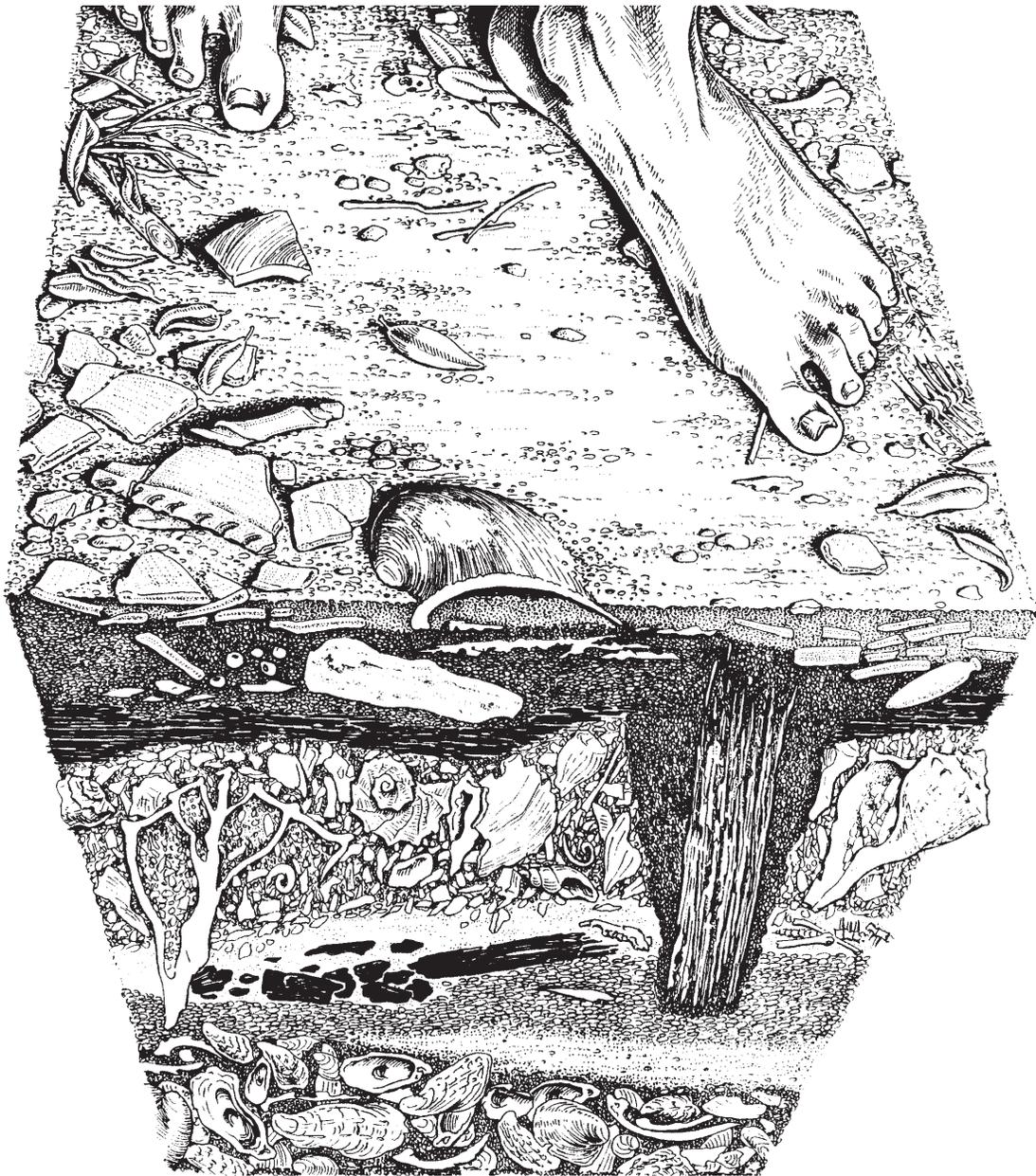


PART ONE

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



SCHEDULING A TOUR



SCHEDULING A GUIDED OR A SELF-GUIDED VISIT

To schedule either a guided tour or a self-guided visit, please call the Florida Museum of Natural History (FLMNH), Education Office at (352) 846-2000 ext. 214 between the hours of 9 A.M. and 4 P.M. weekdays. You may also contact the Education Office through e-mail at www.tours@flmnh.ufl.edu, or by fax at (352) 846-0253. A confirmation letter and educational material will be mailed to all scheduled groups.

