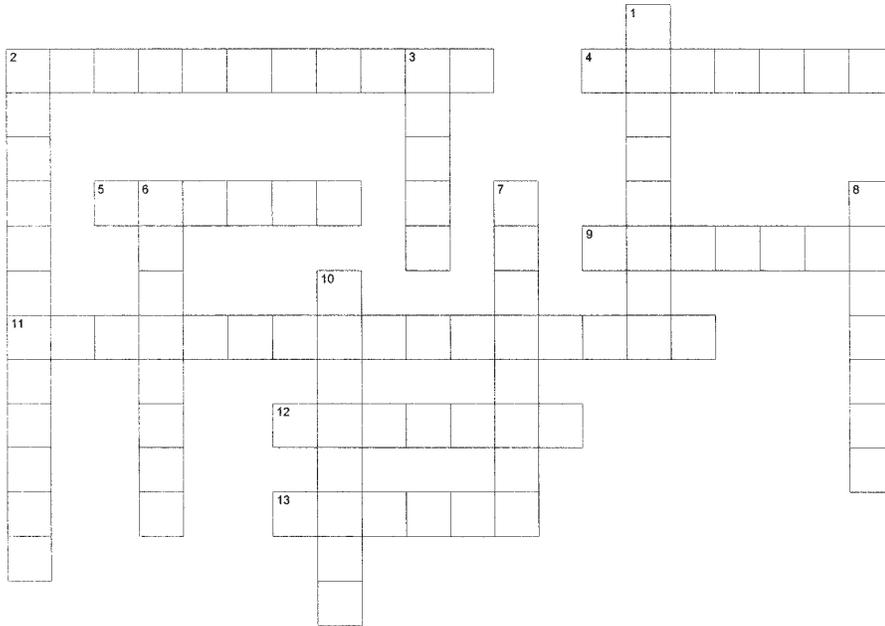
J U F F O N T A N E D A O P E
 T O O L S B F I S H E R M A N
 S U T C C A R T I F A C T E I
 P A X M E C R E T N U H Q R L
 A F E P R E - C O N T A C T E
 I G T G A N E T M A K I N G M
 N I N Y G O L O E A H C R A I
 O E O Z D R E H S T O P J G T
 Z U C S N A I D N I O E L A P
 B A A E X T I N C T I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



- artifact
- Calusa
- canoe
- context
- cordage
- disease
- immunity
- midden
- natural resources
- paleoindians
- posthole
- pre-contact
- replica
- Tequesta

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

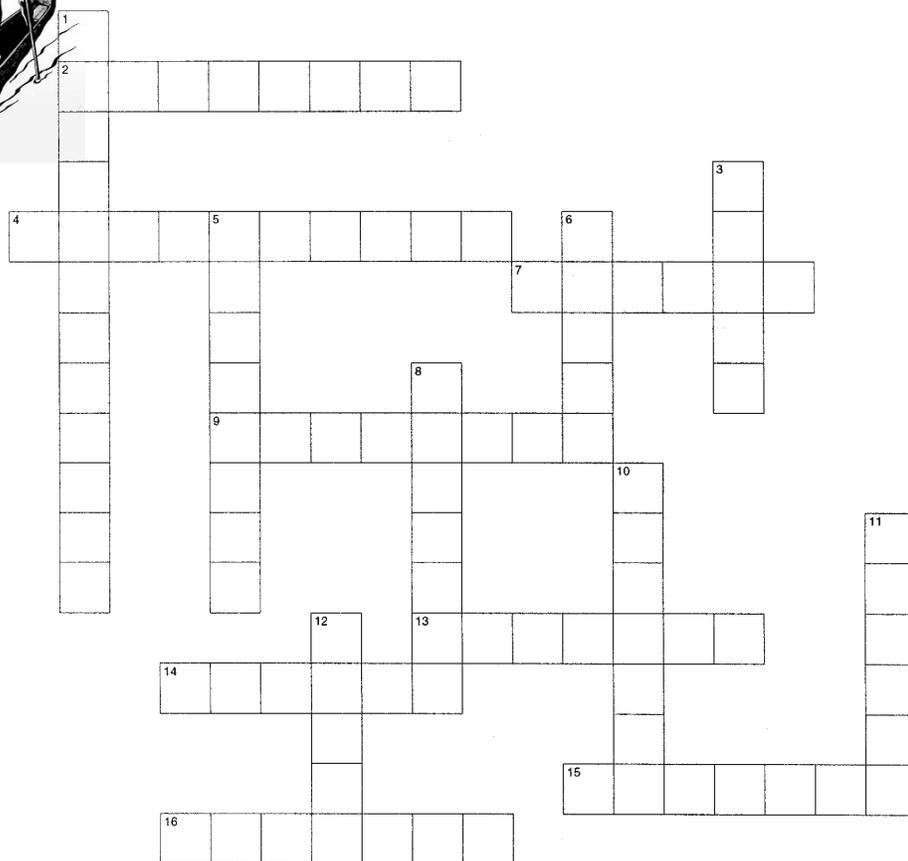
- 1. archaeological evidence for buildings
- 2. the earliest people to live on the Florida peninsula
- 3. a popular form of transportation for early Florida native people

- 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



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY FOUR – CROSSWORD PUZZLE



artifact
Calusa
collection
contact
context
cordage
disease
dugout
epidemic
explorer
fiber
midden
mound
paleoindians
replica
whelk

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



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.

6	44	23	8	21	49	15
50	56	16	14	28	63	5
38						

The clues to break the code:

$7 \times 2 + 3 =$	Atlantic	$3 \times 5 =$	Gulf
$4 \times 5 + 3 =$	and	$32 - 27 =$	in
$4 \times 4 =$	before	$6 \times 6 + 8 =$	lived
$64 - 14 =$	coast	$8 \times 7 =$	long
$7 \times 6 - 4 =$	Egypt	$9 \times 4 + 4 =$	net
$53 + 18 =$	Europeans	$7 \times 3 =$	on
$3 \times 3 - 1 =$	fished	$18 \div 3 =$	people
$7 \times 7 =$	Florida's	$8 \times 8 - 1 =$	pyramids
$62 - 34 =$	first	$28 \div 2 =$	the





SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

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

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.
2. Europeans brought diseases with them. Native people had no resistance to new diseases like small pox 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 card. All those who have a #1 on their skill card have now died from these conflicts. #1s should be seated.

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.



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE



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?



PART THREE

NORTHERN FLORIDA'S EARLY NATIVE PEOPLE



NORTHERN 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.

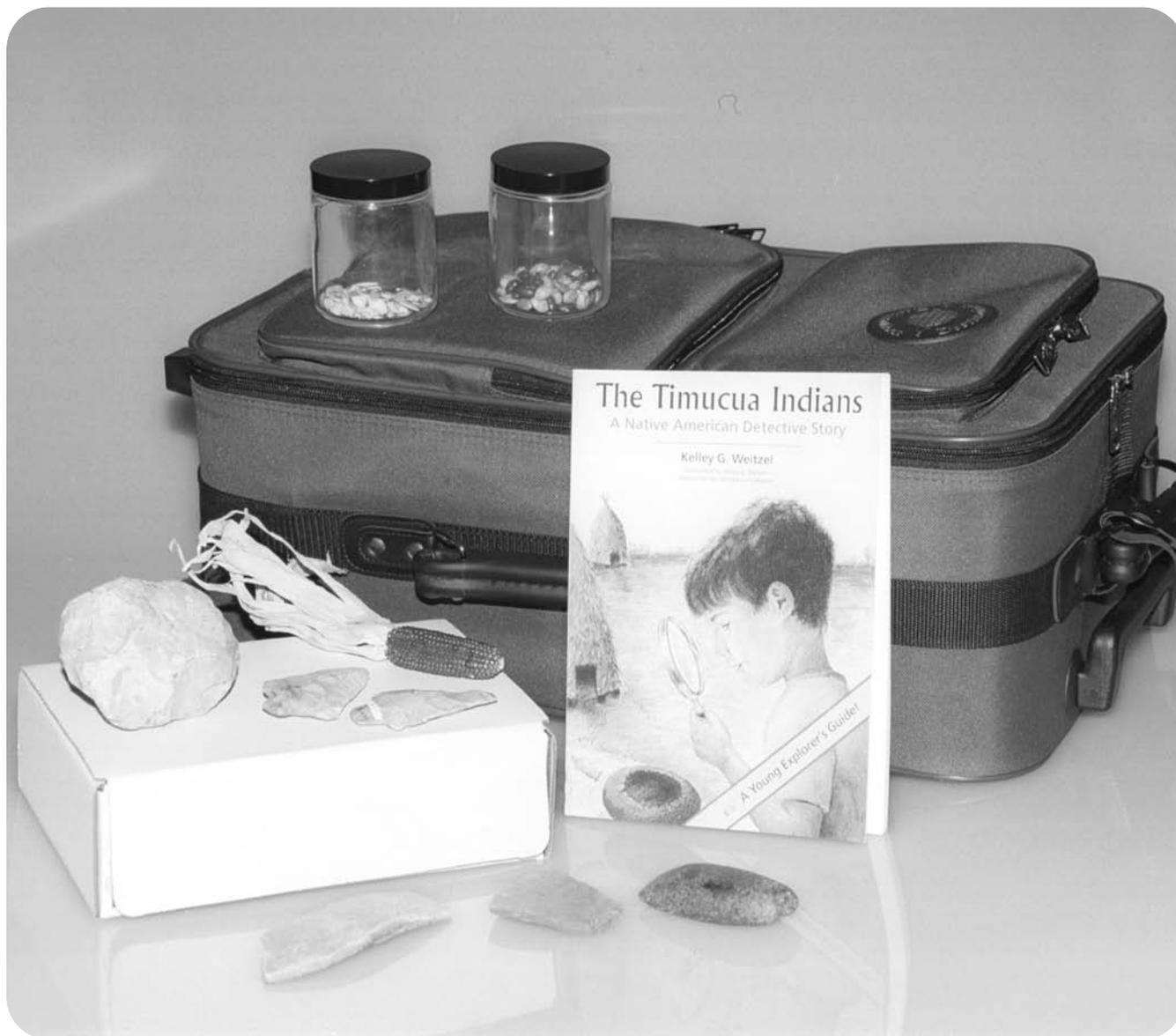
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To see individual items in the the Northern Florida's Early Native People Inquiry Box, visit the Museum's website at www.flmnh.ufl.edu.





NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

Frequently Asked Questions about Northern Florida's Early Native People

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 LeMoynes 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.



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

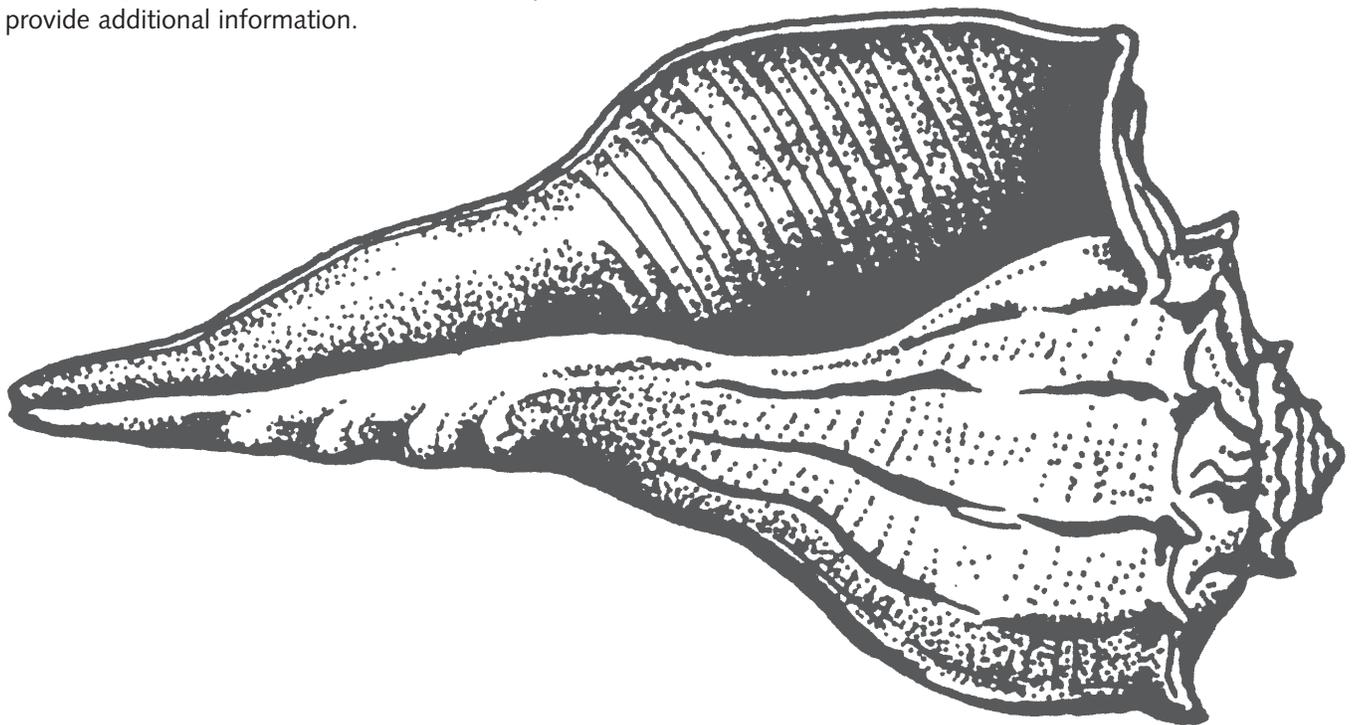
After Europeans arrived, the native populations and their cultures died from disease, warfare, and slavery. Some northern Florida native people fled with Spanish residents as the British invaded from the north. As living cultures, they were gone from Florida by the mid-1700s.

