



Trade & Travel in the Apalachee Province

A Lesson Plan for Grade Levels 3-5

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OVERVIEW

In this lesson, students will learn, through group discussion and team work, about the methods used for trade and travel in the Apalachee Province by both the Spaniards and the Apalachee Indians. This theme is reinforced with the use of vocabulary words, interpretation and labeling of maps, and mathematical word problem solving.

OBJECTIVES

- ✓ Students will learn about methods of travel in Apalachee Province and Spanish Florida.
- ✓ Students will compare methods of travel during the mission period with those of the present day.
- ✓ Students will apply mathematical problem-solving skills to real world situations.

HISTORICAL BACKGROUND



Because of its climate and fertile soil, Apalachee Province provided foods and additional goods to other Spanish outposts such as St. Augustine, San Marcos (on the coast at Apalachee Bay), and Havana, Cuba. Goods left and arrived at Mission San Luis by several overland methods, including manpower, horses and ox-drawn carts. Canoes and small boats were used on navigable creeks and rivers to carry products to San Marcos, where sailing ships took them the rest of the way to St. Augustine or Cuba.

The Florencia family was among the wealthiest Spanish families living at San Luis. Diego de Florencia owned several ships that transported cow and deer hides, along with other trade goods, to St. Augustine and Havana in exchange for goods from Asia, Europe, and other regions of the New World.

PREPARATION

1. Read *A Teacher Guide* and review the Research section of the Mission San Luis website (www.missionsanluis.org/research/history.cfm) to prepare for guiding a student discussion.
2. Determine how students will be divided into groups. Three or four participants per group is preferable.
3. Make copies of the student handout (one per student).

MATERIALS

- Copies of student handout
- White board and dry erase markers
- Paper and pencil

TIME REQUIRED

Allow 30 minutes to prepare for this activity and two class periods to complete.

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PROCEDURE

Trade & Travel in the Apalachee Province - Activity 1

Open the activity by asking students how commercial products are acquired and transported today. Turn the discussion to a comparison of present day travel and trade with that of the mission period. Use information from *A Teacher Guide* and the Mission San Luis website to encourage and facilitate the discussion.

Trade & Travel in the Apalachee Province - Activity 2

1. Distribute copies of the student handout.
2. Review vocabulary with students and instruct them to complete Part I of the student handout using the map of *El Camino Real*.
3. Once Part I is completed, explain that students will work in teams to plan a trip from San Luis to St. Augustine to trade and sell a variety of goods.
4. Divide students into groups. Give students a few minutes to review instructions for Part II and ask any questions they may have. Instruct the teams to begin.



CLOSURE

When all groups have completed the handout, ask each group to prepare a report about their trading trip to St. Augustine. Allow teams to share how they approached the problems that were presented.

ASSESSMENT

Evaluation will be based on the student's ability to accurately complete the student handout and to work cooperatively and productively within a group setting.

ENRICHMENT

Instruct students to research Florida agriculture today and prepare a report on one of the state's major agricultural exports. The Florida Department of Agriculture is an excellent resource for this information (www.freshfromflorida.com). Students will then share their report with the class. Each report should include the following information in relation to the chosen export: history, annual value, comparison to other states or countries producing the same, and significance to their daily life.

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SUNSHINE STATE STANDARDS

Completion of *Trade and Travel in the Apalachee Province* correlates to the following benchmarks for grades 3 through 5:

Mathematics

- MA.3.A.1.1 Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.
- MA.3.A.1.2 Solve multiplication and division fact problems by using strategies that result from applying number properties.
- MA.3.A.1.3 Identify, describe, and apply division and multiplication as inverse operations.
- MA.3.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.
- MA.4.A.1.1 Use and describe various models for multiplication in problem-solving situations, and demonstrate recall of basic multiplication and related division facts with ease.
- MA.4.A.1.2 Multiply multi-digit whole numbers through four digits fluently, demonstrating understanding of the standard algorithm, and checking for reasonableness of results, including solving real-world problems.
- MA.4.A.6.6 Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.
- MA.5.A.1.2 Estimate quotients or calculate them mentally depending on the context and numbers involved.
- MA.5.A.1.4 Divide multi-digit whole numbers fluently, including solving real-world problems, demonstrating understanding of the standard algorithm and checking the reasonableness of results.