Please notify the Museum's Education Office of any cancellations at least two weeks prior to the scheduled date.

Self-guided visitors have no tour guide or staff member assigned to the group. Teachers and chaperones are responsible for the educational experience and behavior of the students. To enhance the enjoyment and educational value of your visit, we suggest dividing into small groups of 10-15 students and rotating through the exhibits.

Guided tour groups are assigned a volunteer educator (docent). A docent will lead each small group and will visit specific exhibits correlated to the tour topic.

Museum Manners

The Museum is the state repository of many rare and priceless natural history collections. Objects from our collections and other museums are on display in the galleries. For the safety of these objects and our visitors, the following behavior rules are enforced. **NO EATING, RUNNING, OR RECKLESS BEHAVIOR** is permitted in the Museum. Violators will be escorted out of the building.

Please

- Keep your voices low and be courteous to other visitors.
- Arrive 10 minutes before your scheduled entry.
- Do not bring more than the scheduled number of students.
- Prior to your arrival, divide the class into small groups of 10-15 students each.
- Provide a minimum of one chaperone per 10 students.
- Provide a name tag for each student.



SCHEDULING A TOUR

Teachers should

- be sure all chaperones understand their duties before the visit.

Chaperones should

- supervise their group and maintain order,
- stay with their students at all times and help them move quietly through the Museum,
- not bring children other than those in the class, and
- assist the teacher in providing a positive learning experience.

Parking and Picnic Facilities

After unloading students at the front of the Museum, buses should circle around to the left into the parking area. Buses may park any place in the lot and across empty parking lot spaces.

Open, grassy areas are available for fair weather picnic lunches. Limited covered seating is also available on a first-come basis. Food is not permitted in the Museum.

The Collector's Shop

An optional part of any Museum field trip may be a visit to the gift shop. The shop carries a variety of unusual gifts for children as well as adults. There are many items that are low in price that children may purchase. Please ask chaperones to monitor the entrance to The Collector's Shop so that no more than 15 students are shopping at one time. Chaperones should also help small children count their money and see that they have enough for their purchases.



SW 34th Street & Hull Road on the UF campus
Monday – Saturday 10 – 5 • Sunday & Holidays 1 – 5
(352) 846-2000 ext. 214 • www.flmnh.ufl.edu



SCHEDULING AN INQUIRY BOX • FAQ

SCHEDULING AN INQUIRY BOX PRESENTATION OR LOAN

Docents are the Museum's volunteer teachers. They bring Inquiry Boxes into the classroom for second, fourth, fifth, and eighth grade classes in Alachua and surrounding counties. Up to six classrooms may be scheduled per visit with a maximum of three classrooms per hour. The presentation is 45 minutes long and features one of these five topics:

- Florida's Reptiles and Amphibians for the second grade,
- Florida's Fossils and Geology for the eighth grade,
- and for the fourth through fifth grades: Southern Florida's Early Native People, Northern Florida's Early Native People, and Florida's Seminole People.

Classroom teachers at any grade level may borrow Inquiry Boxes for a two-week period. Teachers are responsible for transporting borrowed Inquiry Boxes to and from their schools. Boxes are scheduled weekly, so an on-time return is necessary.

To schedule an Inquiry Box presentation or loan, please call the Museum's Education Office at (352) 846-2000 ext. 214 between the hours of 9 A.M. and 4 P.M. weekdays. Dates are limited and fill quickly, so please call early in the school year for your reservation.

A donation of \$25.00 is appreciated for each Inquiry Box presentation, or Inquiry Box loan, to help offset the costs of materials, printing, scheduling, postage, and handling. Checks should be made payable to the University of Florida. Receipts are available on request.

FREQUENTLY ASKED QUESTIONS ABOUT THE MUSEUM

What is the purpose of the Florida Museum of Natural History?

