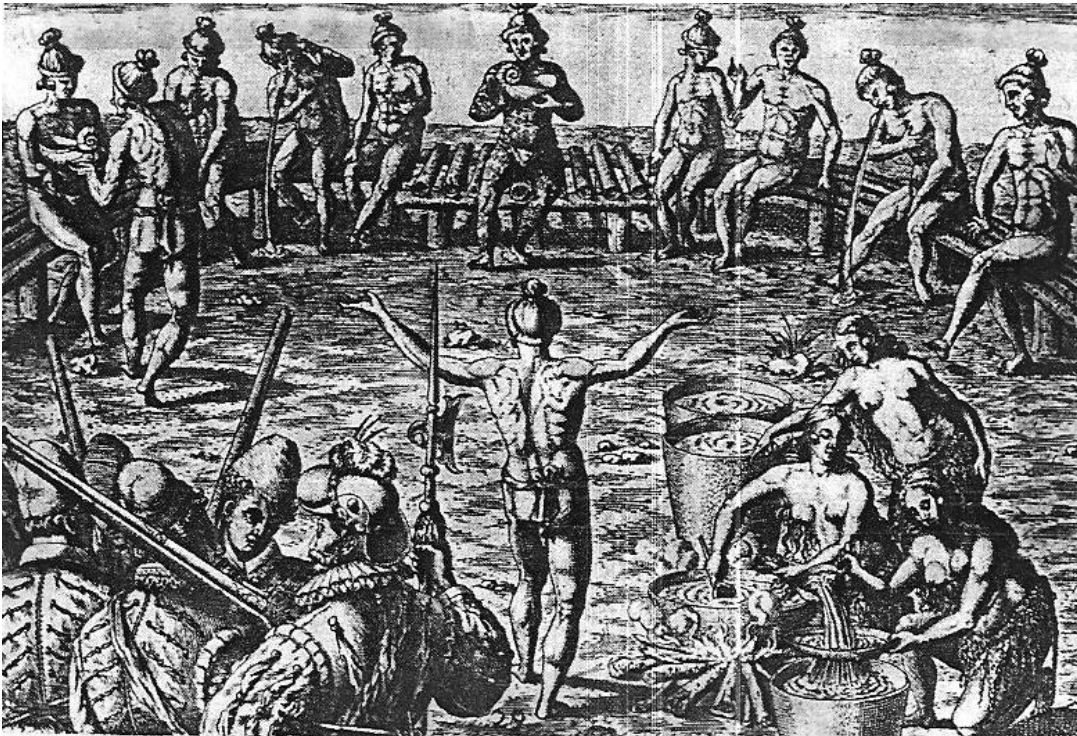


Native American Cultures



Post Visit Guide

Included in this guide are some activities you can try with your students as well as some additional information that may not have been covered in detail during the

Native American Cultures Program.

Have fun!

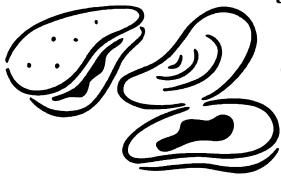
Native American Cultures

We hope that you enjoyed your visit and that you will come again! The history of Native American cultures in the United States is very complex. Below you will find some additional information to encourage discussion about the Timucua, the local culture covered in today's "Native American Cultures" program. At the end of this guide there are several activities and a list of resources to use in your classroom to further explore the Timucua and other Native Americans.

The first Native Americans probably walked across a land bridge from Siberia to Alaska during the last ice age. Now there is a body of water there called the Bering Sea but during the ice age so much water was frozen that sea level fell and some parts of the ocean floor were dry land. These early people, called paleoindians, followed large animal herds south through North America and eventually into Florida approximately 15,000 years ago. The Florida peninsula looked very different then than it does today. The climate was cooler and drier and the land area was much greater. As the ice age ended, melting glaciers raised sea level and by 3000 BC, geographically Florida looked as it does today. These rising waters, however, covered many of the earliest paleoindian settlements along the coast, so scientists know relatively little about these cultures. Regional cultures began to develop about 2500 years ago and the Timucuan culture probably has its roots then.



