

**TEACHER'S
CURRICULUM GUIDE**
for the
**ANCIENT NATIVE VILLAGE
LIVING HISTORY MUSEUM**



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a 501 (c) 3, non-profit organization

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FOREWARD

The Ancient Native Village Living History Educational Programs were created in 1993 by our non-profit educational organization, Heritage Of The Ancient Ones (HOTAO), a member of the Historic Florida Militia, Inc., a 501 (3) not for profit Florida corporation.

HOTAO's goal is to preserve the history, culture and heritage of the First Native Peoples of Florida, while promoting respect for Mother Earth.

With our Ancient Native Village traveling museum, we have recreated the world of Florida's First People as it may have been at the time of first contact between the native people and the invading forces of Europeans at the beginning of the 16th century. The world of Florida's native peoples was forever changed by the collision of these vastly different cultures. In less than two centuries, all of Florida's aboriginal people had succumbed to slavery, warfare and the diseases introduced from Europe.

Although they and their ancestors had ruled this land for more than 12,000 years, the now vanished Timucua, Tocobaga, Calusa, Appalachee, Mayaca, Hororo, Utina, Saturiwas, Potano, Mocoso, Pohoy, Ais, Miami, and the peoples of many other chiefdomships, are no longer here to keep their history, culture and traditions alive. Only a few of their shell middens and burial mounds, containing their bones and personal artifacts, remain to mark their passing. We must honor those few sites that remain today.

Based on archaeological findings such as stone and shell tools, bone hair-pins and beads, pottery sherds, faunal materials and other artifacts recovered from ancient mound sites, archaeologists, anthropologists, and historians have pieced together a concept of the fascinating lifeways of Florida's First People. This has enabled us to recreate, if only in part, the cultural heritage and the daily village life of these people. We are honored to walk in their footsteps.

We dedicate our efforts to the memory of these Ancient Ones, to the children of today's Florida that they may know the complete history of our state, and to the protection of the future by preserving the cultural, archaeological and environmental resources of this land.

FIELD TRIP GUIDELINES

RESERVATIONS

Reservations must be made at least two weeks in advance. Cancellations and re-scheduling must be made at least two weeks prior to the original scheduled date, unless otherwise agreed upon by both parties. Cancellations without prior notification are subject to a penalty fee of 10% of the agreed upon fees.

CONDUCT

In advance of the arrival of the Ancient Native Village, the teacher should go over the rules of conduct with his/her students and chaperons. Remain with your class throughout your session in the Ancient Native Village as **discipline of the students is the responsibility of the teacher and the chaperones**. We suggest at least one teacher/chaperon for every 8-10 students. Please advise students to ask permission before touching or picking up anything as many things at the village could be dangerous.

TIPS FOR TEACHERS

1. Prepare your students for the in school field trip. Pre-visit activities are essential for the students to successfully experience this trip back in time. Follow up your session with activities from the Teacher's Curriculum Guide (available as a free download on our web site at **www.ancientnative.org**).
2. Remember that the smaller the class, the more beneficial and enjoyable the program will be for your students.
3. Make sure each student wears sensible clothing, including closed footwear. Each student will need a towel for clean-up and/or a t-shirt for sitting on. During the warmer months of the year, it is advisable to caution students to use a bug repellent against mosquitoes, flies and gnats.
4. Each educational session will include a period for the construction of a take-home craft project. Due to time constraints, no more than one craft can be chosen. You may elect to have the students do their craft project at a later time.
5. Our programs are structured to fit a scheduled format. Due to time restrictions, not all students will be able to participate in all of the activities. Teachers may specify in advance which activities they would most prefer their students to experience, thereby customizing the curriculum.
9. **Teachers and chaperones** are responsible for the behavior of their students. Noisy or unruly behavior will keep the students from receiving the most from their experience in the village. Please advise your students to use the ancient sign language that means "I wish to speak," (raising the hand above the head, palm forward, and in silence), until called upon.

ANCIENT NATIVE VILLAGE LIVING HISTORY MUSEUM'S

ADMISSION FEES - REFUNDS - RAINY DAY POLICY

RATES

NOTE: All visits from the Ancient Native Village Traveling Museum require at least 1 hour set-up and 1 hour take-down time. You will not be directly charged for this time or for travel expenses as these have been figured into the total rate.

Half Day Session – Morning or Afternoon (approx. 3 hours) – Recommended for 50 or less students – Call for current rate.

Full Day Session – All Day (approx. 6 hours) – Recommended for 50 or more students – Call for current rate.

We will exceed the recommended limits; however, because HOTAQ's educational programs are hands-on, if too many students attend a session, it will cut into the amount of personal attention that each student deserves.