The purpose of the Museum is to understand and preserve biological diversity and cultural heritage. The Museum was created by the Florida State Legislature in 1917. The Museum handles broad programs of research, publications, collections, storage, public service, and instruction.

The Powell Hall Education and Exhibition Center opened January 30, 1998. It is located in the University of Florida's Cultural Complex. The Center is at the corner of Hull Road and SW 34th Street between the Samuel P. Harn Museum of Art and the Curtis M. Phillips Center for the Performing Arts. Powell Hall contains the Museum's exhibitions and public education programs.

Are the animals in the exhibits real?

Some animals on exhibit were once live animals and some were not. The staff takes great pride in the Museum's efforts to "recycle roadkills" as exhibition and hands-on specimens. Staff, volunteers, and other state and federal agencies cooperate to salvage accidentally killed birds and mammals for educational use. Reptiles, amphibians, and fish in the exhibits are actually polyester resin or plaster. These lifelike casts are made from molds of "real" animals and then are painted by our very talented artists.

Where are the collections?

Most of the collections are housed in Dickinson Hall that is located on the corner of Museum Road and Newell Drive.

Dickinson Hall was modeled on the buildings of native people of the southeastern United States and Middle America. It has descending terraces and earthen berms to look like a native building.

The Museum is a world-class institution that ranks among the 10 largest natural history museums in the U.S. The collections contain more than 25 million artifacts and specimens.

Are visitors allowed in the collections located at Dickinson Hall?

Dickinson Hall's collections are not open to the public on a "walk in" basis because of crowded conditions and security.

Researchers from around the world use these collections in their studies and scientific research. Dickinson Hall has an annual Open House. The general public is then allowed to view the collections located there.



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 Domini –
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?

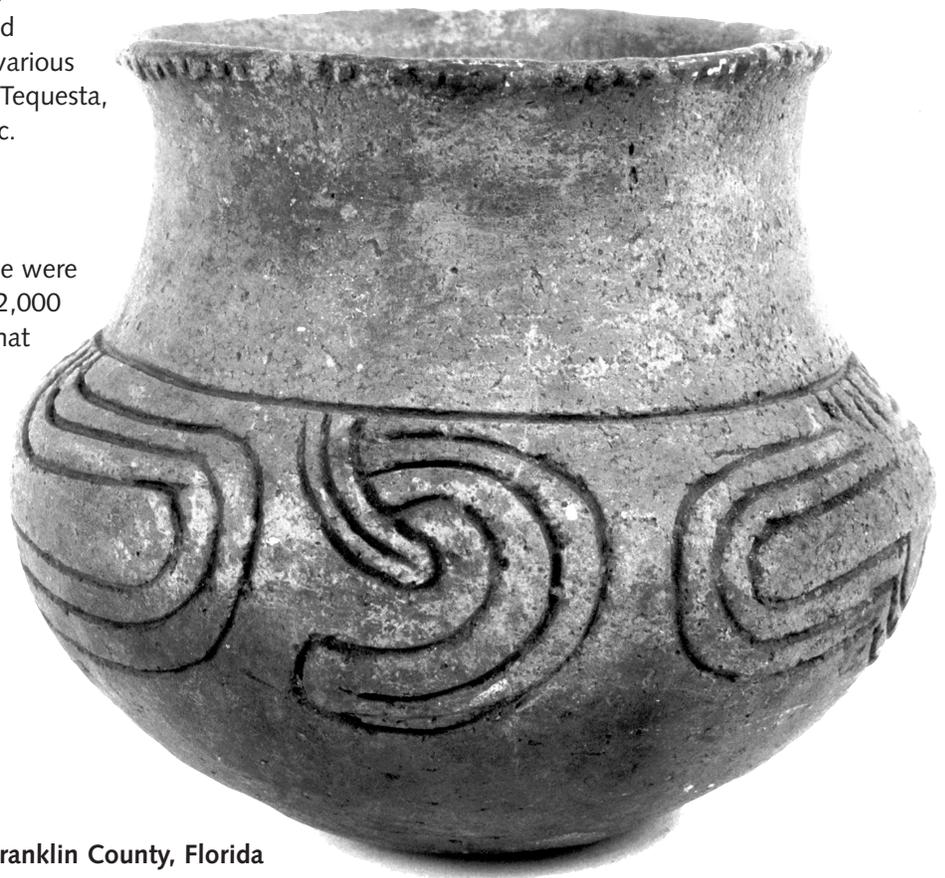
Archaeological evidence suggests people were here on the Florida peninsula at least 12,000 years ago. Current evidence indicates that most people lived from the Tampa area north during the earliest period of human habitation. When the Spanish explorers arrived here in the early 1500s, there may have 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.