Reading/Language Arts

- LA.3.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.3.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.
- LA.3.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.3.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.4.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, paraphrasing.
- LA.4.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.4.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.4.2.2.3 The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
- LA.5.1.6.1 The student will use new vocabulary that is introduced and taught directly.
- LA.5.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.5.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.5.2.2.2 The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.
- LA.5.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing).

Social Studies

- SS.3.G.4.2 Identify the cultures that have settled in United States, Canada, Mexico, and the Caribbean.
- SS.3.E.1.1 Give examples of how scarcity results in trade.
- SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.
- SS.4.A.3.2 Describe 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.4.G.1.2 Locate and label cultural features on a Florida map.
- SS.5.G.1.1 Interpret current and historical information using a variety a geographic tools.
- SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.



Student Handout

Vocabulary

Bushel	A container that holds 8 gallons of dry materials. A bushel of corn would weight about 64 pounds.
Chacato	A Native American tribe that lived in the Florida Panhandle, to the west of the Apalachee people.
Goods	Items that people make or grow to trade or sell.
Real	A silver coin once used in Spain and Spanish America. 1 <i>real</i> equals $\frac{1}{8}$ of a <i>peso</i> .
Supervise	To watch and direct someone or something.
Tallow	The fat of animals (usually cows and sheep) used to make candles, soap and food.

