



New Food in the Pot:

Changes to the Spanish & Apalachee Diet

A Lesson Plan for Grade Levels 3-5

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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 culture 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 class period 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 the 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. Ask students how the following types of people might modify their diet to meet their needs. List comments on the white board.
 - a. A vegetarian
 - b. A diabetic
 - c. A Catholic (No meat on Fridays; only fish) or other religious food restrictions.

New Food in the Pot - Activity 2

1. Ask students to complete the *New Food in the Pot* handout by reading the text and then answering questions about the reading.
2. Guide a group discussion about the ways the traditional diets of the Spanish and Apalachee people influenced one another. Ask students to share their responses to the handout questions.

CLOSURE

Review the student handout and answer any questions the students may have formulated from the activity.

ASSESSMENT

Components for assessment include the class discussion and student worksheet.

ENRICHMENT

Have students research the foodways traditions of another culture and compare and contrast them with their own eating habits. Consider asking students to find a recipe from that culture and prepare it for the class.

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SUNSHINE STATE STANDARDS

Completion of *New Food in the Pot* correlates to the following benchmarks for grades 3 through 5:

Reading/Language Arts

- 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.4.1.5.1 The student will demonstrate the ability to read grade level text.
- 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, and 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.5.1.5.1 The student will demonstrate the ability to read grade level text.
- 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.

Social Studies

- SS.3.G.4.1 Explain how the environment influences settlement patterns 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 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).



New Food in the Pot: **Changes in the Spanish and Apalachee Diets**

Read the following paragraphs and then answer the questions.

Before they lived together at Mission San Luis, the Apalachee Indians and the Spaniards had very different ways of selecting, getting, cooking, and eating food (called foodways). Both groups learned about each other's foodways after they settled at Mission San Luis.

The most important foods for the Apalachee were the crops they grew in their fields. They grew corn, beans, and squash (called the "three sisters"). They also harvested wild grapes, acorns, hickory nuts, and blackberries. They fished in the rivers and gathered shellfish and turtles. They also used bows and arrows to hunt wild animals such as turkey and deer.

The Spaniards preferred the foods of their homeland of Spain. The most important foods they brought from Spain were wheat, olives, olive oil and wine. These foods were imported from Spain and were not grown or made in Florida. They also liked to eat meat. The Spaniards brought cows, pigs, and chickens to the Americas. They grew peaches, peas, and other edible plants. They taught the Apalachees how to grow these foods and how to raise farm animals.



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1. What is the main subject of *New Food in the Pot: Changes in the Spanish and Apalachee Diets*?

2. Name the three most important crops for the Apalachee people.

_____, _____, and _____

3. What are the three most important crops for the Apalachee people sometimes called?

4. What three animals did the Spaniards bring with them when they settled in Florida?

_____, _____, and _____

5. What is one way that the two groups shared foodways with each other?

6. The Spanish people grew olives at San Luis. (Circle one) True False

7. The Apalachee liked peaches and grew a lot of them. (Circle one) True False

8. What Spanish foods did the Apalachee grow?

_____, _____, and _____

9. The Apalachee hunted and gathered these wild foods:

_____, _____, and _____

10. The Spanish ate with their fingers. (Circle one) True False Not Enough Information