

Objective:

The students will be able to identify characteristics of the Timucuan Indian tribe and explain how this tribe lived differently from the neighboring Calusa tribe.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 - SS.A.2.2.3 - SS.A.3.2.4 - SS.A.4.2.2 - SS.A.6.2.3 - SS.B.1.2.1

Vocabulary:

permanent

central

shaman

weir

harvested

maize

diminish

epidemics

Suggested Activities:

1. Using a map of Florida, identify the northwest and central areas of Florida. Have the students mark this as the location of the Timucuan tribe on their own maps. The students can also include pictures of Timucuan homes and the various plants and animals they used for food.
2. Have the students create a hierarchical summary for the reading passage.
3. Using a variety of materials, have the students create a long house.
4. Have the students create a triarama of a Timucuan Indian village. A triarama is made by taking construction paper and cutting it into a square (8" x 8"). Next, fold the square in half by taking one corner to the other and creasing. Then fold in half again by folding the other corner and creasing. Unfold the paper. You should now have four creased lines. Using scissors, cut on one crease to the center and stop. Now you can fold one of the cut sections under the other. This will give you a three-sided "box" to use as your triarama. The students should draw, color, and glue on all three sides while it is flat. When their triarama is complete, they can fold the one section under the other and glue it in place so that it stands up. Option: Four complete triaramas can be glued together to make one quadrarama.
5. Have the students conduct further research on shamans.
6. After the students have read the article, have them discuss their opinions about the Timucuan Indians. Have the students complete an opinion/proof note activity.
7. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)