



# **From Spanish Moss to Spanish Style:**

## **Spanish and Apalachee Clothing Styles**

*A Lesson Plan for Grade Levels 3-5*

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# From Spanish Moss to Spanish Style: Spanish and Apalachee Clothing Styles

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## OVERVIEW

In this lesson, students learn about the difference in Spanish and Apalachee Indian clothing styles. Through class discussion and group activities, students will discover the changes that occurred in the Apalachee attire after the two cultures interacted at Mission San Luis.

## OBJECTIVES

- ✓ Students will identify the characteristics of the clothing worn by the Spaniards and Apalachee Indians before contact with each other.
- ✓ Students will understand the reasons for changes in clothing styles and materials after cross-cultural interaction.

## HISTORICAL BACKGROUND



The arrival of Spanish explorers in *La Florida* influenced a number of significant changes upon the native people of the area. In the Apalachee Province, one of these changes was the gradual shift in Apalachee attire toward the Spanish style. At the time of European contact, Apalachee women wore knee-length skirts or shoulder-to-ankle tunics made of woven Spanish moss. Apalachee men wore breechclouts (loincloths) made of animal skins and, when weather necessitated, leather moccasins and a wrap or coat made of animal hide.

During the 17<sup>th</sup> century, the typical attire of a Spanish woman consisted of a chemise (an ankle-length white under-dress; also worn as a nightgown), a corset, a bodice (close-fitting top) with sleeves, and one or two ankle-length skirts. Pockets were worn on a separate belt under the skirt (slits in the skirt allowed access to the pockets) and a long apron was worn over the skirt. A Spanish woman also wore a head covering, usually a long scarf called a *mantilla*. Stockings and footwear (shoes or sandals) completed the outfit. The typical attire of a Spanish man consisted of knee-length breeches, a long shirt (also worn as sleepwear), a doublet (a short, close-fitted jacket), stockings, shoes, and a hat. Often a cravat was worn around the neck and tied in a loose bow. Both Spanish men and women wore long capes during cold or rainy weather. These European clothes were constructed of fabrics such as wool, linen and silk. Buttons were made of a variety of materials, including bone, wood, brass, and animal horn. Buckles, glass beads, and pendants served as common items of personal adornment, many of which were found during excavations at Mission San Luis.

The priests persuaded the native peoples to cover themselves more completely. As cloth and Spanish clothing became more available, it became a frequent form of payment for work completed by the Apalachees. By the 1680s, the Apalachee people were dressing almost identically to their European neighbors. After Mission San Luis was destroyed in 1704, many Apalachee Indians moved to Pensacola and Mobile. The Frenchmen and Spaniards who observed the migration of the Apalachees commented that they were dressed in European fashion. The men wore cloth overcoats, doublets, knee-length breeches, and shirts; the women wore cloaks, shirts, and skirts made of linen. The women's hair styles also reflected the Spanish tradition of plaiting hair into one or two braids tied with ribbons.



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## PREPARATION

1. Read *A Teacher Guide*, lesson plan overview, and historical background to prepare for guiding student discussion.
2. Make photocopies of group handouts and student worksheets.

## MATERIALS

- ✓ White board and dry-erase markers
- ✓ Copies of *Group Handout #1* and *Group Handout #2* (1 of each per group)
- ✓ Copies of *Student Worksheet* (1 per student)

## TIME REQUIRED

Allow 30 minutes to prepare for this activity and one class period for completion.

## PROCEDURE

### *Spanish Moss to Spanish Style - Activity 1*

1. In many ways, clothing helps us identify others. It is also one way that we express ourselves as individuals. Begin a discussion about the clothes that students wear. Ask questions such as:
  - a. What items of clothing or accessories do you wear every day?
  - b. What are the materials your clothing is made of and from where do these materials come?
  - c. What determines the styles that you choose?
  - d. Does your environment affect what you wear? How?
2. Ask students what types of attire the following people might wear:
  - a. Rock singer
  - b. Nurse
  - c. Soldier
  - d. Cook
  - e. Astronaut
  - f. Police Officer
  - g. Priest
  - h. Student
3. Continue the discussion by asking what students think they can learn about a person based on their type of clothes they wear. Possible answers are job (Police/Nurse/Fireman/etc.), regional/cultural/religious identity (Native dress/region specific clothing/religion specific clothing/etc.).