The Timucua lived in what is now north Florida and southern Georgia. When they encountered Europeans in 1562, they had a distinct culture that had changed very slowly over 2,000 years. Not all Timucua were the same, however. Different groups were slightly different based on the size of their group, their environment, and other factors. For examples, Timucua in Jacksonville relied more heavily on shellfish in their diet than Timucua in inland Georgia who relied more on farming. Politically, the Timucua were not united either. During the 1560s, three chiefs ruled three rival groups: Saturiwa (east and north of the St. Johns), Outina (west and south of the St. Johns), and Potano (west and northwest of Outina). Though these groups often fought, Timucuan wars were different than European wars. Battles usually ended with only a few deaths and land was not taken and occupied as a result. Timucua all spoke a common language.



Historians learn most about the Timucua's appearance by studying drawings completed by contemporary European artists, some of whom encountered the Timucua in person. Unfortunately, these drawings are often full of errors and inconsistencies so they must be read very carefully and verified against actual physical remains when possible.

Timucuan men were usually tall and muscular, averaging about six feet. They wore their long hair tied into a knot on top of their heads. This kept their necks cool, their vision unobstructed, and provided a handy place to store arrows. In warm months, they usually wore loin cloths made of animal skins. Women were also rather tall and strong but usually wore their long hair down. Like the men, they typically only covered their bottom half, but often wove a cloth out of Spanish moss for their clothing. Both men and women wore ornamentation like bracelets, necklaces, anklets, and earrings, often made out of shells, animal bones or teeth, or feathers. In addition, elite members of Timucuan society wore tattoos, made by cutting the skin with a sharp tool, rubbing dye into the wound, and then letting it heal. Ouch!

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In Timucuan culture, jobs were divided by gender. Men generally had fewer jobs, but they were more dangerous and required them to travel farther away from the village. Hunting, fishing, building huts, canoes, tools and weapons, and defending the village were ways that men would spend much of their time. Women did the jobs that were closer to home. Growing, gathering, and preparing food, raising children, weaving, and making pottery were traditionally female occupations. Children would also work from a young age fetching water and hauling trash to the trash pile.



Food gathering and production was essential to survival and, therefore, much time was focused on these activities. Timucua grew a few crops using simple tools such as a rock hoe. Baskets and clay pots were necessary for gathering wild edible plants and harvesting crops. The Timucua's main weapon for hunting and defense was the bow and arrow, with projectile points made from stone (flint or chert), bone, or shell. Flint knapping, the process used to shape stone, was time consuming and took skill so arrows were a prized possession that were used carefully.



Although hunting animals such as deer, alligators, rabbits, etc. provided some food, fishing was probably the preferred source of food for Timucua in the Jacksonville area. Timucua here are often referred to as “the people of the shell mounds” because they collected and consumed so many shellfish (especially oysters) that the discarded shells collected into huge piles that are still evident today. These refuse piles, or middens, are a valuable source of information about Timucua life and culture.

Timucua built their villages near bodies of water. Unlike semi-nomadic cultures that followed large herds of animals and, therefore, needed portable housing, Timucua were relatively stationary. They lived in circular huts with conical roofs and walls made of woven vines and thatched palm fronds. A typical village could contain between 50 and 300 individuals. Timucua lived in family units and functioned as a matrilineal society where everyone belonged to their mother's clan.

The Timucua encountered Europeans, probably for the first time, in 1564 when French colonists built Fort Caroline on St. Johns Bluff in Jacksonville. At first the Saturiwan-led Timucuans were very helpful, sharing food and helping with the building. When the French made a treaty with the Outina-led Timucuans, however, Saturiwa's people shunned them. Things went poorly for the French colonists after this. Many starved or tried to escape back to France. In 1565, Fort Caroline was destroyed by the Spanish, ushering in an era of increasing Spanish control in Florida. Unfortunately, European diseases, the imposition of the mission system and forced tribute, and warfare devastated the native populations of Florida, including the Timucua. In addition, many Timucua adopted Spanish culture and Christianity so the traditional Timucuan culture and belief system slowly vanished. Scientists estimate there could have been as many as 150,000 Timucua speakers in Florida and Georgia in the early 1500s. By 1698 there were only 550 remaining. The last known Timucua died in 1767 in Cuba.