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 | _____ Post-contact |
| _____ Artifact | _____ Trade |
| _____ Context | _____ Potsherd |
| _____ La Florida | _____ Celt |
| _____ Apalachee | _____ Chunkey stone |
| _____ Timucua | _____ Cordage |
| _____ Pre-contact | _____ Import |
| _____ Replica | _____ 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
- _____ *Best Management Practices: An Owner's Guide to Protecting Archaeological Sites* (Florida Dept. of State)
- _____ *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



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE



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 chunky game player, and contains the items listed on the Checklist and described below.

Each student box includes the following artifacts.

The **Chunky Stone** (replica) was used to teach life skills through a game. It was also a trade item. The chunky stone was a disk-shaped stone usually made of greenstone or quartzite. Someone would roll a chunky 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.

The owl totem is one of a few wooden artifacts found in Florida. Wood does not preserve well in Florida's warm and damp climate, which is especially destructive. Under certain conditions in underwater environments like river bottoms, peat moss beds, or certain springs, conditions without oxygen promote preservation. This was the case with the owl totem.

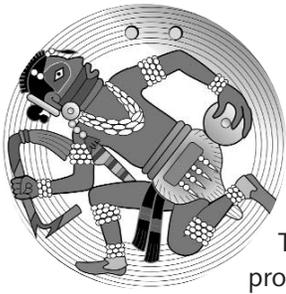
A **Stone Celt** is an early tool sometimes used to pound or chisel and sometimes used for ceremonies. It was commonly made in the southeastern U.S. from greenstone, which is a metamorphic rock (a rock that has been changed in form from natural forces) that could be ground and shaped. Many celts that 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.





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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.



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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.

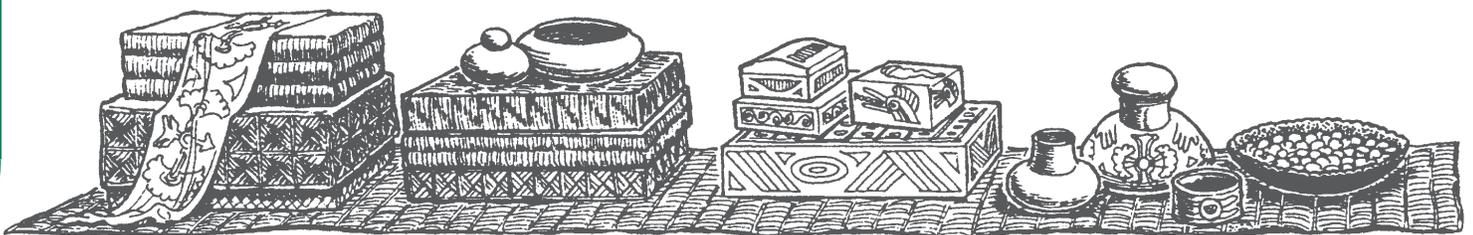
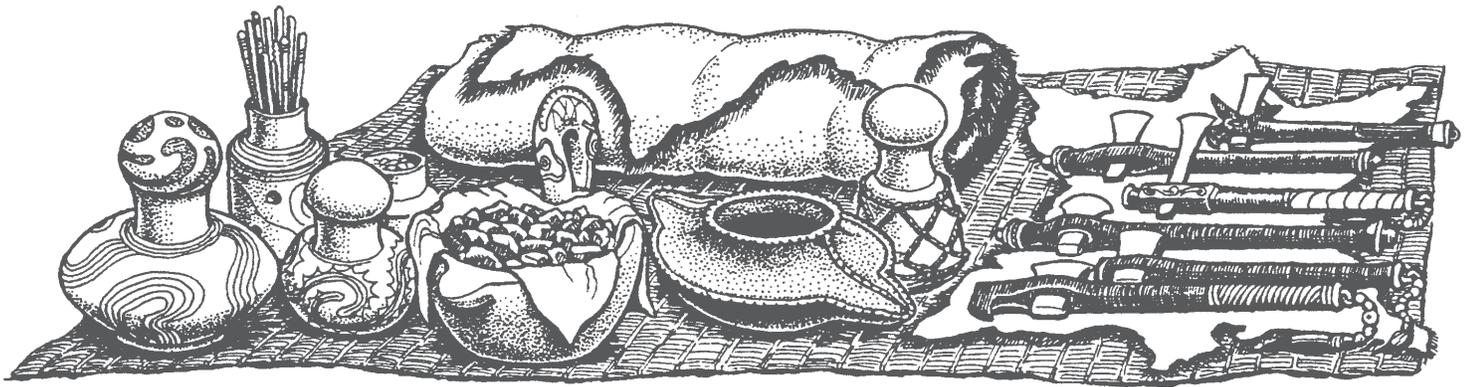
"String" was made from the abundant resources of Florida. The ability to fasten things together was vital to building and to making items like clothing. Cord was made from either plant material or animal sinew or hide.

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





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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/r98709a1.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 chunky 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 chunky 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	



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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.





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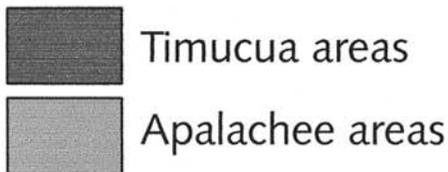
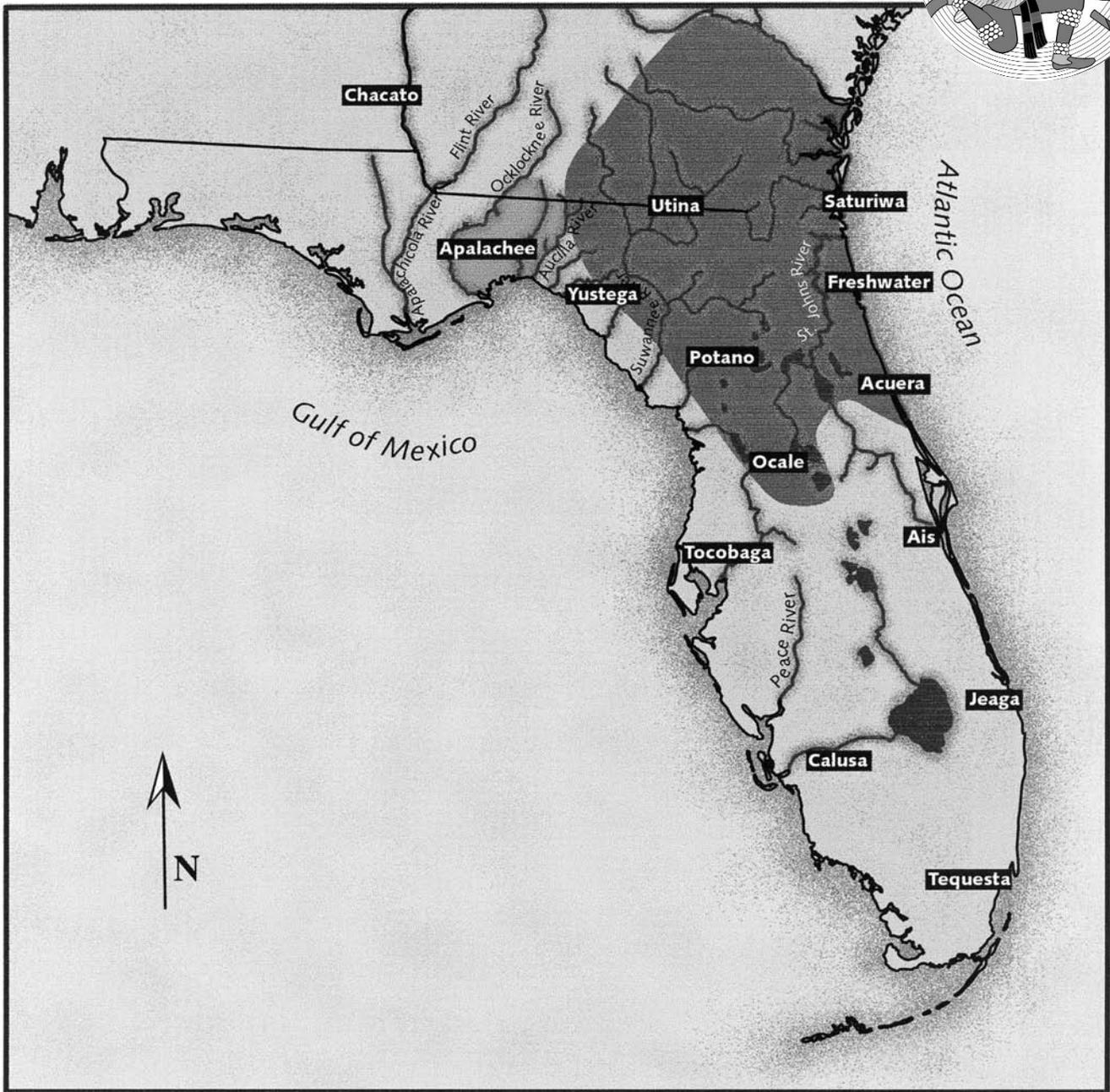
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Photo of River Trade Scene Diorama



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE



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.

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ACTIVITY ONE - WORD PUZZLE

A H O A P T I M U C U A D Y
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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 T K O F B
C L N O I S S 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
chunkey stone
disease
mission
owl totem
resources
Spain

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NORTHERN FLORIDA'S EARLY NATIVE PEOPLE



ACTIVITY TWO - WORD PUZZLE

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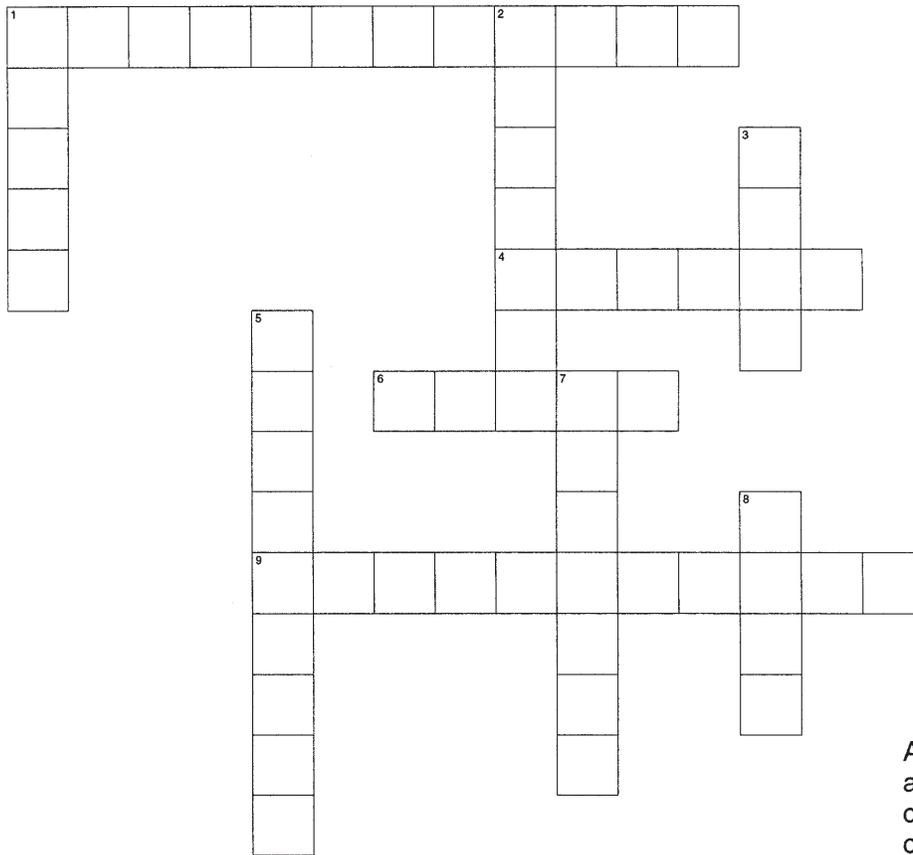
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|---------------|------------------|---------|
| agriculture | extinct | Spain |
| Apalachee | greenstone | Timucua |
| archaeology | La Florida | trade |
| artifact | midden | |
| canoe | mission | |
| celt | mound | |
| chert | natural resource |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





NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY THREE – CROSSWORD PUZZLE



Apalachee
archaeology
canoe
cattle
celt
chunkey stone
corn
disease
Timucua
trade

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

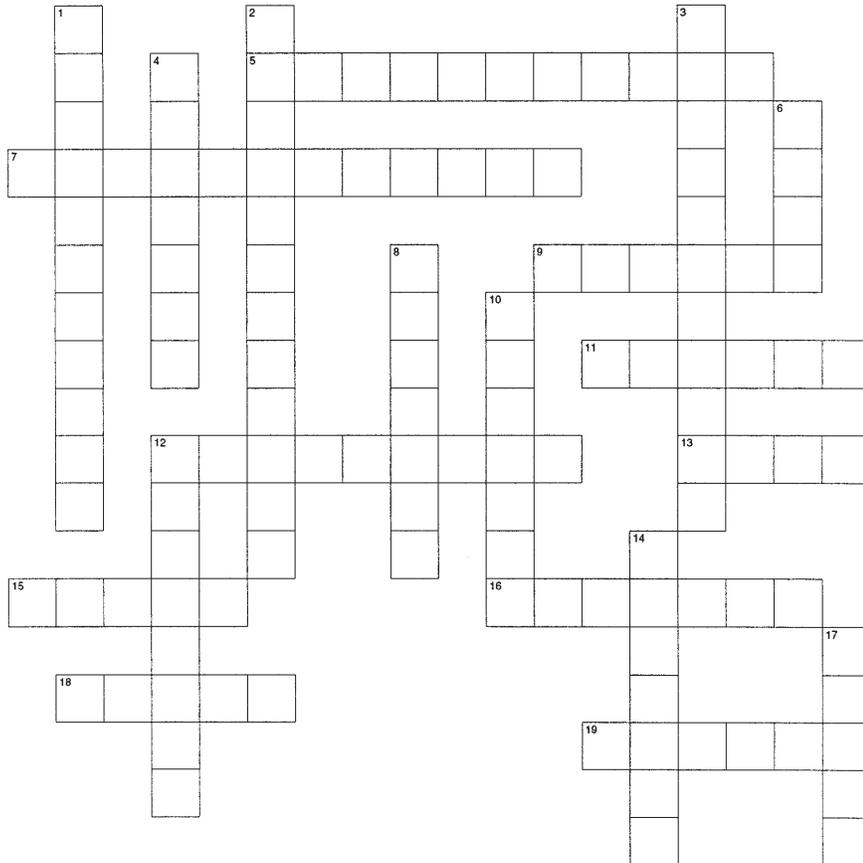
1. an early means of transportation used in Florida
2. the group of people who shared a language in northeastern Florida
3. a stone tool shaped like a chisel
5. the early people who lived around Tallahassee

7. one of the main killers of early Floridians after contact with Europeans
8. an early crop raised by North Floridians



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY FOUR – CROSSWORD PUZZLE



- agriculture
- Apalachee
- archaeology
- artifact
- canoe
- cattle
- celt
- chunkey stone
- context
- corn
- disease
- export
- extinct
- midden
- mission
- Paleoindians
- pre-contact
- Spain
- Timucua
- trade

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





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ACTIVITY FIVE – BREAK THE CODE

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.

1	27	5	7	49	72	8
44	22	53	70	15	28	18
21	8	63				

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
$8 \times 6 - 4 =$	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		



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY SIX – REVERSE JEOPARDY, PART A



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.

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





NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

ACTIVITY SIX - REVERSE JEOPARDY, PART B

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 atl atl 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.

Step 1
Brought to trade
Took home

Acuera	Potano	Ocale	Apalachee

Step 2,3, etc.

deer skin	atl atl		shell pendant
atl atl			? deer skin

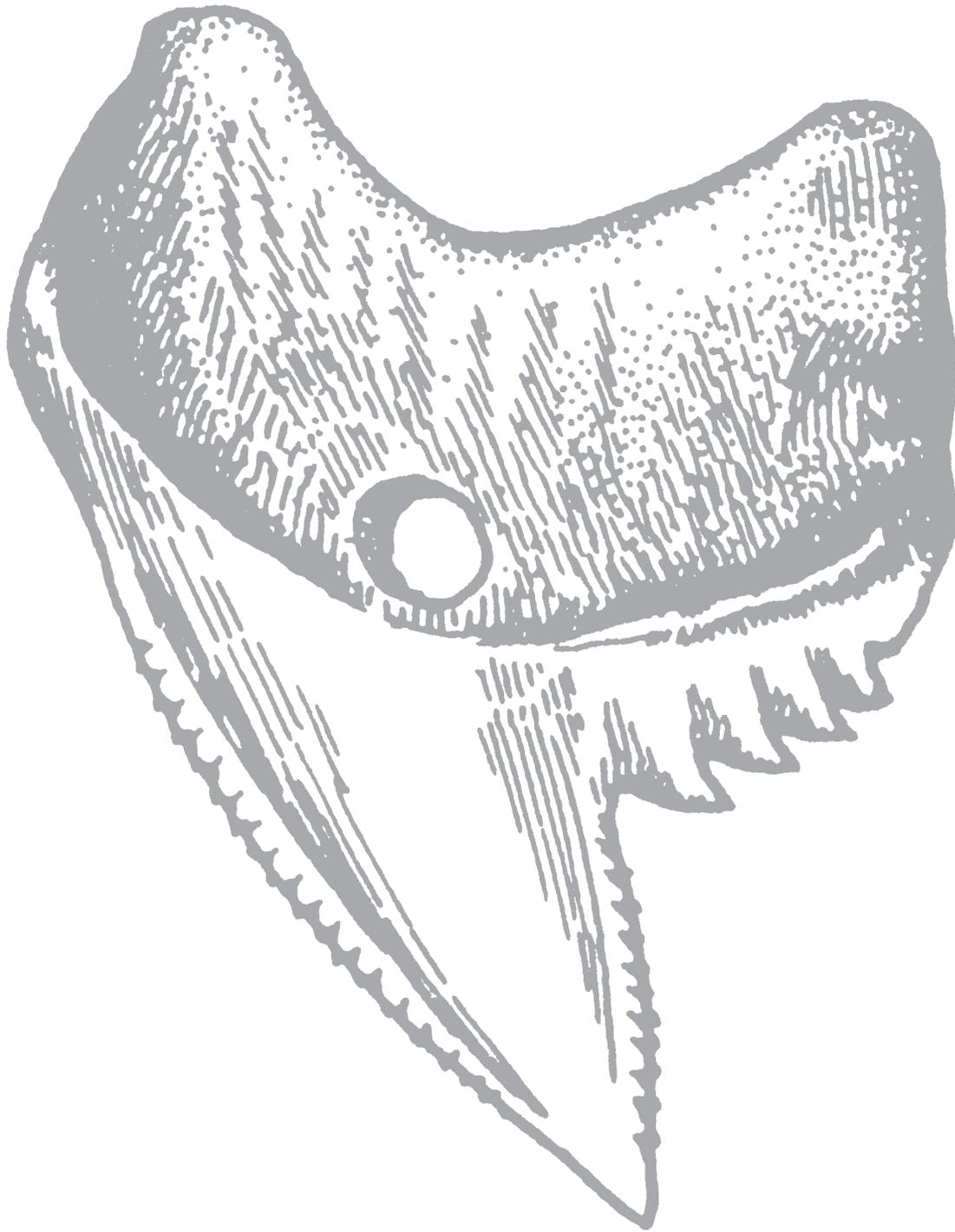
At this point, the objects brought by each tribesman, as designated by the statements, are all in place. The remaining object to be placed is the basket of corn. From the original instructions, we know that no tribesman took back what he brought, so Potano must have taken home the basket of corn and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

Last step
Brought to trade
Took home

Acuera	Potano	Ocale	Apalachee
deer skin	atl atl	basket of corn	shell pendant
atl atl	basket of corn	shell pendant	deer skin



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE



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PART FOUR

FLORIDA'S SEMINOLE PEOPLE



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FLORIDA'S SEMINOLE 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 Florida's Seminole People Inquiry Box, visit the Museum's website at www.flmnh.ufl.edu.

FLORIDA SEMINOLE PEOPLE



FLORIDA'S SEMINOLE PEOPLE



Frequently Asked Questions about Florida's Seminole People

Who are they and where did they come from?

The Seminoles are Native American people who still live in Florida today.

The Seminoles are a mixture of native people and refugees who came to Florida from the lower southeastern part of America. By the early 1700s, the early native populations in Florida were greatly reduced in number because of disease, warfare, and slavery. Florida was largely uninhabited. Native people in the lower southeast were also under great pressure from the Europeans. With encouragement from the local Spanish government, southeastern native people began migrating to Florida. Other refugees, including African Americans, also migrated to Florida.

These early immigrants were called "cimarrones," which meant wild or untamed in Spanish. The name then became "Simanoli," which connoted emigrant or frontiersman among the Indian people. It was eventually accepted as "Seminole" and referred to all Indian people in Florida. The name has also been translated as runaway, renegade, pioneer, adventurer, separatist, and freeman.

The name Seminole first appeared in documents in the 1760s. This reflected the continuing migration of the native Creek people into Florida from the early 1700s.

Between 1817 and 1858 there were three wars between the Seminole people and the U.S. government. The Seminole never conceded defeat in any of the wars. However, more than 3,000 Seminole people were captured and deported to Oklahoma. A few hundred evaded capture and survived in the remote areas of southern Florida's Everglades. These are the ancestors of today's Florida Seminole and Miccosukee people.

Today the name refers to one group of Native Americans in Oklahoma and three groups in Florida. Only one group in Florida is officially "The Seminole Tribe of Florida." Another group in Florida is officially the "Miccosukee Tribe of Indians of Florida." It is a culturally similar group that chose not to apply for federal status with the Seminole Tribe of Florida in 1957. However, it later received federal recognition as the Miccosukee Tribe. The last group is a small independent group that has not sought federal recognition. They are culturally related to the Seminoles and Miccosukees.

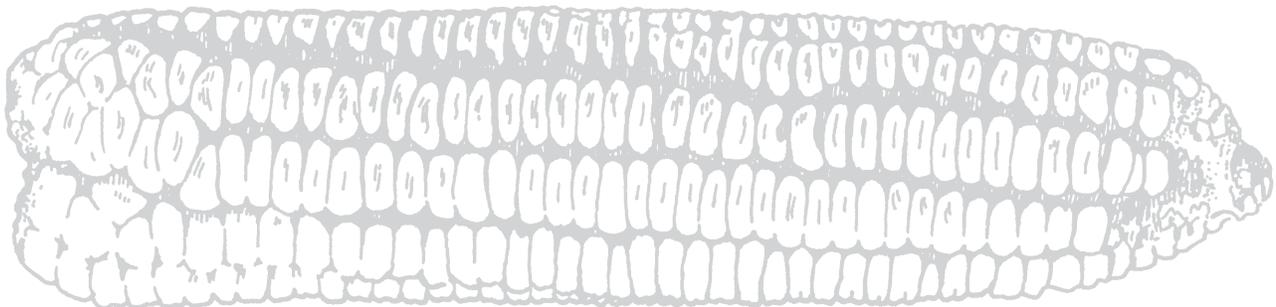
Where do the Seminoles live today?

Most members of Florida's Seminole tribe live on six reservations. There are approximately 2,500 members. The reservations are located around South Florida: Hollywood (where the tribal headquarters is), Big Cypress, Brighton, Immokalee, Tampa, and Ft. Pierce (the newest reservation). Seminoles also live elsewhere in Florida and across the nation. Large numbers live in Oklahoma. They are the descendants of those forced west by the U.S. government.

What kind of houses do they live in?

Today most Seminoles live in houses like other Americans.

A few Seminoles still live in the traditional chickee. A chickee is an open-sided house made of cypress poles with a palm-thatch roof. It is the house that early Seminoles lived in for many years in isolated hammocks.



FLORIDA'S SEMINOLE PEOPLE



What did they eat?

Early Seminole people depended on hunting and fishing like other Florida Indian people.

They grew gardens of corn, beans, squash, Indian potato, and a type of pea. They also gathered wild plants like coontie, the root of which was used to make flour.