### *Spanish Moss to Spanish Style - Activity 2*

1. Divide students into groups of three or four participants. Distribute one copy of *Group Handout #1* to each group.

# From Spanish Moss to Spanish Style: Spanish and Apalachee Clothing Styles

A Lesson Plan for Grade Levels 3-5



2. Explain that teams will have 10 minutes to examine the illustrations and complete Part I of the student worksheet.
3. Once students finish Part I, distribute one copy of *Group Handout #2* to each group.
4. Explain that teams will have another 10 minutes to examine the illustrations and complete Part II of the student worksheet.

## CLOSURE

Lead a group discussion about the Spanish and Apalachee styles of dress, using information from *A Teacher Guide* and the illustrations as teaching aids. Ask students why the changes might have occurred and the benefits or problems that might have resulted. Finally, ask whether they can think of other situations that might cause a group of people to adopt the traditions of another culture.

## ASSESSMENT

Ask students to write a short summary of what they have learned about the Apalachee style of dress, both before and after contact with the Spaniards. Assessment will be based on the written assignment combined with the quality of student participation during class discussions and contributions to the group activity.

## ENRICHMENT

Ask students to read an article or watch a program about a culture from another part of the world and then prepare an oral presentation about that culture's dress and adornment. Their report should include a description of typical attire, description of any attire associated with rituals or customs specific to that culture, explanation of the meanings conveyed to outsiders through the clothing, and explanation of the meanings associated by members of that culture with certain styles of dress. It is not always readily apparent to us what particular styles of clothing and adornment mean to the people of a different culture because our cultures may communicate using different symbols.

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## SUNSHINE STATE STANDARDS

Completion of *From Spanish Moss to Spanish Style* correlates to the following benchmarks for grades 3 through 5:

### Social Studies

- SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- SS.3.G.4.2 Identify the cultures that have settled in the United States, Canada, Mexico, and the Caribbean.
- SS.4.A.3.2 Describe the causes and effects of European colonization on the Native American tribes of Florida.
- SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
- SS.5.A.3.3 Describe interactions among Native Americas, Africans, English, French, Dutch, and Spanish for control of North America.

### Reading/Language Arts

- LA.3.5.2.1 The student will recall, interpret, and summarize information presented orally.
- LA.3.5.2.2 The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
- LA.4.5.2.1 The student will listen to information presented orally and show an understanding of key points.
- LA.4.5.2.2 The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.
- LA.5.5.2.1 The student will listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations.
- LA.5.5.2.2 The student will make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies.

