



## History and the Timucua

Students learn how historical resources teach us about the Timucua people and their technology.



### STUDENT LEARNING GOAL:

Students will understand how historical resources teach us about the Timucua people and their technology.

### SUNSHINE STATE STANDARDS ASSESSED:

#### Science

- SC.7.L.17.2 Compare and contrast the relationships among organisms such as mutualism, predation, parasitism, competition, and commensalism.
- SC.8.P.9.3 Investigate and describe how temperature influences chemical changes.

#### Social Studies

- SS.7.G.1.3 Interpret maps to identify geopolitical divisions and boundaries of places in North America.
- SS.7.G.3.1 Use maps to describe the location, abundance, and variety of natural resources in North America.
- SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
- SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.
- SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.G.1.1 Use maps to explain physical and cultural attributes of major regions throughout American history.

#### Language Arts

- LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.7.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.
- LA.8.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text.
- LA.8.4.2.2 The student will record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information.



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### World Languages

- WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

### RESOURCES:

- Bennett, Charles E. Three Voyages. The University of Alabama Press. Tuscaloosa:2001.
- “Does Caffeine Affect the Parasympathetic Nervous System?” 24 February 2012.  
<<http://www.livestrong.com/article/519499-does-caffeine-affect-the-parasympathetic-nervous-system/>>
- “Early Visions of Florida.” 24 February 2012. <[http://earlyfloridalit.net/?page\\_id=122](http://earlyfloridalit.net/?page_id=122)>
- “Florida State Map Collection.” 23 February 2012. <<http://geology.com/state-map/florida.shtml>>
- “Frey Francisco Pareja – Confessionario of Timucua Indians (1613)” 23 February 2012.  
<[http://dingo.sbs.arizona.edu/~rykash/collam/primarysources/pareja\\_confessionario.htm](http://dingo.sbs.arizona.edu/~rykash/collam/primarysources/pareja_confessionario.htm)>
- Granberry, Julian. A Grammar and Dictionary of the Timucua Language, 3<sup>rd</sup> Edition. The University of Alabama Press. Tuscaloosa: 1993.
- Halkuyt, Richard, Translator. A Notable Historie Containing Foure voyages Made By Certaine French Captaines into Florida: Wherein the Great Riches and Fruitefulness of the Countrey with the Maners of the People Hitherto Concealed are Brought to Light, Written All, Sauing the Last, By Monsieur Laudonniere, Who Remained there Himselfe as the French Kings Lieutenant a Yeere and a Quarter. 25 February 2012.  
<<http://ebooks.adelaide.edu.au/h/hakluyt/voyages/v13/chapter35.html>>
- Hann, John H. A History of the Timucua Indians and Missions. University Press of Florida. Gainesville: 1996.
- “How Much Caffeine Does a Cup of Coffee Contain?” 23 February 2012.  
<[http://www.kantonslabor-bs.ch/files/infos/e\\_coffeinkaffee.pdf](http://www.kantonslabor-bs.ch/files/infos/e_coffeinkaffee.pdf)>
- “How Much Caffeine is in Chocolate?” 23 February 2012.  
<<https://www.amanochocolate.com/articles/caffeineinchocolate.html>>
- “How to Read Primary Sources.” 25 February 2012.  
<<http://masterghistory.com/Documents/How%20to%20Read%20Primary%20Sources.pdf>>
- Hudson, Charles M. (editor) Black Drink – A Native American Tea. University of Georgia Press. Athens: 1979.
- “Le Moyne Engravings.” 22 February 2012.  
<<http://fcit.usf.edu/florida/photos/native/lemoyne/lemoyne.htm>>
- “Men from Early Middle Ages were Nearly as Tall as Modern People.” 23 February 2012.  
<<http://researchnews.osu.edu/archive/medimen.htm>>
- Milanich, Jerald T. Archaeology of Precolumbian Florida. University Press of Florida. Gainesville: 1994.
- Milanich, Jerald T. Florida’s Indians – From Ancient Times to the Present. University Press of Florida. Gainesville: 1998.



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Milanich, Jerald T. Florida Indians and the Invasion from Europe. University Press of Florida. Gainesville: 1995.

Milanich, Jerald T. Personal Correspondence. January – February 2012.

Milanich, Jerald T. The Timucua. Blackwell Publishers. Cambridge: 1996.

“Narrative of Le Moyne.” 23 February 2012.

<<http://ufdc.ufl.edu/UF00067341/00001/1j?search=deer>>

“The French of Fort Caroline and the Timucua of Florida.” 24 February 2012.

<<http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text4/lemoyne.pdf>>

“Variation of Caffeine and Related Alkaloids in *Ilex vomitoria*.” 23 February 2012.