In the 1700s, after the Timucua had disappeared from north Florida, the Seminoles moved into their lands. The Seminoles were originally Creek Indians from Alabama and Georgia who broke away from the larger group. The name Seminole comes from the Spanish word “cimaronne,” meaning “renegade” or “one living far from a church or town.”

Timucua!

Use the sheets provided in this packet to play *Timucua!* with your students. Each sheet contains 4 different Bingo Boards with different pictures of Timucuan things. Copy these sheets and cut them into four sections. Distribute one card to each student. Timucua is played just like Bingo. Randomly select items from the picture list below and call them out to students. Each card may contain more than one of each picture. Students may only mark one picture off at a time. The first student to have four in a row calls out "Timucua" and wins the game. We suggest using a new card for each game and using a pen or pencil so that students cannot change their choices midway through the game.



= Deer



= Corn



= Arrowhead



= Florida



= Georgia



= Pottery



= Hammer



= Oyster



= Conch Shell



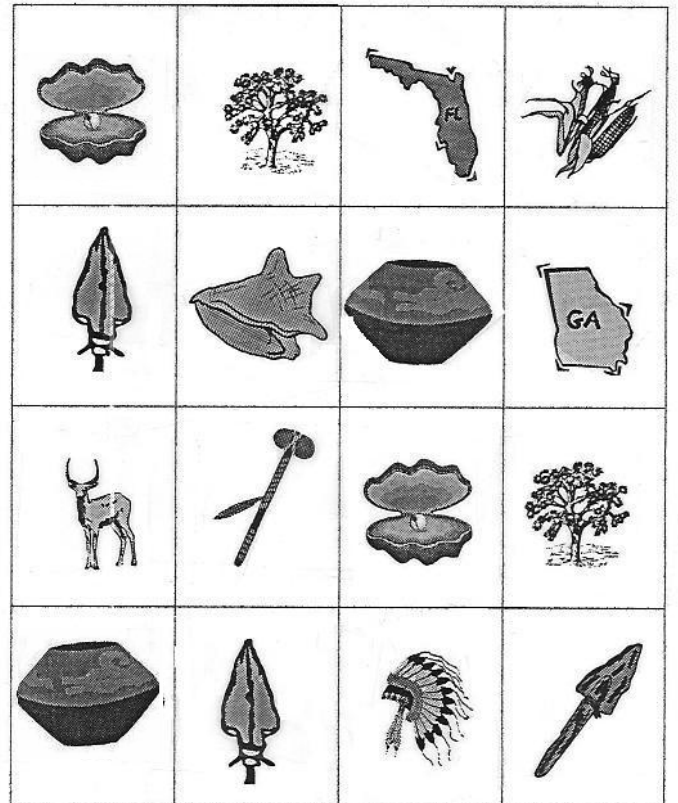
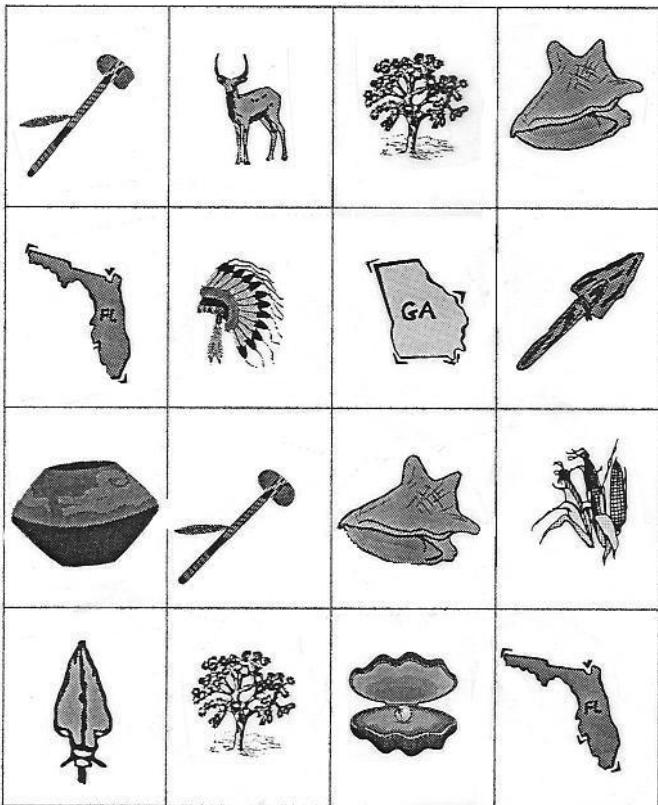
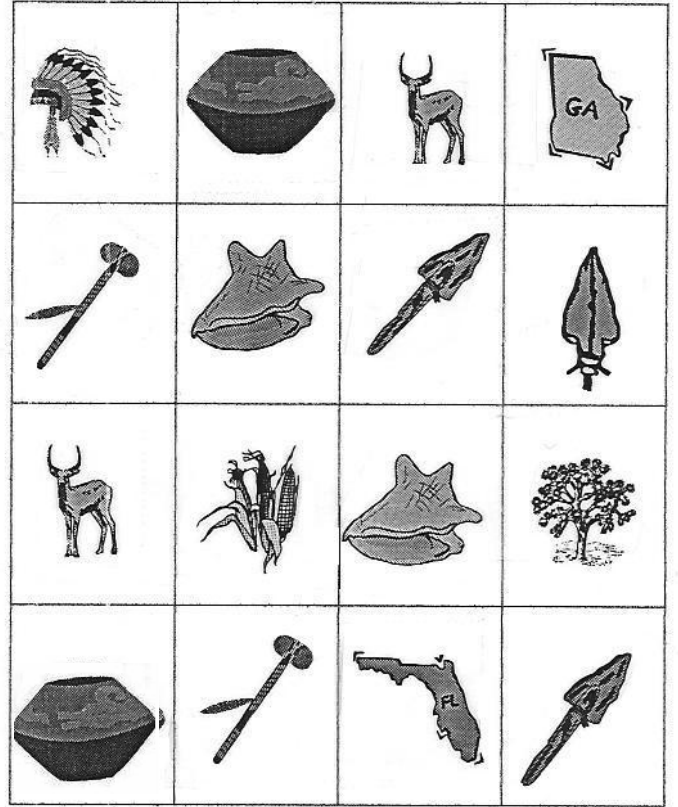
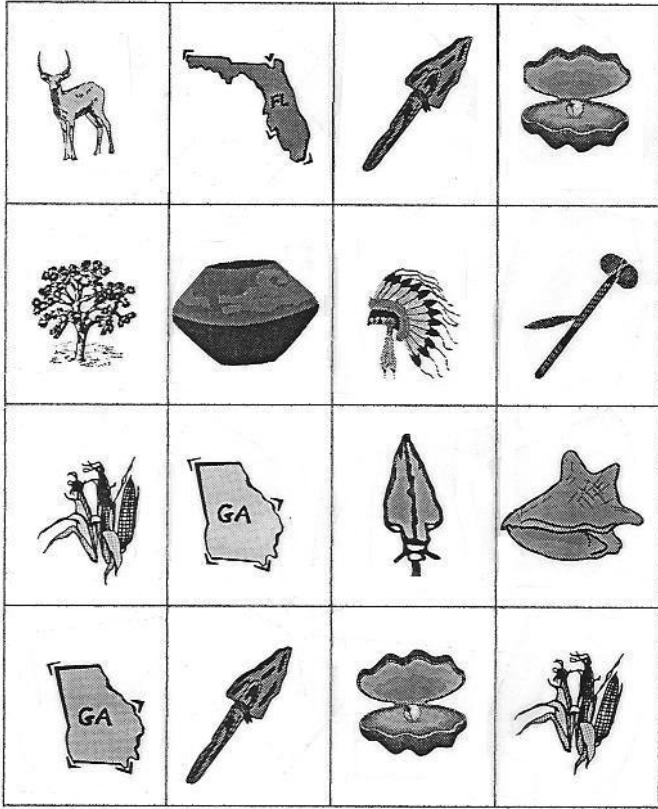
= Headdress