The Seminole also raised livestock like cattle and hogs.

Today they eat the same kinds of food that everyone else does. But they also enjoy some traditional foods.

What kind of clothing did they wear?

Early Seminoles wore the traditional clothing of southeastern native people. As they moved south, their clothing was adapted to the warmer, more humid climate. They also adopted some elements of European clothing.

In the 1880s, sewing machines became available to the Seminoles. The women started to sew with the machines instead of sewing by hand. By the 1920s, the old appliques became patchwork that was sewn into the cloth rather than on top of it.

How did they travel?

Seminoles used dugout canoes as their primary means of transportation because of the extensive waterways that existed in the Everglades. As always, people walked, and horses were useful when available.

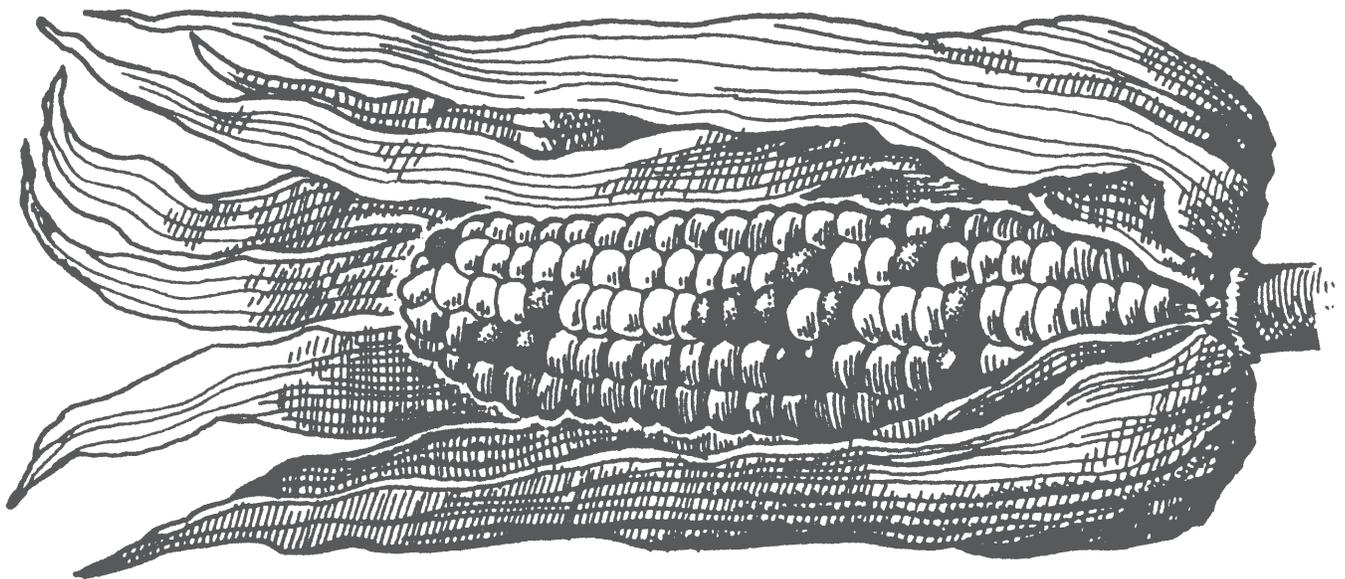
Today Seminoles use mostly cars and trucks.

How do we know about these people and their environment?

Our knowledge of early Seminoles comes primarily from the records of the Spanish, British, and Americans.

Accounts also come from visitors like William Bartram and from archaeological evidence found at sites like Payne's Town, Cuscowilla, Ft. King, Ft. Brooke, Powell's Town, Oven Hill, and Talahaschte.

Today, Seminoles share their culture through many different avenues. They have a website at www.seminoletribe.com, publish a newspaper called the *Seminole Tribune*, and also have two museums located at the headquarters in Hollywood and on the Big Cypress reservation.





FLORIDA'S SEMINOLE PEOPLE

INQUIRY BOX CHECKLIST

8 1/2 x 11 Laminated Cards

- Picture contents cards
- Map of southeastern United States
- Woman sewing
- Cattle herd
- Ball stick game
- Woman with mortar and pestle
- Coontie plant

Artifacts

- Sweetgrass basket
- Seminole doll
- Branding iron
- Sofkee spoon
- Wooden canoe
- Ball stick
- Mortar
- Pestle
- Seed jar
- Ear of corn
- Smilax root
- Flag
- Children's vest and/or skirt and patchwork sample
- Newspaper

Books and Video

- Legends of the Seminoles* (Jumper)
- Seminoles: Days of Long Ago* (Mulder)
- Native Americans in Florida* (Wickman)
- Seminole Colors* (Seminole Indian Artists)
- Seminole* (30 minutes)

Word Cards

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> chickee | <input type="checkbox"/> reservation |
| <input type="checkbox"/> cimarrones | <input type="checkbox"/> Seminole |
| <input type="checkbox"/> La Florida | <input type="checkbox"/> Simanoli |
| <input type="checkbox"/> Miccosukee | <input type="checkbox"/> sofkee |
| <input type="checkbox"/> replica | |

Game

- 30+ bean bags
- 30+ laminated word cards
- Laminated directions card



FLORIDA'S SEMINOLE PEOPLE



INQUIRY BOX CONTENT DESCRIPTIONS

Laminated Southeastern United States Map

Trace the history of the Seminole people to Florida, note reservation locations, and/or pinpoint familiar landmarks.

Ear of Corn; Jar of Beans and Squash and Pumpkin Seeds

These represent basic Seminole crops. Corn is the most important. Crops were grown again after the Seminoles' lives became more settled. During the war years and the first years in the Everglades, farming was not practical. These were lean years, and the Seminoles relied more on wild food. See also sofkee spoon, mortar and pestle, and picture of woman with mortar and pestle.

Coontie Plant

Coontie (from the Mikasuki word *konti*) is a tropical cycad of the scientific genus *Zamia*. Both Seminoles and earlier Florida people ate the root after processing. Coontie had to be washed, boiled, and fermented before it was safe to eat. It was prepared by grinding it into flour for use as a staple carbohydrate. If you want to view a whole plant, see the FLMNH's ancient plant garden outside the front entrance.

Sofkee Spoon

Our sofkee spoon is a miniature replica of a wooden ladle that always accompanied an ever-ready pot of thin corn soup (sofkee). The spoon's shape is somewhat unique. There is a slight bend halfway up the handle. In full size, it would be about 18" long. Ours was made by a Seminole woodcarver. One recipe for sofkee says to add 1 cup of grits to 6 cups of water and cook until milky in color.

Mortar and Pestle

This miniature replica represents a large mortar and pestle like the one shown in the picture of the woman with the mortar and pestle near the chickee. The original tools were made from oak. Large ones were

used for grinding large quantities of corn. Smaller ones were used for small quantities and other food items.

The pestle is held with the heavy end up for increased leverage. Folklore says that only a family with multiple daughters could have a large mortar and pestle.

Laminated Picture of Woman with Mortar and Pestle

Note the relative size of the picture's contents and that the heavy end of the pestle is up. Also note the woman's dress, necklace, hairstyle, and chickee.

Branding Iron

Seminole cowboys would have used this piece of equipment in their cattle ranching. The original cattle were inherited from abandoned Spanish ranches on the La Chua prairie. The Seminole people probably stopped raising cattle during the Seminole wars. In the 1920s the federal government shipped drought-starved western cattle to Florida. This gave the Seminole another opportunity to start cattle enterprises.

Laminated Picture of Cowboys Working Cattle at Pens

This picture depicts a modern Seminole cattle operation.

Chickee (chikíe, pronounced chi-gét in Mikasuki)

Chickees come in two styles. One has a raised wooden floor and was used for sleeping, storage of goods, and sometimes eating. The floor raises the inhabitants and goods above the soggy ground. It allows air to circulate above and below the floor and keeps some animals out. The lower roof sides provide protection against the weather, but still allow good air circulation. The other style of chickee has no floor. The roof is only a covering from weather to protect fires, cooks, and kitchen goods. Both styles were made from cypress logs and palmetto fronds. In the laminated pictures, note the chickee in back of the woman with the mortar and pestle and the chickee over the woman who is making patchwork using an old sewing machine.





Dugout Canoe

The canoe was “as important to [Seminole] life as the horse would later become to the Plains Indians,” according to Patricia R. Wickman in *Seminole Colors*, particularly after the Seminole moved into the Everglades. A full-sized canoe would have been made from a cypress log. Cypress was plentiful in swamps. Because the tree grew in water, it did not rot easily and could be “sunk” when necessary. The boat was built in two sizes: one size for carrying a single person and another size for carrying an entire household and its contents. The canoe was propelled with a pole. The larger canoe may have been fitted with a sail in addition to the pole. The main purpose of the canoe was transportation since the Seminoles were not a major fishing culture. Some of the Inquiry Box miniature canoes were made by one of the Seminole’s last traditional canoe-makers, Henry John Billie.

Ball Stick

The traditional ball game was played in some version by many southeastern tribes. Hitting a tall, slim pole with a hard tennis ball-sized sphere that is thrown with a small tennis racket-like stick scores points. The game is played on many occasions, including the Seminole’s Green Corn Dance. Rules vary with location and occasion.

Laminated Picture of Ball Game

Note the dress of men and women. The women have no sticks and have bare feet. Can you tell from this picture whether those are traditional factors in the game?

Legends of the Seminoles, by Betty Mae Jumper

There are two Seminole languages, and both are based in the oral tradition. Jumper is a former tribal chairwoman who has gathered and had illustrated some of the stories that she remembers. She says that stories were usually told by grandmothers at night around a fire to teach children. “The Corn Lady” is long, but it has been successfully used with fourth grade classes. Shorter stories, suitable for reading aloud, are noted inside the front cover of the book.

Child’s Patchwork Vest and/or Skirt

Connie Gowens and Linda Jim Seminole Indian Bird Clan made many of the Seminole clothing items. Red, white, black, and yellow are considered powerful colors. Shirts, jackets, and skirts are common Seminole-made garments. Patchworks are distinctive bands of designs that are made of colorful strips of cloth. Large strips are cut into smaller strips and sewn together into a pattern. Patchwork became possible when hand-driven sewing machines became available in the late 1800s. Better machines were introduced in the 1920s. Earlier Seminole garments were just bands of colorful cloth without a pattern or design.

Laminated Picture of Woman with Sewing Machine

In addition to the old sewing machine, note the woman’s dress with cape, her necklaces, and the poles of the chickee above her. The cape was probably an adaptation of an earlier ruffled garment: a long-sleeved blouse. A lightweight cape over a sleeveless blouse would have been cooler in the warm climate of South Florida. However, it still offered protection against the sun and insects.

Palmetto Doll

The body of the doll is made from palmetto fibers. She is dressed in the traditional Seminole style: her dress has bands of cloth and not patchwork; she wears necklaces; her hair is arranged in the old style. A young girl was given her first necklace by the age of 12 and received another one each year. As a mature woman, she began removing one a year. The doll’s hairdo is not a hat. It is hair arranged over a frame to appear like a wide-brim hat. This creative hair design resembles a hat, but is distinctly Seminole.

Sweetgrass Basket

Other materials have been used by the Seminoles to make baskets, but the decorated sweetgrass basket is now the most common. These baskets are usually made for the tourist trade. It is becoming harder to find sweetgrass in South Florida. It is harvested only during certain times of the year and in limited locations.



FLORIDA'S SEMINOLE PEOPLE



Seminole Flag

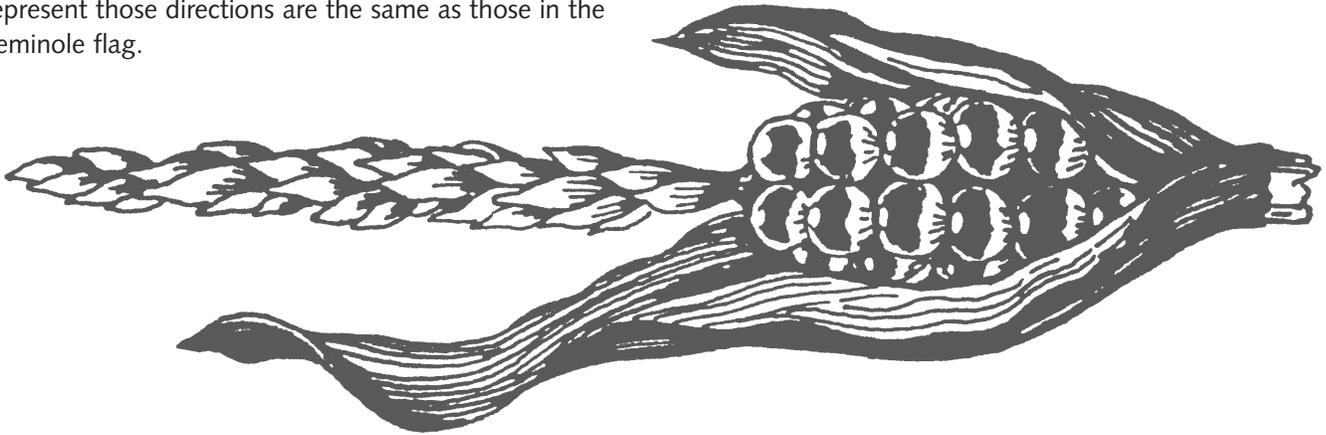
The Seminole Tribe of Florida currently uses this flag even though the Tribe has not officially adopted it. The four traditional colors represent the four points of the compass. East is yellow. North is red. West is black. South is white. The central seal represents the tribal council that leads the Tribe and includes a fire and a chickee.