### Visual Arts

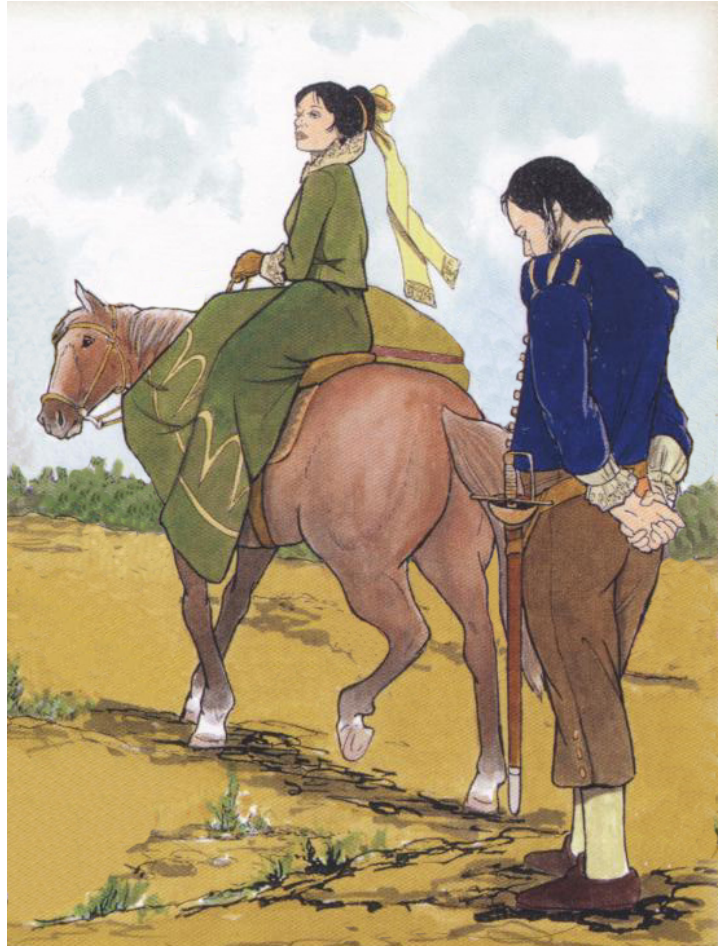
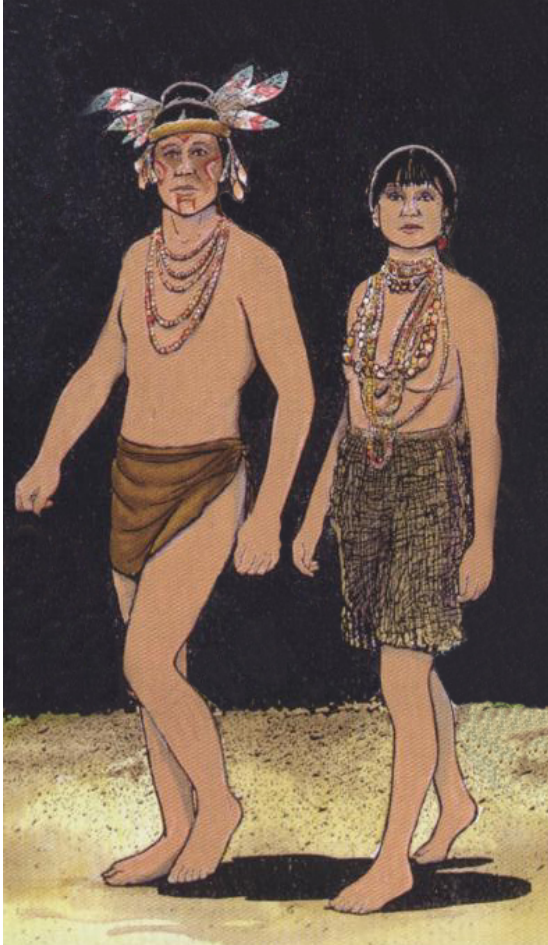
- VA.3.C.1.2 Reflect on and interpret works of art, using observations skills, prior knowledge, and experience.
- VA.4.C.1.2 Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
- VA.4.H.1.3 Describe artworks that honor and are reflective of particular individuals, groups, events, and/or cultures.

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A Lesson Plan for Grade Levels 3-5



## Group Handout #1



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A Lesson Plan for Grade Levels 3-5



## Group Handout #2



**Apalachee Clothing**  
(After contact with the Spaniards)



**Apalachee Clothing at  
Mission San Luis**  
(After 40 years of living with the  
Spaniards)

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A Lesson Plan for Grade Levels 3-5



## Student Worksheet

**PART ONE** - Examine the illustrations on **Group Handout #1** and complete the questions below.

1. Make a list of the clothing and accessories worn by each person.

<u>Apalachee Man</u>	<u>Apalachee Woman</u>	<u>Spanish Man</u>	<u>Spanish Woman</u>

2. What materials do you think were used to make the Apalachee clothing?  
\_\_\_\_\_

3. What materials do you think were used to make the Spanish clothing?  
\_\_\_\_\_

4. How is the Apalachee clothing different from the Spanish clothing?  
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\_\_\_\_\_  
\_\_\_\_\_

5. Why do you think the clothing of the two cultures was different?  
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\_\_\_\_\_  
\_\_\_\_\_



# From Spanish Moss to Spanish Style: Spanish and Apalachee Clothing Styles

A Lesson Plan for Grade Levels 3-5



**PART TWO** - Examine the illustrations on **Group Handout #2** and complete the questions below.

1. Make a list of the clothing and accessories worn by the Apalachee after contact with the Spanish people and after 40 years of living together.

<u>Apalachee Man</u> <u>(after contact)</u>	<u>Apalachee Woman</u> <u>(after contact)</u>	<u>Apalachee Man</u> <u>(after 40 years)</u>	<u>Apalachee Woman</u> <u>(after 40 years)</u>

2. How did the Apalachee clothing change after the Spanish arrived?

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3. Why do you think these changes occurred?

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4. What happened to the Apalachee clothing after they lived with the Spaniards for 40 years?

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