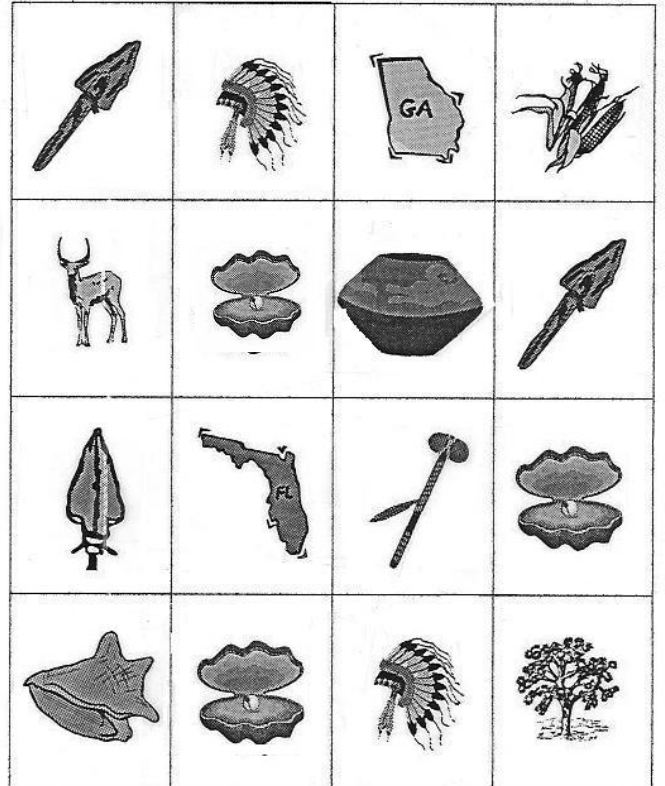
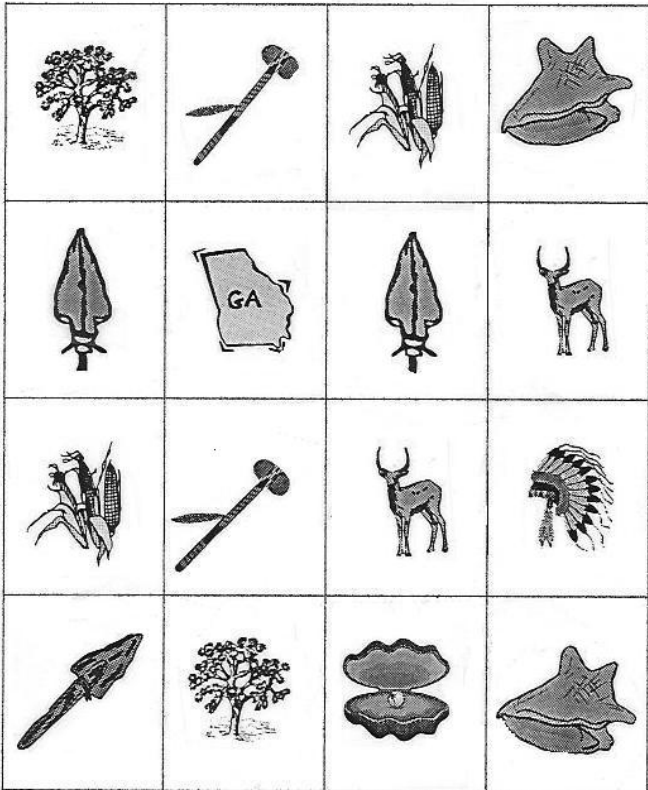
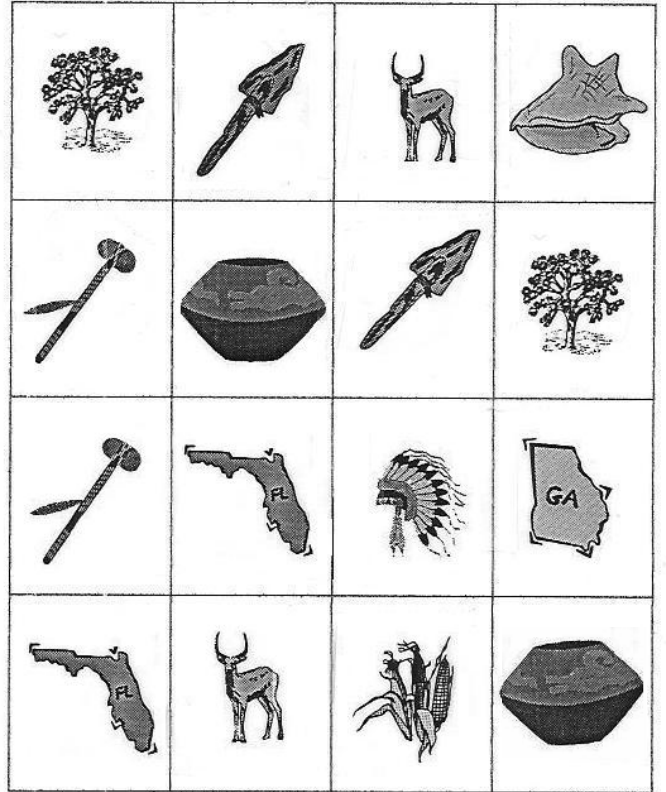
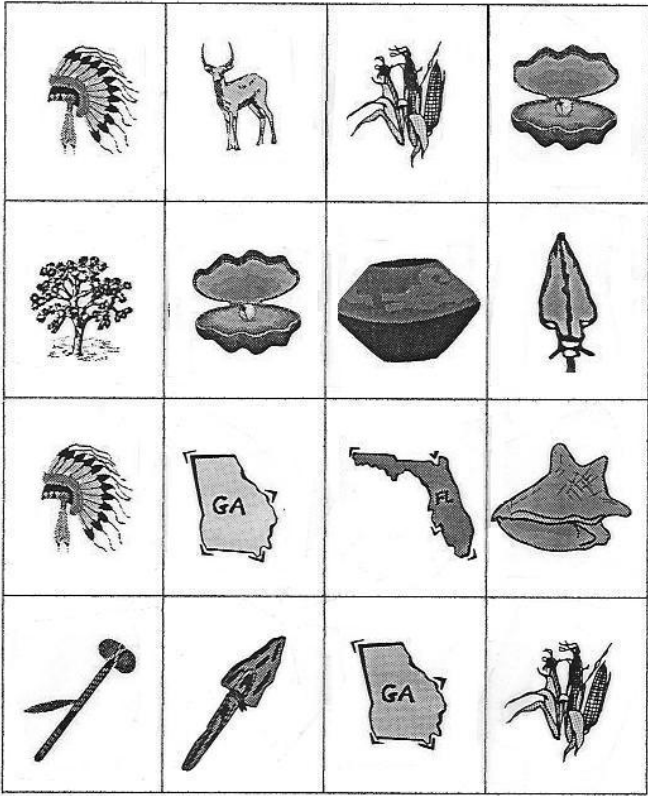