The Seminole Tribune

"The Voice of the Unconquered" reports current and historical news of interest to members and friends of the Seminole culture. "The Unconquered" refers to the fact that none of the three wars fought between the U.S. and the Seminole resulted in a formal surrender.

Miccosukee Flag

It is shown on the reverse of the Seminole Flag. The Miccosukee Tribe of Indians of Florida adopted this flag in 1962. According to Miccosukee belief, life spins in a circle starting in the east and moving to the north, to the west, and to the south. The colors that represent those directions are the same as those in the Seminole flag.

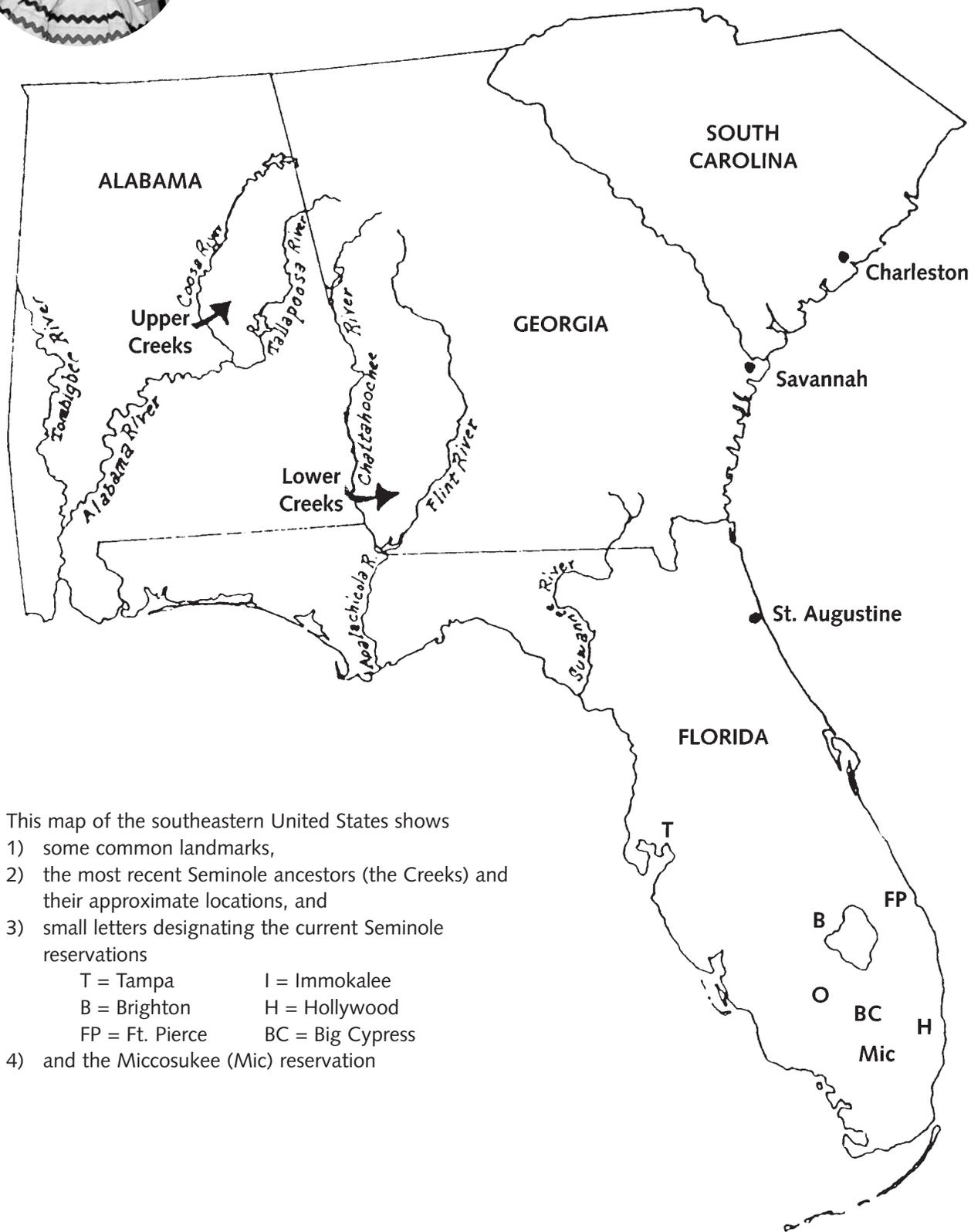


KEY WORDS

appliqués
chickee
Creek
emigrant/immigrant
hammock
Miccosukee
migration
refugee
reservation
sofkee



FLORIDA'S SEMINOLE PEOPLE



- This map of the southeastern United States shows
- 1) some common landmarks,
 - 2) the most recent Seminole ancestors (the Creeks) and their approximate locations, and
 - 3) small letters designating the current Seminole reservations

T = Tampa	I = Immokalee
B = Brighton	H = Hollywood
FP = Ft. Pierce	BC = Big Cypress
 - 4) and the Miccosukee (Mic) reservation

FLORIDA SEMINOLE PEOPLE



FLORIDA'S SEMINOLE PEOPLE



Photos of traditional Seminole clothing



FLORIDA SEMINOLE PEOPLE





FLORIDA'S SEMINOLE PEOPLE

INQUIRY BOX CLASSROOM ACTIVITIES

Teachers may have students engage in the following activities.

1. Visit the Seminole Tribe's website: www.seminoletribe.com. Report to your class what you found there.
2. Visit the Ah-Tah-Thi-Ki Museum on the Big Cypress reservation in person or online. What does the museum's name mean?
3. Write a paragraph about one way that life changed for the Seminoles after they moved from Georgia and Alabama to southern Florida.
4. Using a map of Florida, find three of the six Seminole reservations. What towns are they near? Explain the route you would take to get to the closest one.
5. Write a story that explains why you think the sofkee spoon has a bend in it, or why the raccoon looks like he is wearing a mask.
6. Seminoles enjoy the traditional ball game common to southeastern native people. There were differences in the game between each tribe. Sometimes two towns would challenge each other. Play was so vigorous that players would be hurt, or even killed. Today's version of the ball game involves only one pole and play is not so fierce. Both men and women can play. With the right equipment, you can play also.

Equipment

A pole that is 25-30 feet high
Masking tape
A tennis ball
Paper and pencil to keep score

Version One

- Mark the pole about 10 feet from the top with masking tape.
- Players need to stand back 5 feet from the pole.
- Each player has 5 turns to throw the ball at the pole.
- If the ball hits the very top of the pole, the player gets 4 points.
- If the ball hits above the tape, the player gets 2 points.
- If the ball hits below the tape, the player gets 0 points.
- A referee may be needed to judge exact ball locations.

Version Two

- Divide the players into 2 teams. Proceed as above.
- The team with the most points wins.

Version Three

- Players can score only by hitting the top of the pole.
- Players are divided into two teams.
- The ball is a hard tennis ball.
- The players need a throwing stick. It should have a rounded, woven basket at one end for throwing the ball.
- Players use one or two sticks and throw the ball at the top of the pole from anywhere on the field.
- The first team to reach a pre-set number of points wins.



FLORIDA'S SEMINOLE PEOPLE



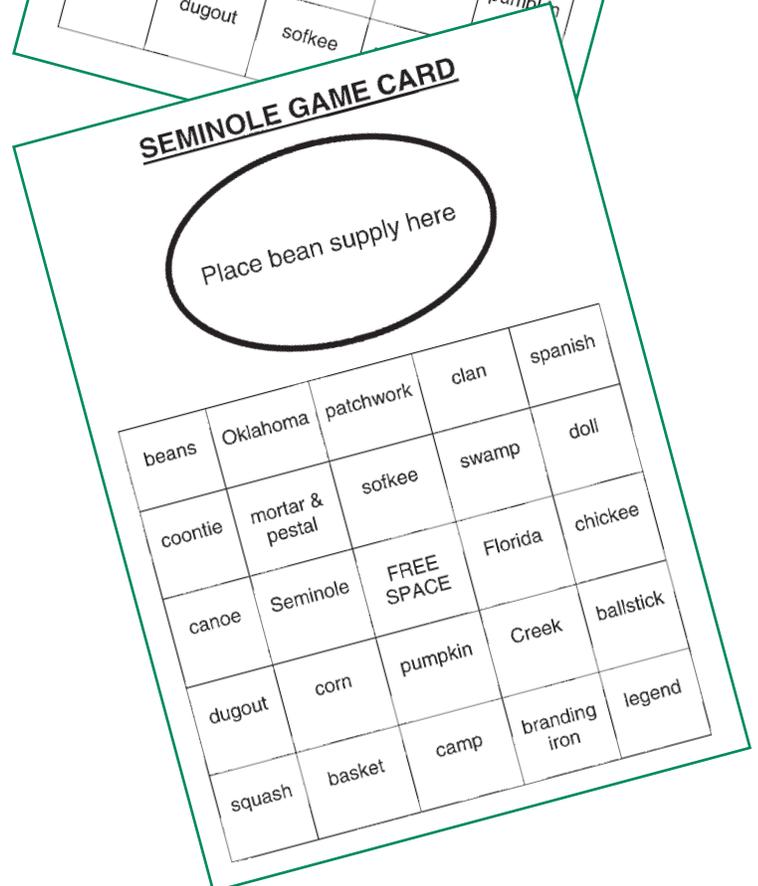
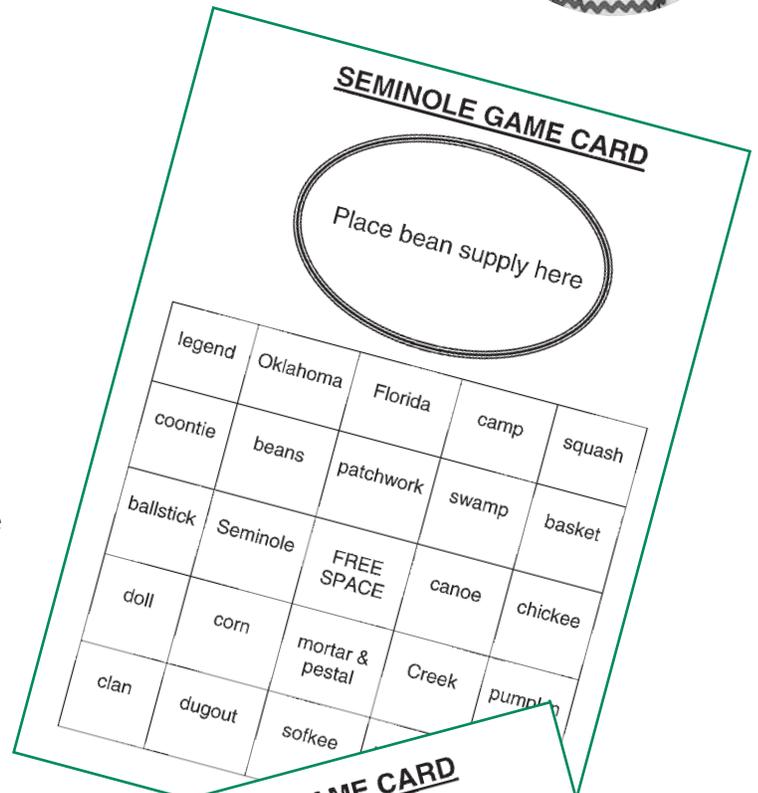
Inquiry Box Seminole Game – words and instructions

1. The object of the game is to cover (with a bean) five words in a row down, across, or diagonally. If time allows, you might ask for ALL words to be covered. Students should say "Seminole" when they have reached the announced goal.
2. The leader may simply call out these words, or, where possible, show the objects in the Inquiry Box. If you are showing the objects only, note that a) either "canoe" or "dugout" (or both) would satisfy for that object, and b) squash, pumpkin, and beans are all noted in the seed jar.

beans	coontie	Oklahoma
patchwork	Spanish	mortar & pestle
canoe	dugout	squash
Seminole	corn	basket
sofkee	pumpkin	camp
clan	swamp	Florida
Creek	branding iron	doll
chickee	ball stick	legend

This game could be used as an ongoing activity as you talk about objects, or as a review activity, or with a class that needs a group interactive.

