

# Local Geography and History

## Apalachee Indians

Submitted by:  
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& C. Vickers

From:  
W.R. Tolar K-8 School  
Liberty County, Florida

Lesson Plan Format

Day 1

Name of teacher(s) submitting plan: Cassie Vickers, Mandie Fowler, Mandie Crosby

Unit Lesson Plan Title: The Apalachee Indians of Northwest Florida

Concepts being taught during 5 day period:

- Diaspora
- Geographic/Cultural influences of native and non-native populations

General goals of 5 day unit:

- Increase student understanding of a local Indian tribe.
- Increase student interest in local geography & history.
- Understanding of primary and secondary source documents.
- Research and present on an assigned topic.

Specific objectives for today:

- Introduce students to concept of archaeology and that artifacts can and have been found locally.
- Introduce the Apalachee Indians and spark an interest for students about their leaving this area.

Description of “hook” to get students interested in today’s lesson.

Show students a picture of one of the artifact we will be looking at today, ask if anyone has an idea of what it is; then after discussion, tell them that today we will have a local archaeologist talk to our class.

This is the 1<sup>st</sup> day of the unit, we will have our speaker come share some Indian artifacts that he found in our local area. *See attached pictures.*

Description of how you will evoke students’ prior knowledge:  
(3-5 minutes)

Since our town is bordered by the Apalachee River, students will be familiar with the word as a geographic place.

Brief synopsis of discussion to be held with students:

- Most students do not know the meaning of the word: Apalachee. We will start out the lesson with a brainstorming session of possible meanings and then discuss them, ending with an explanation that the Apalachee Indians lived here for hundreds of years but moved away in the early 1700s.
- Students will have a open QA time with the guest speaker.

Materials needed for the day’s lesson (Include Artifacts/Primary Sources/Internet Sources/Print Sources here):

- Local artifacts. *See attached pictures.*

- Map of Apalachee area (*Mission San Luis*)

Step-by-step directions of activity

N/A

Approximate time needed for activity

Introduction to Apalachee: 5-10 minutes

Guest speaker: 25-30 minutes

Independent reading assignment: N/A

Specific directions for student product required: N/A

Closure/Reflection: N/A

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories.

Lesson Plan Format

Day 2

Name of teacher(s) submitting plan: Cassie Vickers, Mandie Fowler, Mandie Crosby

Unit Lesson Plan Title: The Apalachee Indians of Northwest Florida

Concepts being taught during 5 day period:

- Diaspora
- Geographic/Cultural influences of native and non-native populations

General goals of 5 day unit:

- Increase student understanding of a local Indian tribe.
- Increase student interest in local geography & history.
- Understanding of primary and secondary source documents.
- Research and present on an assigned topic.

Specific objectives for today:

- Learn about the Apalachee Indians.

Description of "hook" to get students interested in today's lesson.

Bellwork: What are some things that make our school and community special? Do you think people in the future would like to learn about us?

Description of how you will evoke students' prior knowledge:  
(3-5 minutes)

Discussion of bellwork.

Brief synopsis of discussion to be held with students:

- Discussion of what people would find unique about our culture.
- Discussion both during and after PowerPoint viewing.

Materials needed for the day's lesson (Include Artifacts/Primary Sources/Internet Sources/Print Sources here):

- Mission San Luis teacher guide (converted to a PowerPoint)
- Student questions.

Step-by-step directions of activity

N/A

Approximate time needed for activity

Watching, answering, discussion: 30 minutes

Independent reading assignment: N/A

Specific directions for student product required: N/A

Closure/Reflection: N/A

Assessment type: N/A

Rubric for assessment: N/A

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

While watching the PowerPoint, answer the following:

1. What were some of the foods that the Apalachee Indians ate?

\_\_\_\_\_

\_\_\_\_\_

2. What were the women's jobs?

\_\_\_\_\_

\_\_\_\_\_

3. What were the men's jobs?

\_\_\_\_\_

\_\_\_\_\_

4. Why did many Apalachee convert to Catholicism? What evidence of this were left behind by them?

\_\_\_\_\_

\_\_\_\_\_

5. What was the friar's house and yard like?

\_\_\_\_\_

\_\_\_\_\_

6. Where was the cemetery? Why?

\_\_\_\_\_

\_\_\_\_\_

7. Why did the Catholic friar want to end the Apalachee ball game?

\_\_\_\_\_

\_\_\_\_\_

8. Describe what the Apalachee houses look like.

\_\_\_\_\_

\_\_\_\_\_

9. What was the council house used for?

\_\_\_\_\_

\_\_\_\_\_

Lesson Plan Format

Day 3

Name of teacher(s) submitting plan: Cassie Vickers, Mandie Fowler, Mandie Crosby

Unit Lesson Plan Title: The Apalachee Indians of Northwest Florida

Concepts being taught during 5 day period:

- Diaspora
- Geographic/Cultural influences of native and non-native populations

General goals of 5 day unit:

- Increase student understanding of a local Indian tribe.
- Increase student interest in local geography & history.
- Understanding of primary and secondary source documents.
- Research and present on an assigned topic.

Specific objectives for today:

- Today students will work in their table groups and begin researching their assigned topic for presentation to the class.
- Introduction to primary & secondary sources.