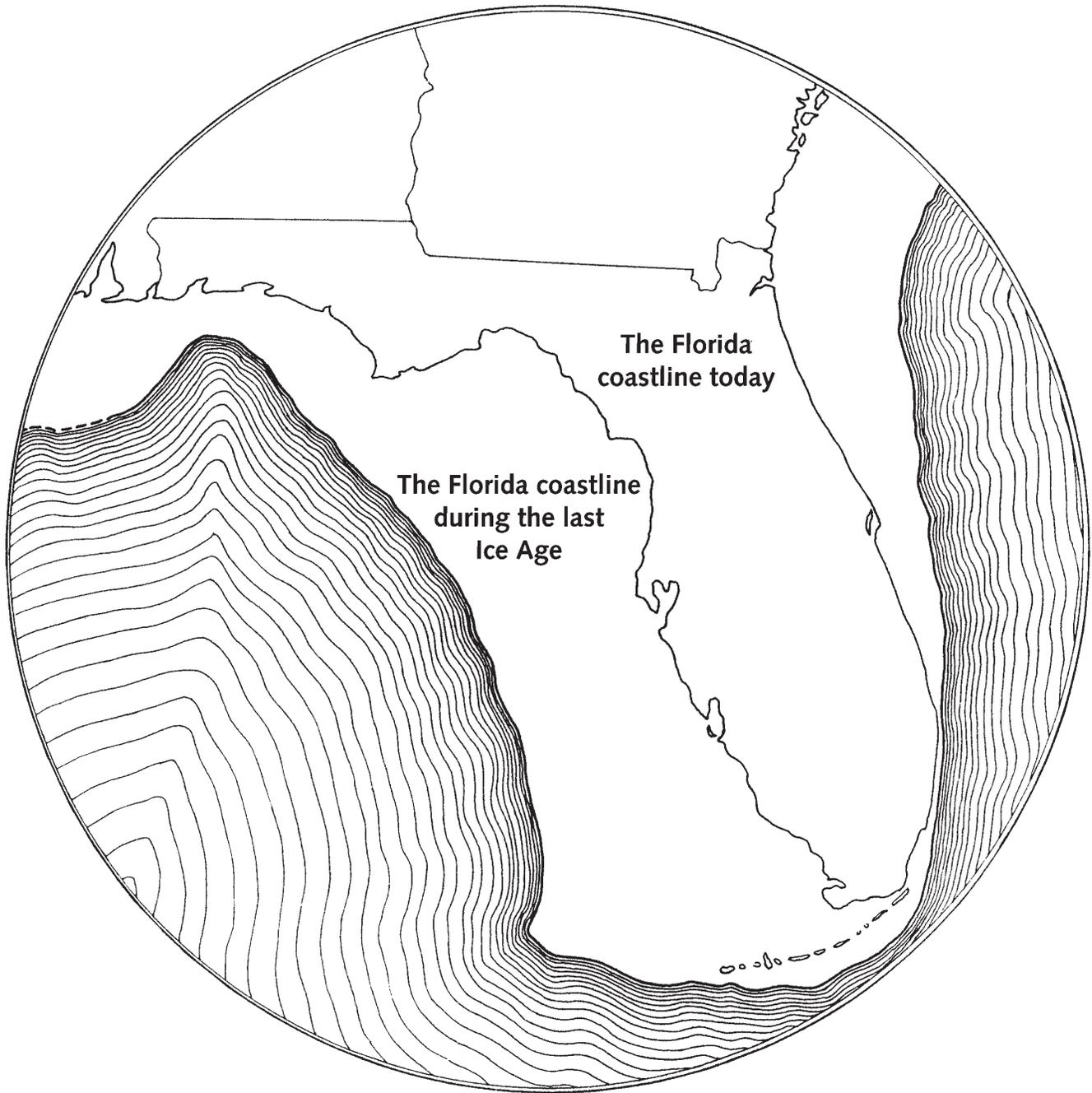
About 4,000 years ago, after ice melted and more water was available in oceans and rivers, the peninsula had become about the size of present Florida.