= Spear



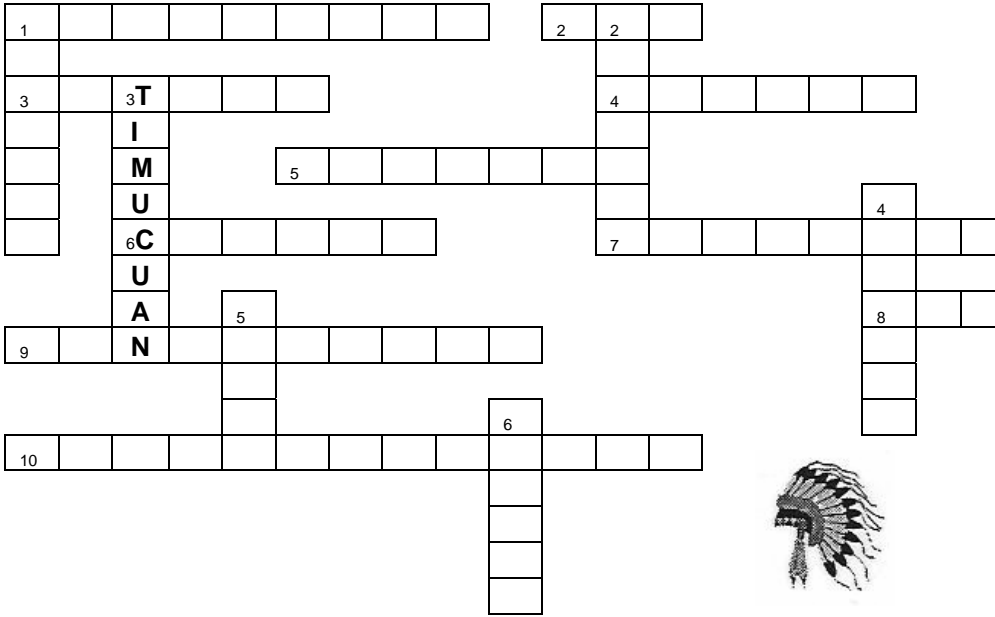
= Tree





Timucuan Crossword Puzzle

Name _____



Word Bank

Council House
Middens
Circle
Potano
Wild Plants
Gathering
Village
Black
Sunflowers
Oysters
Outina
Saturiwa
Bow
Timucuan
Georgia
Snails
Dry