Description of "hook" to get students interested in today's lesson. (If you do not have a hook for each individual day, write N/A on the days when a "hook" is not used. (Approximate time needed)

Bellwork: How do people know what happened in the past? (3-5 minutes)

Description of how you will evoke students' prior knowledge: (3-5 minutes)

Students will write down an anecdote of something that their parents or grandparents have told them.

Brief synopsis of discussion to be held with students:

After students have begun thinking about one to two generations back, we will then discuss how we know what happened 500 years ago. Students will generate a list of ideas and we will then discuss the concept of *primary sources*.

Materials needed for the day's lesson (Include Artifacts/Primary Sources/Internet Sources/Print Sources here):

- Student directions for research project.
- Computer lab

Step-by-step directions of activity  
*See attached student directions/rubric*

Approximate time needed for activity  
Primary/Secondary source discussion: 5-10 minutes  
Computer lab research: 25-30 minutes

Independent reading assignment: *New Food in the Pot : Changes in the Spanish and Apalachee Diets*

Specific directions for student product required: *See attached rubric.*

Closure/Reflection: N/A

Assessment type: Research PowerPoint presentation

Rubric for assessment: *See attached rubric*

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories.

Learning Disabled students will receive targeted scaffolding.

Student Apalachee Research

Group Member Name:

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Table Group	Aspect to be research
1	Rituals
2	Female jobs
3	Male jobs
4	Government
5	Food

- Using the resources listed on our class website or on the attached page, research your assigned topic.
- Your group findings will be presented in a PowerPoint presentation to the class on Friday \_\_\_\_\_.
- When we go to the lab, sit in your assigned lab seat with your table group, the middle person will be the recorder for this assignment (meaning they will put the information into the PowerPoint); the other 2 group members will be the researchers.
- Your PowerPoint will be graded based on the attached rubric.
- Be sure to include at least ONE source in your PowerPoint and tell whether it is a primary or secondary source.
- This assignment will be worth 1 TEST grade.

Remember, I reserve the right to dock points from an individual who chooses to freeload off the work of others.

## Oral Presentation Rubric : Apalachian Research & PowerPoint

Teacher Name: **Mrs. Fowler**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Length	PowerPoint consists of 6-8 slides with little or no errors.	PowerPoint consists of 6-8 slides with more than 3 errors.	PowerPoint consists of 4-6 slides with more than 5 errors.	PowerPoint either is less than 4 slides or has more than 7 factual errors.
Primary/Secondary Source	Student displays an understanding of primary and secondary source and accurately cited his/her source in a	Student either called a primary source secondary or vice versa, but still accurately cited his/her source in a	Student has a primary or secondary source, but it is not cited on the bibliography slide.	Student did not have a primary or secondary source.

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Lesson Plan Format  
Day 5

Name of teacher(s) submitting plan: Cassie Vickers, Mandie Fowler, Mandie Crosby

Unit Lesson Plan Title: The Apalachee Indians of Northwest Florida

Concepts being taught during 5 day period:

- Diaspora
- Geographic/Cultural influences of native and non-native populations

General goals of 5 day unit:

- Increase student understanding of a local Indian tribe.
- Increase student interest in local geography & history.
- Understanding of primary and secondary source documents.
- Research and present on an assigned topic.

Specific objectives for today:

- Complete group research.
- They also will complete a FCAT style practice passage using an article about the Apalachee.
- Group presentations.

Description of "hook" to get students interested in today's lesson. (If you do not have a hook for each individual day, write N/A on the days when a "hook" is not used.

(Approximate time needed)

N/A

Description of how you will evoke students' prior knowledge:

(3-5 minutes)

Begin discussion of neat facts they have found out.

Brief synopsis of discussion to be held with students:

- Since it is the final day of research, I will be discussing with each group, not the whole class; checking presentations and helping students complete the assignment.

Materials needed for the day's lesson (Include Artifacts/Primary Sources/Internet Sources/Print Sources here):

- Student directions for research project.
- Computer lab
- Copies of FCAT practice passage

Step-by-step directions of activity  
*See attached student directions/rubric*

Approximate time needed for activity  
Computer lab research: 25-30 minutes  
Group Presentations: 30 minutes

Independent reading assignment: *FCAT practice passage*

Specific directions for student product required: *See attached rubric.*

Closure/Reflection: N/A

Assessment type: Research PowerPoint presentation

Rubric for assessment: *See attached rubric*

Please include any special adaptations that you have for students with learning disabilities or gifted students in appropriate categories.

Learning Disabled students will receive targeted scaffolding.

## Apalachee Indians Bibliography

*Mission San Luis de Apalachee, A Teacher's Guide.* 2008 Friends of Mission San Luis, Inc. August 2, 2009.

<http://www.missionsanluis.org/edPrograms/siteVisit2.cfm>

Shuler, Stephen C. "Local Archaeology" interview/presentation. August 15, 2009.

*Timucuan Indians, Kids Page.* Pelotes Island Nature Preserve. August 5, 2009. <http://pelotes.jea.com/kidtimuc.htm>

*Florida Then and Now.* Exploring Florida. August 10, 2009.  
<http://fcit.coedu.usf.edu/florida/lessons/lessons.htm>