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

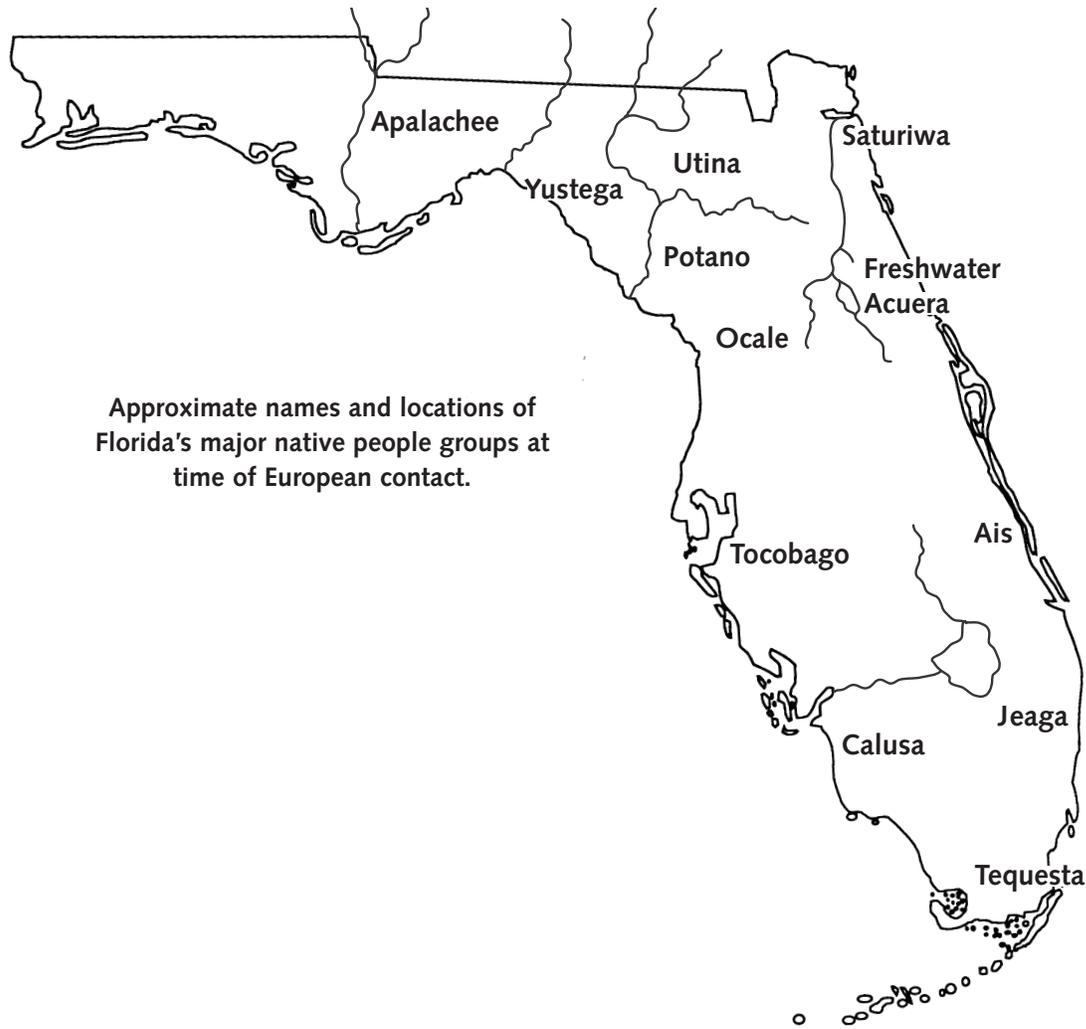
collection
 contact
 context
 coontie
 cordage
 corn
 Creeks
 disease
 dugout
 epidemic
 exhibit
 export
 extinct
 Green Corn Dance
 hammock
 immunity

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?