



# New Food in the Pot

## Changes in the Spanish and Apalachee Diets

*A Lesson Plan for Grade Levels 6-8*

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## OVERVIEW

In this lesson, students will learn about the foodways of the Spanish and Apalachee Indians. Through class discussion and assigned readings, students will recognize how cultural conditioning and environment contribute to food preferences. Students will interpret readings to answer questions related to main ideas and relevant details.

## OBJECTIVES

- ✓ Students will understand that culture and environment contribute to food preferences.
- ✓ Students will understand that cross-cultural contact can change the foodways of a people.

## HISTORICAL BACKGROUND



The foodways of a culture are influenced by resource availability, environmental conditions, religious beliefs, and cultural traditions. Technological advancements also strongly dictate a society's dietary habits. Today, other factors such as health and wellness considerations can play important roles in a group's eating practices.

Before the Apalachees and the Spaniards lived side-by-side at Mission San Luis, these two cultures possessed very distinct eating practices. Like many Native American cultures, the Apalachees grew corn, beans and squash (known to many as the "three sisters"), which were the staples of their diet. These crops were supplemented with gathered plant foods, such as acorns, hickory nuts, wild grapes, blackberries, maypop and persimmon. In addition to fishing and gathering shellfish, the Apalachee people hunted deer, bear, panther, rabbit, squirrel, opossum, turtle, turkey and wild ducks. Bear was the most highly prized meat and provided cooking oil.

The Spanish diet included traditional Mediterranean staples, such as wheat, olive oil, olives and wine. They raised and consumed large quantities of livestock – sheep, cattle, and pigs –, which were usually preferred over seafood. As in other Catholic cultures, most Spaniards reserved fish for Fridays and religious holidays.

At Mission San Luis, both the Spaniards and the Apalachee Indians learned about new foodways traditions and adopted some of each other's practices. The Spaniards introduced animal husbandry, as well as domesticated animals, such as chickens and pigs, to the Apalachees. Since the Apalachees worked on Spanish ranches and farms, they quickly became familiar with new plants such as peaches, pomegranates, wheat, barley, peas, chickpeas, figs and watermelon. Due to the climate and extremely fertile soil, the Apalachee province offered ideal agricultural conditions, thereby helping to supply provisions for St. Augustine.

Although the Spanish colonists consumed such native foods as deer, corn, beans, and turtles, they were also able to grow many familiar foods from the Old World. Those items that could not be produced locally – wine, olive oil, olives – were imported to *La Florida*.

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## PREPARATION

1. Read *A Teacher Guide*, lesson plan overview, and historical background to prepare for guiding a student discussion.
2. Make copies of the *New Food in the Pot* handout for distribution.

## MATERIALS

- White board and dry erase markers
- New Food in the Pot* student handout (1 per student)

## TIME REQUIRED

Allow one to two class periods for completion.

## PROCEDURE

### *New Food in the Pot - Activity 1*

1. Open the activity by explaining to students that the types of foods we prefer are very much a part of our cultural conditioning. Initiate a discussion about foods students are accustomed to eating. Ask if any students have had opportunities to eat foods from different cultures. List their comments on the white board.
2. Discuss the factors that might determine foodways traditions within different cultures (e.g. environment, technology, availability of imports).
3. Even within a culture there are many different food preferences and avoidances. Discuss with students the reasons why people might avoid certain foods that are common within their own culture (e.g. medical conditions, religious beliefs). Invite students to share personal experiences if they are comfortable doing so.

### *New Food in the Pot - Activity 2*

1. Initiate a conversation about modern technology and economics and their effects on foodways practices. Ask students to comment on the ways that refrigeration, grocery stores, commercial shipping, and agricultural technology have changed our eating habits.
  2. Explain that the ways foods are prepared and served also reveal details about a culture. For example, the Apalachee people preferred to eat from large communal vessels and use their hands instead of utensils. The Spanish people were accustomed to using utensils and individual plates, bowls and drinking vessels.
- ❖ You may also ask students to discuss what they know about...
    - a. How different cultures incorporate food into social activities
    - b. How concerns about sanitation have changed the way people eat

### *New Food in the Pot - Activity 3*

1. Ask students to complete the *New Food in the Pot* handout by reading the text and then answering questions about the reading.