There are 30+ game cards and 30+ bean bags (25 beans each) per Inquiry Box. Please try to return all beans and bags to the Inquiry Box after use.



FLORIDA'S SEMINOLE PEOPLE



SEMINOLE GAME CARD

Place bean supply here

Creek	Oklahoma	Seminole	legend	ballstick
squash	mortar & pestal	sofkee	swamp	doll
Florida	pumpkin	FREE SPACE	spanish	chickee
canoe	dugout	patchwork	basket	beans
corn	coontie	camp	branding iron	clan

Samples of the laminated playing cards which may be found in the Inquiry Box.

SEMINOLE GAME CARD

Place bean supply here

swamp	ballstick	patchwork	legend	beans
clan	mortar & pestal	sofkee	Creek	corn
camp	pumpkin	FREE SPACE	spanish	chickee
canoe	Florida	Oklahoma	Seminole	coontie
squash	dugout	basket	branding iron	doll

SEMINOLE GAME CARD

Place bean supply here

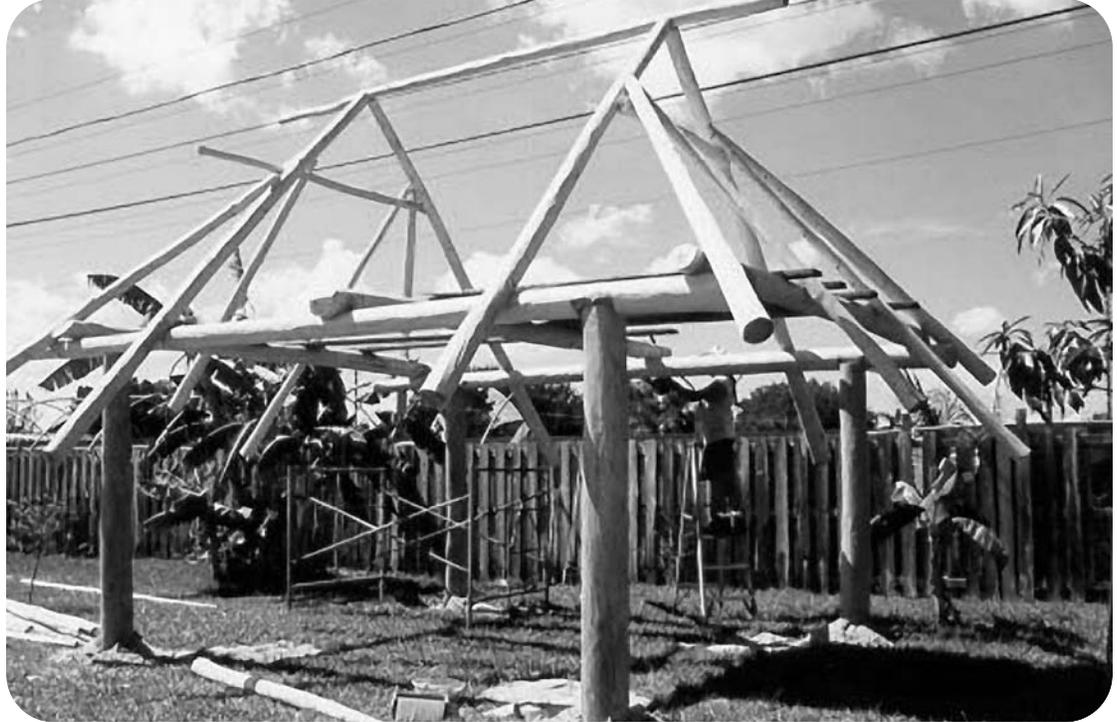
patchwork	Oklahoma	Florida	beans	clan
chickee	branding iron	spanish	swamp	camp
ballstick	Seminole	FREE SPACE	coontie	basket
sofkee	mortar & pestal	corn	doll	pumpkin
squash	dugout	Creek	legend	canoe



FLORIDA'S SEMINOLE PEOPLE



Photos of modern chickee construction



FLORIDA
SEMINOLE
PEOPLE





FLORIDA'S SEMINOLE PEOPLE



FLORIDA SEMINOLE PEOPLE



FLORIDA'S SEMINOLE PEOPLE

ACTIVITY ONE - WORD PUZZLE



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

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|------------|-----------|------------|
| acorns | nuts | sunflowers |
| alligators | oranges | turtles |
| beans | peaches | |
| berries | peas | |
| coontie | potatoes | |
| corn | pumpkin | |
| cows | rice | |
| deer | smilax | |
| hogs | squash | |
| honey | squirrels | |





FLORIDA'S SEMINOLE PEOPLE

ACTIVITY TWO - WORD PUZZLE

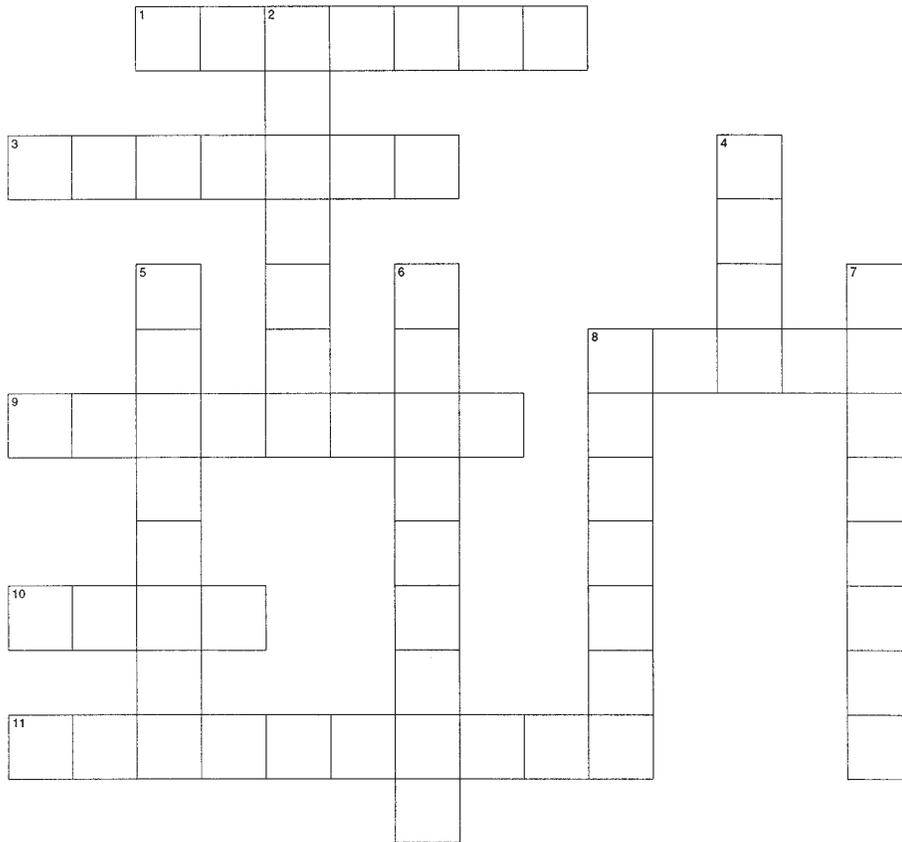
C H I C K E E F L A G T P B C
 B A L L S T I C K S H E A A O
 E F L O E D A H S E R N T R O
 A I D O N D S A E A O S C T N
 N A N E I A R K M R N O H R T
 S A G R U G U O I I M F W A I
 C E O Q T S H G K E P K O M E
 L L S E O A N P L M E E R U S
 F E E C L I M O A E O E K U M
 O W C K D U N W R L F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

- | | | | |
|---------------|---------|------------|------------|
| ballstick | clan | legend | Seminole |
| Bartram | coontie | Miccosukee | sofkee |
| basket | corn | mortar | Spanish |
| beans | Creek | Oklahoma | squash |
| branding iron | doll | palmetto | swamp |
| camp | dugout | patchwork | sweetgrass |
| canoe | flag | pestle | tribe |
| chickee | Florida | pumpkin | |



FLORIDA'S SEMINOLE PEOPLE

ACTIVITY THREE - CROSSWORD PUZZLE



ball game
canoe
chickee
clan
corn
cypress
Florida
Osceola
palmetto
patchwork
Seminole
sweetgrass

FLORIDA
SEM
INOLE
PEOPLE

Across

- 1. an outspoken Seminole war leader
- 3. the state where displaced southeastern Indians found a new home
- 8. the long, narrow boat used by the Seminole; sometimes called a dugout

- 9. the kind of tree used in making Seminole dolls and chickees
- 10. a group of related Seminoles
- 11. a kind of native grass used for making baskets today

Down

- 2. a traditional Florida Seminole house
- 4. a Seminole food staple

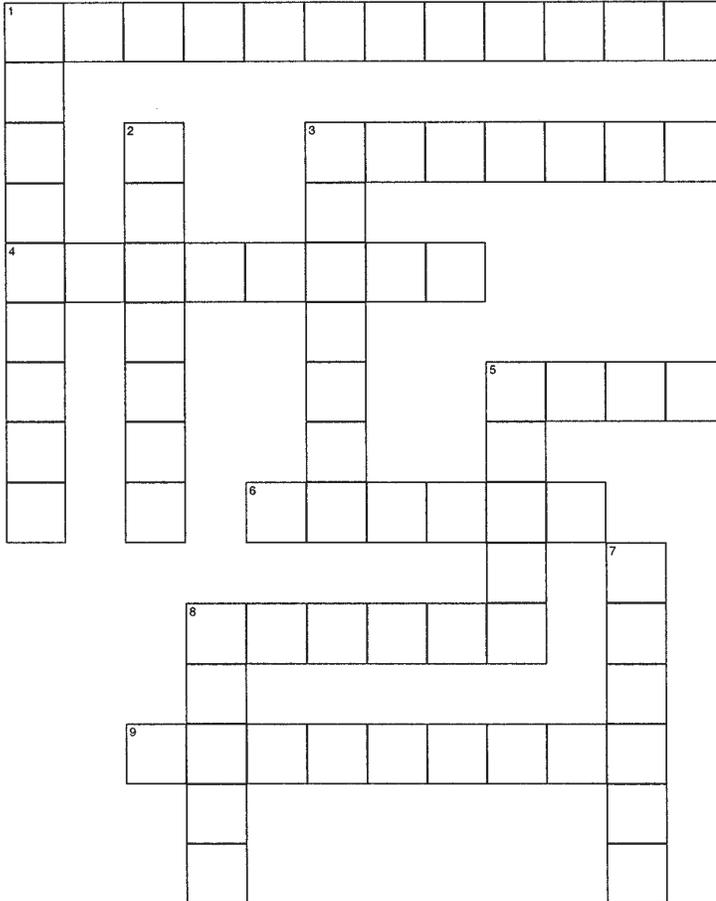
- 5. a traditional Seminole competition
- 6. a distinctive clothing style created by the Seminole in the 1920s
- 7. one of two Native American tribes based in Florida today
- 8. the kind of tree used in making Seminole canoes and chickees





FLORIDA'S SEMINOLE PEOPLE

ACTIVITY FOUR – CROSSWORD PUZZLE



- ballstick
- basket
- branding iron
- canoe
- chickee
- coontie
- corn
- legend
- patchwork
- pumpkin
- Seminole
- sofkee
- swamp

Across

Down

1. Heated in a fire, this metal tool is used to identify cattle ownership.
3. A hut which is usually open on all sides but roofed with palm fronds.
4. Many believe this name for these Native Americans means runaway or wanderer.
5. This popular vegetable is sometimes called an ear.
6. A story that is passed down through generations.
8. A traditional food made of ground corn and water.
9. These pieces of colored cloth are sewn together into a design.

1. A traditional Seminole game which uses a round object and this tool to propel the round object.
2. This large orange fruit contains seeds and pulp in the center and is sometimes carved into jack-o-lanterns.
3. A native plant resembling a fern but having a root that can be processed into a starch.
5. A long narrow boat usually propelled by oars or a pole.
7. A container made by weaving grasses, palm fibers or vines.
8. Another word for the humid, soggy land that was home to early Native Americans in southern Florida.