Down

- Timucuan Indians typically lived in north Florida and south _____.
- _____ were a staple for Timucuan Indians who lived along salt marshes.
- There is evidence that the _____ tribe lived in the Jacksonville area before the Spanish conquered the New World.
- Timucuas and earlier people left behind oyster shells, broken pottery and animal remains in huge trash piles called _____.
- In the Timucuan Council House many events took place such as meetings, celebrations, and ceremonies like the _____ drink ceremony.
- This head chief led the Timucuan people west and northwest of the St. John's River.
- East Coast Timucuas grew crops and typically gathered _____ and shellfish for food.

Across

- The Timucuan Indians had a variety of food _____ techniques such as fishing, hunting, planting, and gathering.
- The main hunting tool used by the Timucuas was the _____ and arrow.
- This head chief left led the Timucuan people west and south of the St. John's River.
- Freshwater _____ made up a large part of the diet of inland native people.
- Timucuas would build round huts together in a group to form a _____.
- Timucuan homes were built by pounding the thick ends of tree trunks into the ground in the shape of a _____. The tops of the trunks were bent together and tied with grapevines woven over and under the tree trunks.
- This head chief led Timucuan people east and north of the St. John's River.
- Without refrigeration the Timucuas had to _____ all food products to keep them from rotting.
- Timucuas planted crops such as corn, pumpkins, beans, and _____.
- The most impressive building in the village was the _____, which would seat all the villagers.

Name _____

Which one doesn't belong?

Look at the table below and choose the item the Timucuan Indians would not have used during their lifetime. Cross out your choice.

Weapons	Bow & Arrow	Spear	Machine Gun
Food	Berries	Pasta	Oysters
Food Source	Fruit Bushes	Hunting	Market
Clothing	Denim	Animal Skin	Spanish Moss
Jewelry	Necklaces	Crowns	Ear Pins
Medicine	Aspirin (headache)	Poultice (cut)	Goldenrod (cough)
Building Materials	Palm Leaves	Tree Trunks	Bricks
Leaders	George Washington	Saturiwa	Potano
Tools	Stone Scrapers	Spear Thrower	Chainsaw



Native American Cultures

Recommended Reading

Weitzel, Kelly. The Timucuan Indians- A Native American Detective Story. The University Press of Florida: FL, 2000.

Costabel, Eva Deutch. The Early People of Florida. Atheneum Macmillan Publishing Company: NY, 1993.

Sherrow, Victoria. American Indian Children of the Past. The Millbrook Press: CT, 1997.

Ciment, James and Ronald LaFrance. Encyclopedia of the North American Indian. Scholastic, Inc: NY, 1996.

Philip, Neil. A Braid of Lives- Native American Childhood. Clarion Books: NY, 2000.

Related Websites

<http://pelotes.jea.com/NativeAmerican/Timucua%20Activity/kidstimuc.htm>

<http://fga.freac.fsu.edu/places/missions.html>

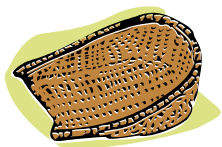
<http.dhr.dos.state.fl.us/flafacts/timeeurope.html>

www.floridahistory.org/floridians/indians.htm#first

www.si.edu/resource/faq/nmai/start.htm

www.kiddyhouse.com/Thanksgiving/Native.html

Name _____



Native American Cultures

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

Find the underlined words below in the space above.

Then, match the words on the left to their correct definition on the right.

archaeology

knapping

oyster

Timucua

camouflage

whelk

midden

pottery

trash pile

Native American group from NE Florida

dishes or pots made from clay

a large sea snail

the process used to shape stone

a type of shellfish

the study of objects left by humans

to blend in with the surroundings