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## **CLOSURE**

Guide a group discussion about the ways the traditional diets of the Spanish and Apalachee peoples influenced one another. Ask students to share their responses to the handout questions.

## **ASSESSMENT**

Components for assessment include the class discussion and student worksheet.

## **ENRICHMENT**

Have students research the foodways traditions of another contemporary culture, then compare and contrast them with their own habits. Factors to consider are environment, technology, availability of imports, and cross-cultural interaction. Students should share their findings through an oral or written presentation. This activity can be completed individually or in small groups.

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## SUNSHINE STATE STANDARDS

Completion of *New Food in the Pot* correlates to the following benchmarks for grades 6 through 8:

### Social Studies

- SS.6.W.1.3 Interpret primary and secondary sources.
- SS.7.G.2.3 Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations.
- SS.8.G.4.2 Use geographic terms and tools to analyze the effects throughout American history of migration to and within the United States, both on the place of origin and destination.
- SS.8.G.5.1 Describe human dependence on the physical environment and natural resources to satisfy basic needs in local environments in the United States.

### Reading/Language Arts

- LA.6.1.7.3 The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.6.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.6.2.2.2 The student will use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order.
- LA.6.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- LA.7.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.7.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.7.2.2.2 The student will use information from the text to state the main idea and/or provide relevant details.
- LA.7.2.2.3 The student will organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- LA.7.5.2.1 The student will use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.
- LA.8.1.7.3 The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.
- LA.8.1.7.4 The student will identify cause-and-effect relationships in text.
- LA.8.2.2.2 The student will synthesize and use information from the text to state the main idea or provide relevant details.
- LA.8.2.2.3 The student will organize information to show understanding or relationships among facts, ideas, and event (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting).
- LA.8.5.2.1 The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing.
- LA.8.5.2.2 The student will use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic.

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## Student Handout

**Read the following paragraphs and then answer the questions on a separate sheet of paper.**

*Before they lived together at Mission San Luis, the Apalachee Indians and Spaniards had very different eating habits. The most important foods in the Apalachee diet were corn, beans, and squash, which were grown in fields around the villages. They also harvested wild grapes, acorns, hickory nuts, blackberries, maypop and other indigenous plants. The Apalachees fished, gathered shellfish and hunted deer, panther, rabbit, squirrel, opossum, turtle, turkey and wild ducks. Bear was the most highly prized meat and provided cooking oil.*

*The traditional Spanish diet was based on crops grown and processed in the warm climate of the Mediterranean Sea. Staples included wheat, olives, olive oil and wine. They raised and consumed large quantities of livestock – sheep, cattle, and pigs – which usually were preferred over seafood. However, as in other Catholic cultures, most Spaniards ate fish on religious holidays.*

*When Spaniards and Apalachee Indians settled at Mission San Luis, both groups learned about new foods and adopted some of the other culture's practices. The Apalachees were exposed to domesticated animals such as cows, pigs, and chickens. Since Apalachees worked on Spanish ranches and farm, they quickly became familiar with new plants such as peaches, pomegranates, wheat, barley, peas, chickpeas, figs and watermelon. Due to the fertile soil, the Apalachee Province provided ideal conditions for Spanish colonists. Although the Spaniards consumed such native foods as deer, corn, beans, fish and turtles, they were also able to grow many of their favorite foods. Those items that could not be produced locally – wine, olive oil, olives – were imported to La Florida.*

### **Think about it:**

1. How did the traditional diets of the Apalachee and Spanish peoples change as a result of their interaction at Mission San Luis?
2. Did these changes require different ways of cooking and serving food?
3. Could foods have been used for other purposes besides nourishment – for example, to reinforce social position?

*St. Augustine, located on the east coast and approximately 200 miles from San Luis, served as the capital of Spanish Florida. Although the area surrounding the San Luis community enjoyed an abundance of seafood, turtles and other food sources, Spaniards living there often complained of poor ration. It was said that, “[W]hen there was nothing [to eat] they ate herbs, fish and other scum and vermin.”*

### **Think about it:**

1. Do you believe that the Spaniards were starving? Why or why not?
2. How important was cultural conditioning to the Spanish belief that there was nothing to eat in St. Augustine?