FLORIDA'S SEMINOLE PEOPLE

ACTIVITY FIVE – BREAK THE CODE



Break the code and discover the hidden message about the Seminole people

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

49	31	17	6	4	63	61
68	58	48	27	24		

The clues to break the code:

$8 \times 3 + 7 =$	and	$8 \times 8 - 1 =$	rattles
$3 \times 5 + 9 =$	dances	$7 \times 7 =$	Seminole
$8 \times 6 =$	during	$98 - 30 =$	their
$74 - 16 =$	legs	$3 \times 9 =$	traditional
$7 \times 3 - 4 =$	Miccosukee	$36 \div 9 =$	wear
$43 + 18 =$	on	$66 \div 11 =$	women





FLORIDA'S SEMINOLE PEOPLE

ACTIVITY SIX – THE MAIZE MAZE

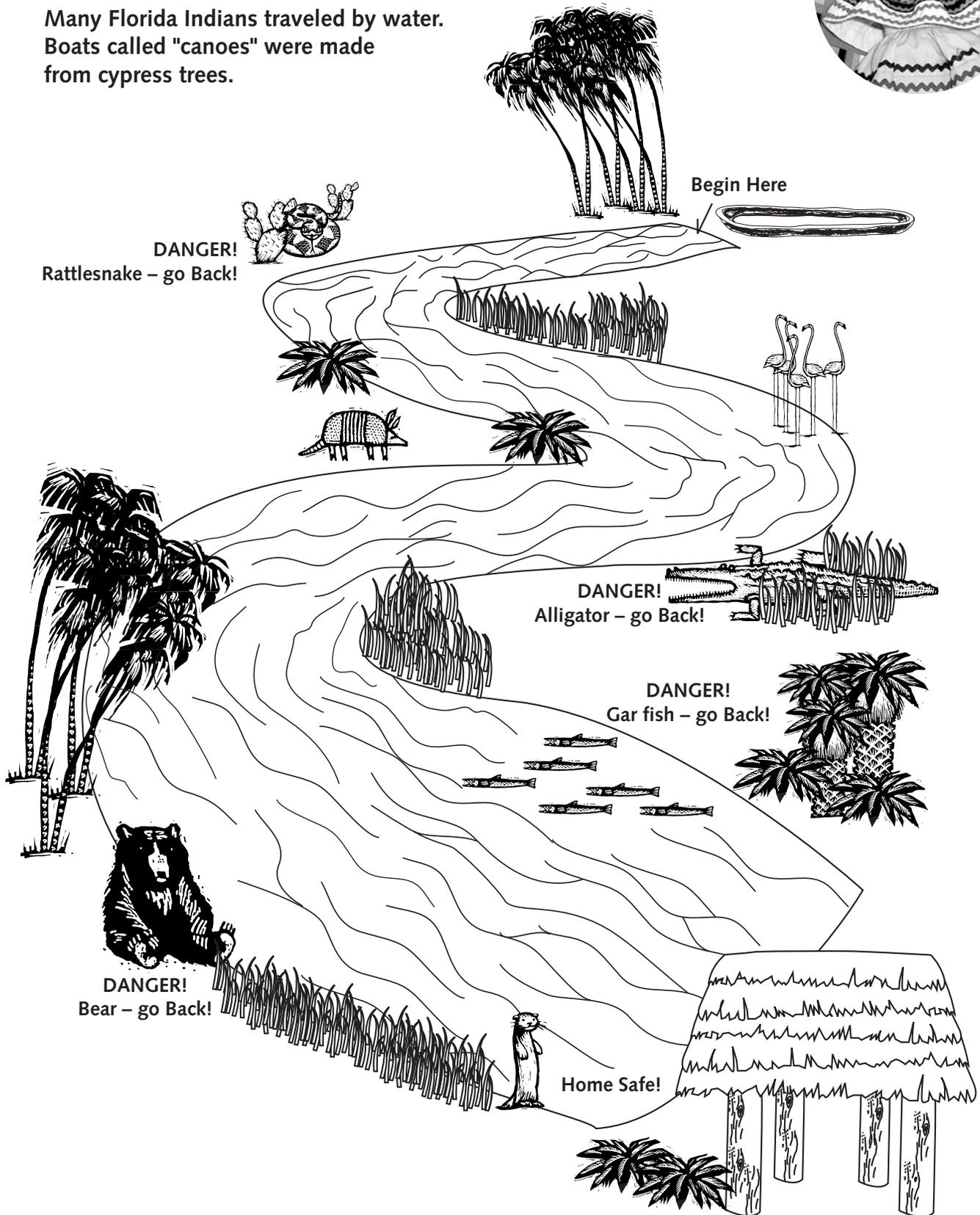
Maize, or corn, was an important food grown by the Seminole in Florida. It was first grown by other natives in the Americas. Can your pencil (or pen or colored pencil or crayon) "eat" its way from one end of the ear to the other?



FLORIDA'S SEMINOLE PEOPLE



Many Florida Indians traveled by water. Boats called "canoes" were made from cypress trees.



FLORIDA SEMINOLE PEOPLE

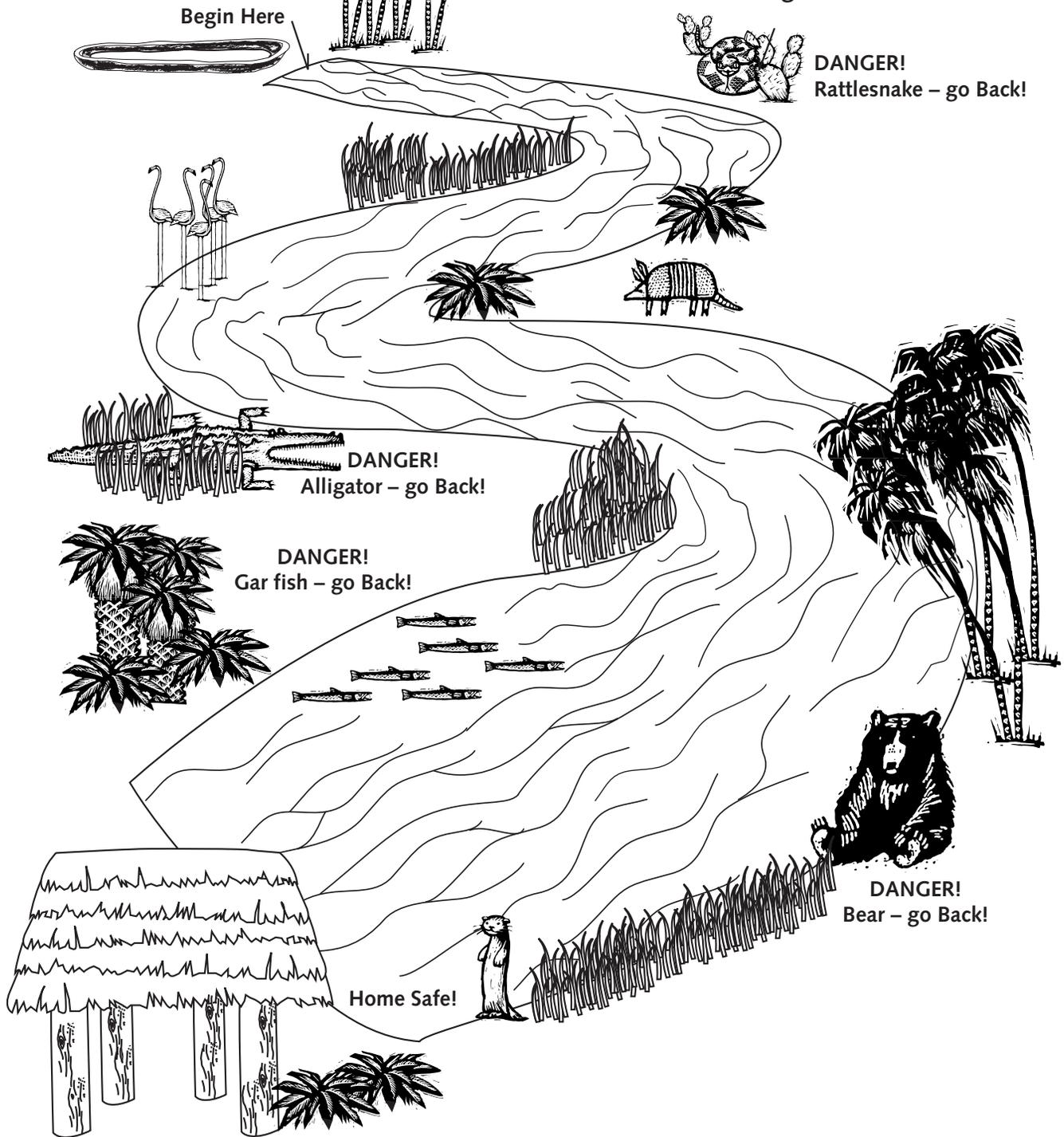
ACTIVITY SEVEN - TWO PLAYER CANOE RACE





FLORIDA'S SEMINOLE PEOPLE

This canoe race needs 2 players.
Start at the same time. Paddle down the
river maze by finding the broken lines
in the waves. First player to make it
home to the chickee wins.
But be careful of dangers!



FLORIDA'S SEMINOLE PEOPLE



Photo of Seminole patchwork



PART FIVE

REFERENCES



FLORIDA'S EARLY NATIVE PEOPLE

Activity One – Page 16



Activity Two – Page 17

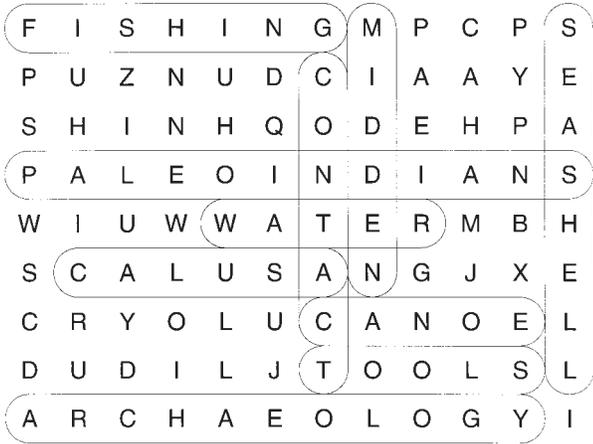


ANSWERS TO WORD AND MATH ACTIVITIES



SOUTHERN FLORIDA'S EARLY NATIVE PEOPLE

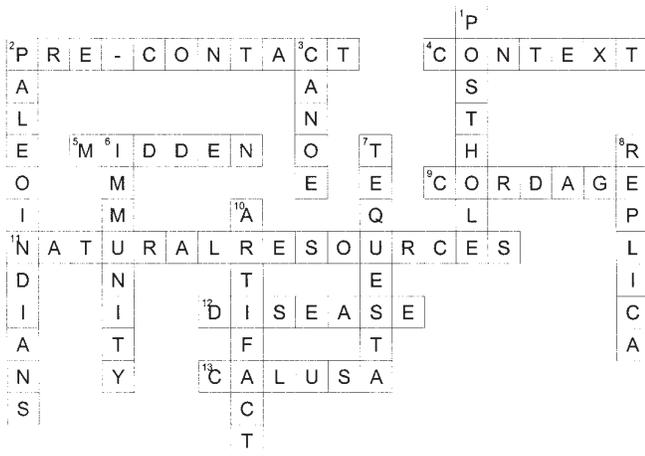
Activity One – Page 34



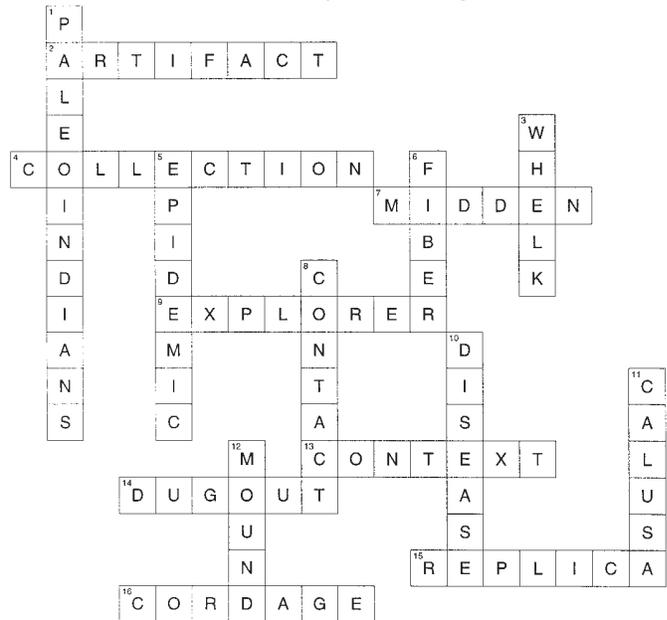
Activity Two – Page 35



Activity Three – Page 36



Activity Four – Page 37



Activity Five – Page 38

BREAK THE CODE

Calusa People lived and fished on Florida's Gulf Coast long before the first pyramids in Egypt.