<[http://www.econbot.org/about/06\\_awards/awards\\_morton/pdfs/a\\_edwards.pdf](http://www.econbot.org/about/06_awards/awards_morton/pdfs/a_edwards.pdf)>

### PICTURE SOURCES (Image URLs and Permissions):

Black Drink Usage Map [http://www.arrowheadology.com/wp-content/uploads/2009/11/1bBlack\\_Drink\\_map\\_HRoe\\_20082-300x207.jpg](http://www.arrowheadology.com/wp-content/uploads/2009/11/1bBlack_Drink_map_HRoe_20082-300x207.jpg)

De Bry engraving of the Black Drink

Ceremony [http://upload.wikimedia.org/wikipedia/commons/6/6a/Black\\_Drink\\_map\\_HRoe\\_2008.jpg](http://upload.wikimedia.org/wikipedia/commons/6/6a/Black_Drink_map_HRoe_2008.jpg)

De Bry engraving of the Ribault

Monument <http://fcit.usf.edu/florida/photos/native/lemoyne/lemoyne0/photos/lemoy008.jpg>

FPAN Regional Map (modified) [http://flpublicarchaeology.org/images/florida\\_md.jpg](http://flpublicarchaeology.org/images/florida_md.jpg)

Yaupon

holly [http://upload.wikimedia.org/wikipedia/commons/thumb/6/6c/Ilex\\_vomitoria\\_fws.jpg/150px-Ilex\\_vomitoria\\_fws.jpg](http://upload.wikimedia.org/wikipedia/commons/thumb/6/6c/Ilex_vomitoria_fws.jpg/150px-Ilex_vomitoria_fws.jpg)

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Author of *The Timucua Indians – A Native American Detective Story and Journeys with Florida’s Indians*

### STUDENT ARTICLES, EXPERIMENTS, & ACTIVITIES:

- 1) Let’s Talk About Historical Documents
- 2) ACTIVITY: Which FPAN Regions Include Timucua Territory?
- 3) The *Confessionario* – A Guide to Timucua Technologies for Healthcare, Agriculture, and Hunting Success
- 4) ACTIVITY: Deciphering a Modern *Confessionario*
- 5) The Black Drink – Botanical Technology
- 6) ACTIVITY: Timucua Timeline
- 7) The Timucua Language
- 8) ACTIVITY: Try Your Hand at Translation



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### NEW TERMINOLOGY:

bias, botanical, Catholic confession, causality, cede, contact-period, Crusades, cultural resources, diuretic, emetic, fabrication, fallow, Florida Public Archaeology Network, language barrier, literacy, memoirs, monument, Mississippian cultures, parasympathetic nervous system, primary source, secondary source, solubility, sponge-spicule pottery, suffix, sympathetic nervous system, teosinte, trend

### MATERIALS LIST FOR “Which FPAN Regions Include Timucua Territory?” ACTIVITY:

No additional materials needed.

**Teacher Tips:** *Until now, there has been no map that shows the location of Timucua territory against a county backdrop. This made the study of archaeological reports a bit challenging, because archaeological sites are categorized by county. It is helpful to be able to look at a map and say, “Yes, the Timucua were in Bradford County. The site I’m researching was in their territory.” In an effort to make this process easier, here is a list of the 25 counties that include at least some Timucua territory: Alachua, Baker, Bradford, Citrus (part), Clay, Columbia, Dixie (part), Duval, Flagler, Gilchrist, Hamilton, Lafayette, Lake (part), Levy (part), Madison (part), Marion, Nassau, Orange (part), Putnam, St. Johns, Sumter (part), Suwannee, Taylor (part), Union, Volusia (part).*

### ANSWER KEY FOR “Which FPAN Regions Include Timucua Territory?” ACTIVITY:

Northeast, North Central, Northwest, Central, a bit in East Central.

### MATERIALS LIST FOR “Deciphering a Modern Confessionario” ACTIVITY:

No additional materials needed.

**Teacher Tips:** *Visit the website <https://www.msu.edu/~jdowell/miner.html?pagewanted=a> to read a satirical article about trying to interpret other cultures. It is called the Nacirema (American spelled backwards), and it looks at some of the odd things we do from an anthropological perspective. Shaving, for example, is described as “scraping and lacerating the surface of the face with a sharp instrument.” This is a humorous way to look at how distorted our understandings of other cultures can be. Discuss with your students how this applies to the information recorded about the Timucua by explorers and priests.*

### ANSWER KEY FOR “Deciphering a Modern Confessionario” ACTIVITY:

Possible Answers:

1. Covering your face isn’t a magical ward against illness; it actually prevents the spread of the germs that cause illness.
2. Pesticides aren’t magic. They actually kill insect pests in the garden.
3. This incantation is a shopping list. It helps you remember everything you need. Without it, you probably will forget something and come home without the things you need.



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4. Taking an umbrella can't stop the rain, but it makes the experience a lot more pleasant since you'll be dry. So, umbrellas don't ward off the rain, but they do stop you from getting soaked.
5. While good luck charms can't actually affect the outcome of a game, they can improve player confidence. Players that are more confident and optimistic tend to perform better on the field.
6. Perfume can't compel someone else to like you, but smelling nice is a much better way to make a good impression than smelling bad.

### **MATERIALS LIST FOR “Timucua Timeline” ACTIVITY:**

No additional materials needed.