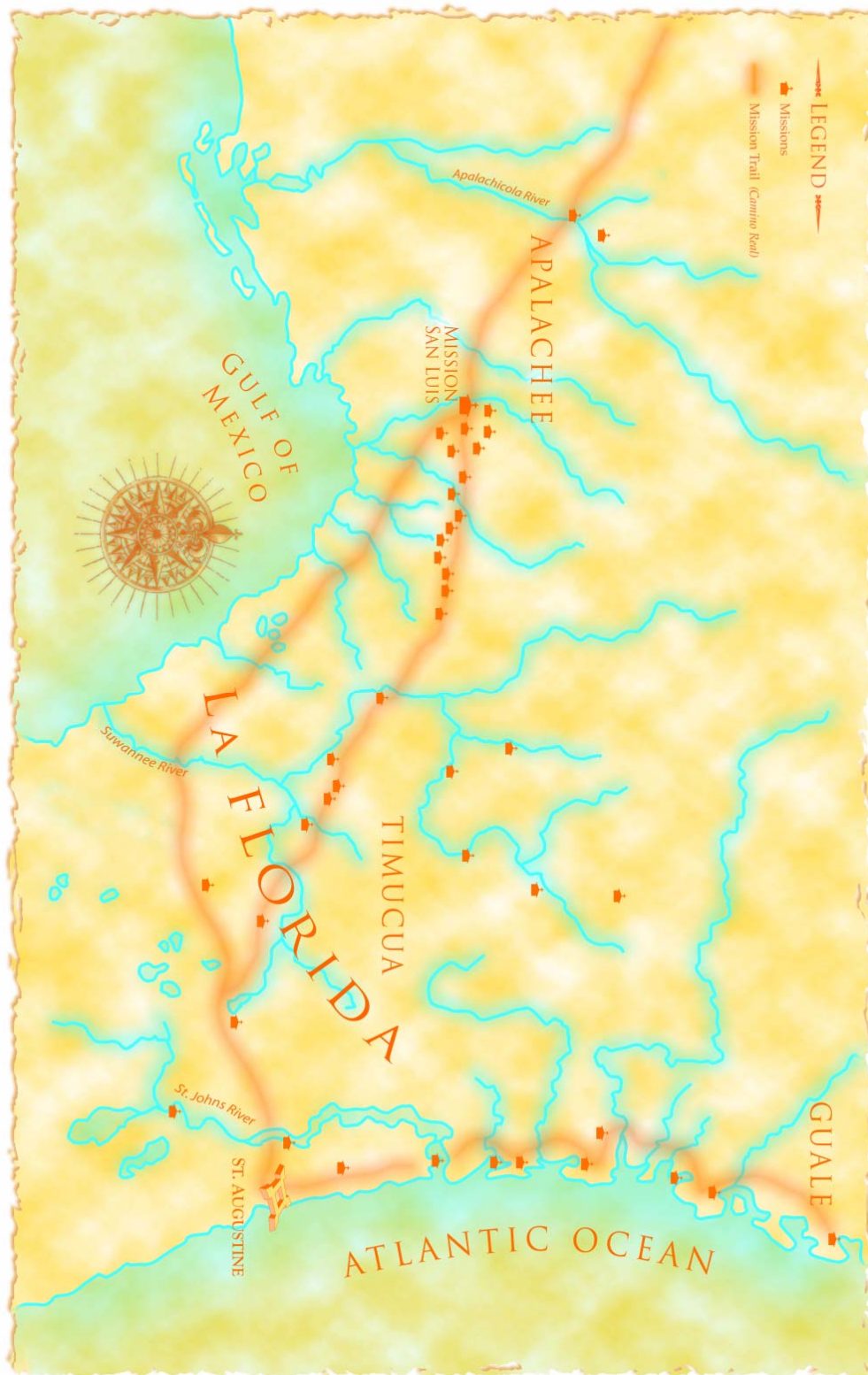
PART ONE

Look at the map of the Mission Trail, also called El Camino Real or the King's Highway.

- 1) Add North, South, East and West to the Compass Rose.
- 2) Draw a rectangle around the map's legend.
- 3) Find Mission San Luis on the map and mark its location with an "X."
- 4) Trace over El Camino Real, starting at Mission San Luis and ending at St. Augustine.
- 5) Using a star, mark the location of present-day Tallahassee.
- 6) Draw an arrow from Mission San Luis pointing south towards Cuba.
- 7) Using the map, name a Native American tribe that lived to the east of the Apalachee people.

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PART TWO

The following problems should be solved in groups, but each student should fill out his/her own worksheet. Make sure to solve the problems in order, since you will need each answer to solve the next problem. Use a piece of scratch paper if necessary.

You are planning a trip from San Luis to San Marcos with a load of trade goods. Men and horses will carry the goods from San Luis to a navigable river nearby. Once there, the products will be loaded into canoes and paddled to San Marcos. The goods you are taking to San Marcos are: 100 deer hides, 50 cow hides, 200 pig hides, 500 bushels of corn, and 100 chickens.

1. How many pounds of each product do you have?
(HINT: Multiply Weight of goods x number of goods weight)

Answer:

- ✓ Deer Hide = _____
- ✓ Cow Hide = _____
- ✓ Pig Hide = _____
- ✓ Bushels of Corn = _____
- ✓ Chicken = _____



2. Look at the number of pounds for each of the goods you are taking. How many pounds of good do you have TOTAL? (HINT: Addition)

Answer: Total weight of all goods = _____

3. Before you leave for San Marco, a Chacato raiding party ran off with some of your goods. They took 10 bushels of corn, 10 deer hides and 2 pig hides. Find out how many pounds of each item the Chacato raiding party took and add them all together. (HINT: Multiplication and Addition)



Answer:

- ✓ Bushels of corn = _____
- ✓ Deer Hides = _____
- ✓ Pig Hides = _____
- ✓ Total pounds stolen = _____

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4. If you subtract the total pounds stolen from the total weight of all goods, how many pounds of goods does that leave you with? (HINT: Subtraction)

Answer: _____

5. Each horse in your party can carry 300 pounds. You have 45 horses. How much weight can 45 horses carry all together? (HINT: Multiplication)

Answer: _____

6. Do you have enough horses to carry your goods to the river? (Hint: Subtraction)

Answer: (Circle One) Yes No

7. How many horses will you need in total? (HINT: Division)

Answer: _____

8. It takes one day to carry goods to the river. You pay each Apalachee man 1 *real* for a day of work. Each Apalachee man can carry about 80 pounds of supplies. How many Apalachee men do you need to carry goods to the river? (HINT: Multiplication)

Answer: _____

