



Trade & Travel in the Apalachee Province

A Lesson Plan for Grade Levels 6-8

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OVERVIEW

In this lesson, students will learn about travel and commerce in colonial Florida. Through group discussions and team work, student will recognize some of the methods used for trade and travel in the Apalachee province. This theme is reinforced with the use of 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 other 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 people, 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* 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 trade route map (one per group) and the student handout (one per student).

MATERIALS

- Copies of trade route map
- 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.

Trade & Travel in the Apalachee Province - Activity 2

1. 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.
2. Divide students into groups and distribute copies of the map and handout. Give students a few minutes to review the handout 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 students' ability to accurately compute 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, comparisons 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 Apalachee Province* correlates to the following benchmarks for grades 6 through 8:

Mathematics

- MA.6.A.1.2 Multiply and divide fractions and decimals efficiently;
- MA.6.A.1.3 Solve real-world problems involving multiplication and division of fractions and decimals;
- MA.6.A.3.1 Write and evaluate mathematical expressions that correspond to given situations;
- MA.7.A.1.2 Solve percent problems, including problems involving discounts, simple interest, taxes, tips, and percents of increase or decrease;
- MA.7.A.3.2 Add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational based and whole number exponents including solving problems in everyday contexts;
- MA.8.A.6.4 Perform operations on real numbers (including integer exponents, radicals, percents, scientific notation, absolute value, rational numbers, and irrational numbers) using multi-step and real world problems;

Reading/Language Arts

- LA.6.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style;
- LA.6.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.6.1.6.3 The student will use context clues to determine meanings of unfamiliar words;
- LA.6.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
- LA.6.5.2.1 The student will listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details);
- LA.7.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style;
- LA.7.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.7.1.6.3 The student will use context clues to determine meanings of unfamiliar words;
- LA.7.1.7.2 The student will analyze the authors purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;
- LA.8.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style;
- LA.8.1.6.2 The student will listen to, read, and discuss familiar and conceptually challenging text;
- LA.8.1.6.3 The student will use context clues to determine meanings of unfamiliar words;

Social Studies

- SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures;
- 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.2.1 Compare the relationships among the British, French, Spanish, ad Dutch in their struggle for colonization of North America;
- SS.8.A.2.5 Discuss the impact of colonial settlement on Native American populations;

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Student Handout

Problem One

You must plan a trip from San Luis to San Marcos with a load of supplies. 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, about 30 miles away on Apalachee Bay.

A horse can carry about 300 pounds of supplies. The goods that must be transported by horses are:

Supply Inventory	Quantity	Weight
Deer Hide	355	2 Pounds
Cow Hide	45	5 Pounds
Pig Hide	50	2 Pounds
Bushels of Corn	505	65 Pounds
Chickens	320	2 Pounds

In addition, 101 cows and 150 pigs will be herded over land by men using the road from San Luis to San Marcos.

How many horses will you need to use in order transport the supplies to the river?

Answer:

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Problem Two

When planning this trip, some other things must be considered. First, you must make an inventory of the goods being transported. Second, you must determine how much it will cost to have your supplies moved into canoes once they reach the river. After calculating how many horses were needed to transport the goods to the river, it was discovered that 50 Apalachee men were needed to guide the horses. The Spaniards were supposed to pay the Apalachees one *real* per day for their labor. It will take one whole day to reach the river and $\frac{1}{2}$ a day to unload the horses and load the canoes.

Given the number of Apalachee men that you need to carry the goods to the river and load the canoes, how many *reales* will it cost you to pay all of the men?

Answer:

Problem Three

The Apalachee men and horses carry your goods to the river. The canoes are there to transport the goods the rest of the way to San Marcos, which will take one day to reach. The cows and pigs are herded overland by Apalachee and Spanish men. They will arrive in San Marcos on the following day.

Unfortunately, during the trip from San Luis to San Marcos, some of your good are lost and damaged due to a storm and a raid by hostile Chacato Indians. During the storm, you lost 5 bushels of corn and 6 pigs. The Chacato raiding party ran off with 10 bushels of corn, 12 deer hides, 15 pigs and 5 cows.

Adjust your inventory list so that it reflects the goods that remain after the storm and the raiding party.

Answer:

Supply Inventory	Quantity After Strom and Raid	Weight
Deer Hide		2 Pounds
Cow Hide		5 Pounds
Pig Hide		2 Pounds
Bushels of Corn		65 Pounds
Chickens		2 Pounds
Pigs		-
Cows		-
TOTAL		

Problem Four



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When you arrive at San Marcos, two ships are waiting to take your supplies to St. Augustine. Before you can continue, you must determine how much it will cost to transport your goods to St. Augustine. You must pay a 5% fee for the supplies that you are shipping per vessel. Rather than pay the ships' captains with money, you arrange to pay them with some of your goods.

Decide which items you will use to pay the two captains.

Answer:

Adjust your inventory list to reflect these deductions.

Answer:

Supply	Quantity After 5% at San Marcos	Weight
Deer Hide		2 Pounds
Cow Hide		5 Pounds
Pig Hide		2 Pounds
Bushels of Corn		65 Pounds
Chickens		2 Pounds
Pigs		-
Cows		-
TOTAL		

Problem Five



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The two ships depart from San Marcos and arrive at St. Augustine in 13 days. During the voyage, you experience beautiful weather, but still suffer some minor damage to your cargo. Rats living in the holds of the ships nibbled at 5 bushels of corn and 10 deer hides. In addition, when you arrive in St. Augustine, you must pay a 5% tax on your goods at the port. You may pay the tax with products rather than money.

Recalculate your inventory, accounting for the damage that occurred during the sail from San Marcos to St. Augustine.

Answer:

Supply	Quantity After Damage During Travel	Weight
Deer Hide		2 Pounds
Cow Hide		5 Pounds
Pig Hide		2 Pounds
Bushels of Corn		65 Pounds
Chickens		2 Pounds
Pigs		-
Cows		-
TOTAL		

Subtract 5% from each type of good in your cargo to create a final inventory of products to exchange in St. Augustine.

Answer:

Supply	Quantity After 5% Tax	Weight
Deer Hide		2 Pounds
Cow Hide		5 Pounds
Pig Hide		2 Pounds
Bushels of Corn		65 Pounds
Chickens		2 Pounds
Pigs		-
Cows		-
TOTAL		

Problem Six

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Now you are ready to do business in St. Augustine. You have a list of items that you wish to bring back to San Luis, which includes horses, tools, lamps, a type of cloth called jergueta (er-gweyeta) and religious articles. Some items can be acquired by trading goods, while others must be purchased with money.

Based on the inventory of goods that you have, create a “shopping list” of items that you will take back to San Luis.

Answer:

Use the rates of exchange and price list below to solve this problem.

Answer:

Rates of exchange	Prices for items that must be purchased with currency
20 bushels of corn = 5 yards of jergueta	1 mare = 30 pesos
2 deer hides = 1 yard of jergueta	1 bronze image of Our Lady = 1 peso
1 cow hide = 2 yards of jergueta or 4 reales	1 used whetstone = 8 pesos
1 pig hide = 1 yard of jergueta	1 stallion = 25 pesos
4 chickens = 1 yard of jergueta	1 lamp = 1 peso
1 pig = 1 peso	2 saws or 1 handsaw = 5 pesos
1 cow = 20 pesos	1 machete = 4 pesos
	1 pewter plate = 2 pesos
	1 iron chain = 4 pesos
	1 spade = 2 pesos
	1 barrel = 1 peso