### **ANSWER KEY FOR “Timucua Timeline” ACTIVITY:**

Possible Answers:

1. The brackets keep similar dates together, so we could compare Florida technologies with what's going on in the rest of the world.
2. Early Florida peoples seem behind other cultures when it comes to big technologies. (*Please share the reasoning:* The Timucua developed technologies appropriate to the specific challenges faced in Florida - with the resources available in Florida. For example, in Florida's wet environment, Roman-style aqueducts (312 BCE) were never necessary. The same Paleoindians who became early Floridians also became the Incas in South America. The Incas' development of terraced agriculture (1500s CE) was a response to life in the mountains (the terraced steps cut into mountainsides prevented erosion from runoff). Florida lands are very flat, so the Timucua never had a need to develop this specialized agricultural technology.
3. Regional cultures all seemed very powerful in this time period, able to pull together huge work forces to construct massive earthworks. If the cultures had still been this powerful when the Spanish arrived, I wonder if things might have gone differently.
4. a. First contact with the Europeans. b. Europeans get settled into Florida. c. Spanish missions and epidemics really take off. d. Epidemics, battles, and slave raids make things worse. e. The end of Florida's Indians.
5. The epidemics were already in Europe before the contact period. They spread across the ocean onboard ship, then spread from the coastal missions inland. It's interesting that the Crusades introduced smallpox to Germany and Christian missions accelerated the spread of smallpox in the New World.
6. slave raids; battles with the Spanish; evacuation that destroyed what remained of their cultural identity; Christianization, which replaced native beliefs with European ones.

### **MATERIALS LIST FOR “Try Your Hand at Translation” ACTIVITY:**

No additional materials needed. Because this is an extinct language, pronunciation data is incomplete. For this activity, Timucua words are pronounced using the Spanish phonetic system, since Francisco Pareja spoke Spanish.



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### ANSWER KEY FOR “Try Your Hand at Translation” ACTIVITY:

1. *itori-care* alligators
2. *acatala-ma* the weir
3. *efa-ye* your dog
4. *cuyu-na* my fish
5. *atulu-care* arrows
6. *colo acu atulu-care* bow and arrows
7. *honoso bali* deer hunt
8. *cuyu yabi* fish bone
9. *quelo uqe-care* rabbit traps
10. *nia paha* women’s house
11. *bihi-tooma* all of the grapes
12. *Hontala hono*. I am hungry.
13. *Hontala amita-si*. I am his sister.
14. *Hontala nayuchami acu tera*. I am fearless and handsome.
15. *Hontala quachi-ye*. I am your teacher.
16. *Huque-no*. It is a hurricane.
17. *Huri-no*. It is far away.
18. *variable*
19. *variable*
20. Angry Birds

### ASSESSMENT OPTIONS:

**Writing Prompt #1:** When European explorers first met the Timucua, they could only communicate through signs. Think of the many questions that Europeans wanted to ask the Timucua – and ways you might be able to express these complex ideas through signs. Write to explain at least three questions the Europeans might have asked, and the signs they could have used to express them.

**Writing Prompt #2:** Your teacher has assigned a biography project, in which you will research the life of a grandparent or other senior citizen. Think about the various photos, records, interviews, diaries, etc. that you might use as resources. Write to explain how you would use these primary resources in creating a biography of a living or deceased person.

**Assessment #1:** Based on your reading of the article titled, “The *Confessionario* – A Guide to Timucua Technologies for Health Care, Agriculture, and Hunting Success,” give at least three examples of information the *Confessionario* provides about Timucua practices.

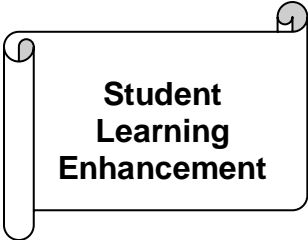
**Assessment #2:** Based on your reading of the article titled, “The Black Drink – Botanical Technology,” describe the physiological effects of caffeine on the human body.



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**Assessment #3:** Based on your reading of the activity titled, “Timucua Timeline,” describe three causes of the extinction of Florida’s Timucua speakers.



### Student Learning Enhancement

Making New Connections: The Timucua History unit covers a broad range of topics, and the list of **New Terminology** reflects this:

**Physiology** (the ways in which an organism’s body functions) botanical, diuretic, emetic, parasympathetic nervous system, solubility, sympathetic nervous system

**Religion** – Catholic confession, Crusades, language barrier

**Agriculture** – botanical, fallow, teosinte

**How We Study the Past** – Catholic confession, causality, cede, Contact Period, cultural resources, fabrication, Florida Public Archaeology Network, language barrier, literacy, memoirs, monument, Mississippian cultures, primary source, secondary source, sponge-spicule pottery, suffix, trend

After reading the unit, show students this grouping of words. Ask them to work in teams to demonstrate how each group of terms relates to religion in some way. For example, most terms in “How we study the past” could be classed under the heading “religion.” Why? It was a religious conflict that caused the French to colonize Florida, the Spanish to drive them out, and the Catholic priests to create the documents we use to study the Timucua. Likewise, students can characterize the “Physiology” terms which relate to the Black Drink as religious because of their role in ritual purification.