NORTHERN FLORIDA'S EARLY NATIVE PEOPLE

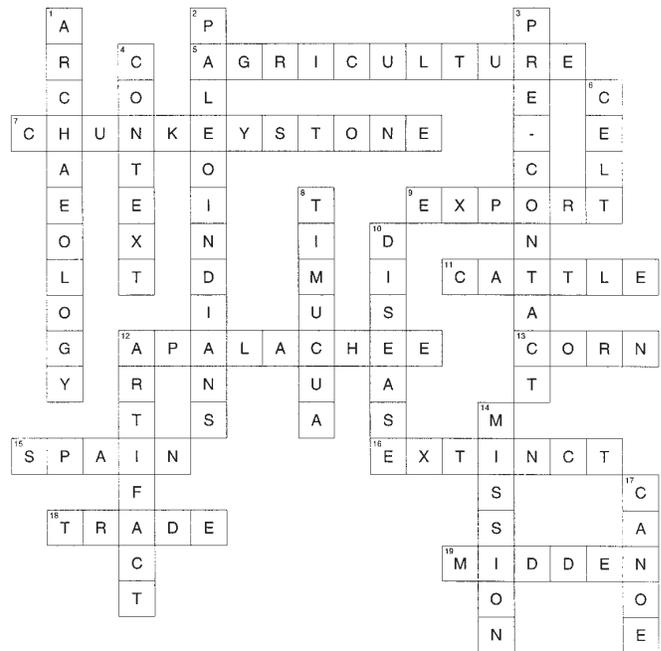
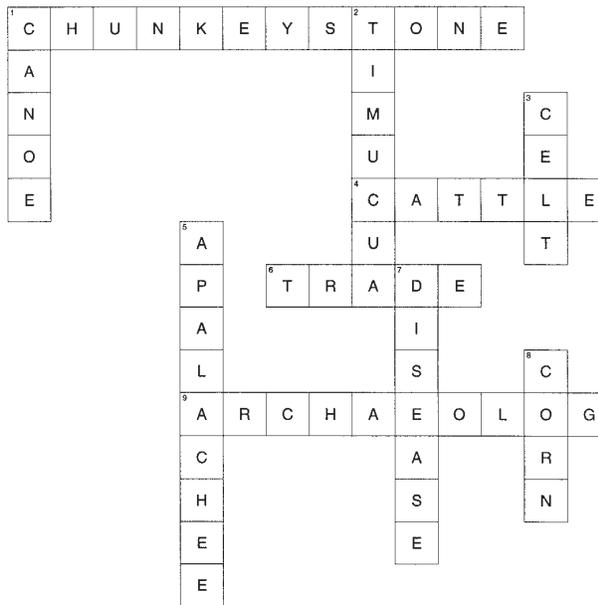
Activity One – Page 53



Activity Two – Page 54



Activity Three – Page 55



Activity Four (above) – Page 56

Activity Five – Page 57

BREAK THE CODE

The chunky stone was used as a trade item and to teach life skills through a game.



FLORIDA'S SEMINOLE PEOPLE

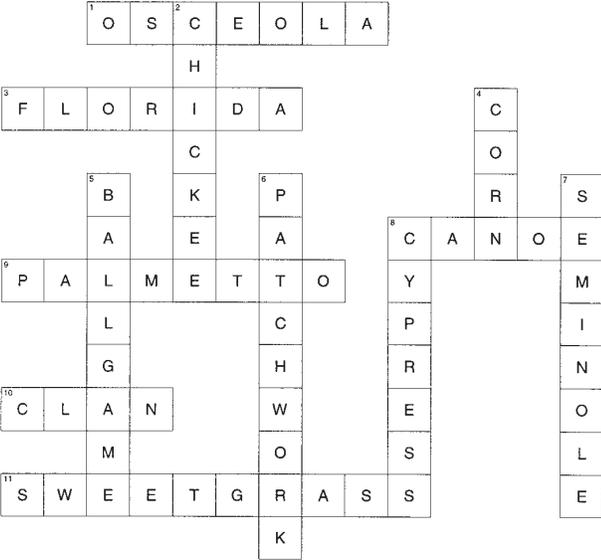
Activity One – Page 76



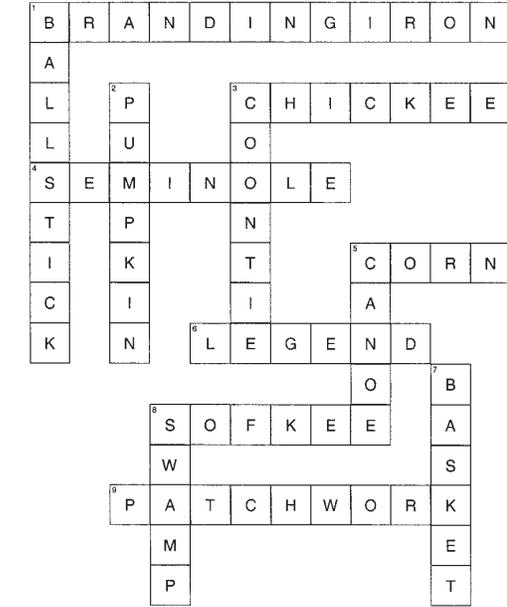
Activity Two – Page 77



Activity Three – Page 78



Activity Four – Page 79



Activity Five – Page 80

BREAK THE CODE
 Seminole and Miccosukee women wear rattles on their legs during traditional dances.





Agriculture - the practice of raising crops, farming

Apalachee - the people of early Florida who lived in an area bounded by the Ocklockonee River on the west, the Aucilla River on the east, the Georgia state line on the north, and the Gulf of Mexico on the south

Archaic Period people – early native people who lived on the Florida peninsula from 6,000 BCE to about 1,200 BCE

Artifact – an object used by people. It usually refers to an object found by an archaeologist.

Ball stick – a tennis racket-like stick that was used by players in a traditional game played by Seminoles and other southeastern native people. The stick was used to catch and throw a hard, tennis-sized ball at one or two tall poles in a field.

Bartram, William – an American botanist who traveled widely in the southeast during the 1770s. He published one of the few early accounts of the natural and native life in Florida. His book contains “an account of the soil and natural productions of those regions, together with observations on the manners of Indians.” He was known to the Seminole as “Puc Puggy” (the Flower Hunter).

Berm – an embankment next to a building

Calusa – a group of early native people who lived along the southwestern coast of Florida. They were among the first native Floridians to have contact with Spaniards.

Camp – a housing area for a Seminole clan or family. It would include both sleeping and cooking chickees. A campfire served as the heart of the camp. Camps were sometimes moved seasonally for food or weather reasons.

Canoe – a long, wooden, floatable vessel that is large enough to hold one or more people. It was made of pine or cypress in Florida. The canoe was a major means of transportation for Florida native people.

Cattle – domesticated animals introduced to La Florida by Spaniards. They were raised on ranches and farms for food and hides.

Celt – usually a stone (or shell, especially in South Florida) tool shaped like a chisel; sometimes made from copper for ceremonial purposes

Chert – flint-like stone found in northern Florida. It was the hardest material early people in Florida had for making tools.

Chickee – a kind of house built by the Seminole. It has four open sides with supporting poles made from cypress logs and a roof of palm fronds. If used for sleeping, it has a raised log floor. Cooking chickees have no floors so that a fire can be built on the ground.

Chunkey stone – a round stone disk used in an Apalachee game

Clan – a group of people related through the mother's bloodline. The clan includes a woman's children and her maternal relatives. Each clan has a name, usually that of an animal or force of nature. There are currently eight Seminole clans in Florida: Bear, Wind, Panther, Bird, Otter, Deer, Snake, and Big Town.

Collection – objects acquired and organized for study

Contact – (as a verb) to touch; (as a noun) the interaction of one group with another

Context – the immediate situation and its surrounding elements

Coontie – a tropical plant named *Zamia*. The plant is poisonous unless processed. The root was used by the Seminole as a starch in their diet, especially when corn was not available.

Cordage – multiple plant fibers used for making ropes, cords, twine, etc. Cordage was used for fishing, house construction, clothing, and for other types of binding. Useful plants included sabal palm, saw palmetto, century plant, and Spanish moss.

Corn – a staple crop of the Apalachee and the Seminole; also grown by Timucuan groups. It is the traditional basis for Seminole sofkee.



VOCABULARY

Creeks – the name given to several Indian groups in Georgia and Alabama by Europeans. The name comes from the location of their villages near streams or rivers. The tribes were divided, based on geography, into Upper Creeks and Lower Creeks.

Disease – an illness that causes sickness or death. Europeans introduced illnesses such as smallpox, measles, influenza, plague, diphtheria, cholera, scarlet fever, yellow fever, and typhus into Florida. These diseases were among the main causes of native people's deaths following European contact.

Dugout – a canoe or boat that was made by hollowing out a log. Small fires were built to burn holes in a log. Then the log was scraped out to create a dugout.

Environment – all the factors surrounding an organism, e.g., soil, climate, other organisms, etc.

Epidemic – when a disease is widespread and affects many people at the same time

Exhibit – the display of a collection, artifact, or specimen

Explorer – a person looking for new territory or information; e.g., Spaniards like Christopher Columbus, Juan Ponce de León, or Hernando de Soto or Frenchman like Jean Ribault, René de Laudionnière, or Pedro Menéndez de Avilés.

Export – sending locally made items to another location for trade

Extinct – no longer living or used; frequently applied to whole groups

Fiber – plant material that can be separated into thread-like parts for weaving

Green Corn Dance – a 4-day tribal ceremony held each June by the Seminoles. A fire, cleansing rites, a medicine bundle, dancing, and the traditional ball game are all elements of the ceremony.

Hammock – a small patch of raised land that forms an island within a swamp. Hammocks were used by Seminole clans in southern Florida as camp sites because of a limited amount of dry land in the Everglades.

Immunity – being safe or protected from a disease, especially because of antibody build-up

La Florida – the name given to this peninsula by Juan Ponce de León when he made his discovery during the Easter season, or the feast of flowers.

Mannequin – a sculpted human figure used for display purposes

Matrilineal – (matris – mother, plus lineal – line) the line of kinship descends through the mother; therefore young boys frequently were trained by their maternal uncles and not their fathers. One's mother determined clan affiliations. The Apalachee, Calusa, and Timucua were all matrilineal societies, as is the Seminole.

Miccosukee – one of two federally recognized Indian tribes based in Florida. Its official name is "The Miccosukee Tribe of Indians of Florida." These people share the same cultural background as the Seminoles but are a separate tribe.

Midden – a trash heap. It is one of the most common types of mounds found in Florida.

Mission – a community built by religious groups to help spread their religion

Mound – an elevated geographical area. It may be a burial mound, a midden mound, or a platform mound. In South Florida, huge midden mounds were constructed. In North Florida, a platform mound was the base for either a house of an important person or a base for a religious building.

Museum – a building used for storing and exhibiting objects of historical, artistic, scientific, or cultural value

Natural resource – something found in nature that is usable by people



Osceola – probably the best known of the Seminole leaders. He was not a chief but a war leader. Osceola objected to the U.S. government’s policy of removal (sending Indians to alternate places—like Oklahoma) in the 1830s. Osceola was captured under a flag of truce, imprisoned, and died at Ft. Moultrie, South Carolina.

Owl totem – a carved wooden figure of an owl. The large figure found in the St. Johns River near Deland was 6 1/2 ft. high and made of pine.

Paleoindians – the name given to the oldest known people of Florida. They lived between 12,000 BCE and 6,000 BCE.

Panhandle – that portion of Florida from Taylor County and Madison County west. It is so named because its shape resembles the handle of a pan.

Patchwork – a detailed design made from strips of cloth. It is used in making Seminole clothing. The Seminoles wear patchwork for special occasions and sometimes daily. It is also sold to tourists.

Pre-contact – the time before early Florida people came into contact with Europeans

Post-contact – the time after early Florida people came into contact with Europeans

Posthole – a space where the base of a post once was buried. It is detectable by the discoloration of the earth that surrounded the post. It is the most common information that archaeologists find to indicate the location of a building.

Refugee – a person who runs from home, confinement, or captivity

Replica – an exact copy of something

Reservation – land held in trust by the federal government for a recognized Indian tribe. The tribe governs the land.

Roadkill – an animal that was killed, usually by a car

Sinew – an animal tendon, especially after it has been cleaned for use as a cord or tie

Sofkee – a thin corn soup made by the Seminole

Spanish – originating in Spain

Specimen – an example taken for scientific examination or investigation

Timucua – the name given to several groups of early people who shared a common language. They resided in northeastern Florida and southeastern Georgia.

Trade – the practice of exchanging goods of equal value. It is usually done to acquire items not available locally.

Whelk – a large, edible marine snail whose shell was used by Florida’s early native people to make a variety of tools



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