Take Home Craft Kits - Also included into the fee for a session is a take-home craft kit for each student. These projects can be created during the session or can be left with the teacher to be done at a later time, thereby giving the students more time to spend at the Village with their interpreter. The craft kit currently being used is a clay pinch pot and comes complete with clay, a clay working tool and instructions. Value of the craft kit is \$5.00 per kit if you would like to purchase additional craft kit units.

All monies are payable in advance or can be paid upon arrival if a 10% deposit has been posted. We accept cash or checks. **All checks must be made out to: Heritage of the Ancient Ones.** You will receive a receipt or signed voucher/invoice upon payment. Please contact us if your school requires that different arrangements be made.

RAINY DAY POLICY

Even Florida's Natives had to deal with rainy weather. We carry tarps to cover at least one classroom of students as well as our traveling exhibit, so in most cases we can go on with the show. However, in extreme weather conditions such as lightning or high winds, it may be advisable to re-schedule the visit. There will be no penalties for re-scheduling in this case; but please advise us ASAP if you feel that it will be necessary to cancel.

ANCIENT NATIVE VILLAGE EDUCATIONAL PROGRAM GUIDELINES

NOTE: This section briefly describes the activities your students will be involved in during their visit to the Ancient Native Village Living History Museum. The Supplemental Activities Sheets follow this section and will assist you in preparing your students with maps, how-to projects, drawings and photos about the Florida natives. Additional information can be accessed on our website: www.ancientnative.org

INTERPRETATION #1 –INTRODUCTION TO FLORIDA’S NATIVES

You will be greeted your guide. He or she will introduce the students to the 16th century world of Florida’s first natives. students will be grouped into “clans”, remaining in this work/study group for most activities. This will establish native social structure and begin the students understanding of the hierarchy within a chiefdomship.

Activity sheet #1 - The Invasion

Activity sheet #1A - Map of Chiefdomships

INTERPRETATION #2 -WHAT HAPPENED TO FLORIDA’S NATIVES

Here the students participate in a tug-of-war activity that will help them to understand what happened to the natives of Florida when the invading armies of Europeans first arrived, bringing warfare, slavery and diseases.

Activity Sheet #2 - Map of the Routes of the Spanish Conquistador - Narvaez

Activity Sheet #2A - Map of the Route of the De Soto Expedition

INTERPRETATION #3 – ART, MUSIC DANCE & SYMBOLISM- HANDS ON

Symbolism and the oral tradition are introduced through music, art and dance. Students learn about the meanings contained in the symbols of the Southeastern Ceremonial Complex designs and how we can relate them to symbols we use today.

The natives of Florida used many types of horns, rattles, drums, and flutes to make their music. They were known as great singers as well. Unfortunately, the music, songs and dances of Florida’s first people were never recorded and so their music will never be heard upon this land again.

Students will use their voices, along with native instruments, to create a “rain song”, imitating the sounds of a summer thunderstorm as it rises and falls in intensity.

Activity Sheet #3 - The Southeastern Ceremonial Complex - Symbols & Beliefs

Activity Sheet #3A - The Southeastern Ceremonial Complex - Symbols & Beliefs

Activity Sheet #3B - The Le Moyne Drawings

INTERPRETATION #4 – NATIVE HOUSE – HANDS ON ACTIVITY

The Native House (or PAHA) will introduce to the architectural practices of the natives. Students will learn and practice the art of thatching a PAHA (a hands-on activity). Students will be introduced to the concept of a matrilineal society and the place that women held in the village social structure.

It is a native tradition that upon entering a house, you will circle around to the left. Students will learn to make the formal greeting to the chief (the words “**Ha He Ya, Ha Ha**” are repeated 3 times by the greeter, while in a crouched position, hands held out, palms up. The chief replies each time with “**Ha Ha**”, touching the palms of the greeter).
Activity Sheet #4 - The LeMoyne Drawings

INTERPRETATION #5 - GOVERNMENT & SOCIAL STRUCTURE – DISCUSSION

The native form of government, a chiefdomship, will be discussed as students learn about the roles and responsibilities of government officials and clan members within an Ancient Native society.
Activity Sheet #5

INTERPRETATION #6 - CORDAGE & WEAVING - HANDS ON

Before the arrival of the Europeans, iron and steel were unknown to the natives. Therefore, cordage was a vital necessity for building houses, making cloth, weirs, fishnets, hammocks, and many other uses. Students learn the simple process of making cordage (rope) with native fibers as an introduction to the weaving process. This is a hands-on project, using Spanish moss or sable palm fibers. Weaving practices will be demonstrated.

Activity Sheet #6 - Making Cordage from Moss and Other Fibers.

INTERPRETATION #7 – BASKET MATERIALS AND WEAVING

Several different basket and mat-making techniques will be demonstrated, using cane, reed, pine needles, bark, palmetto leaf and yucca fibers. Students learn to identify many native plants, how they were collected, processed and made into baskets, clothing, etc.

Activity Sheet #7

INTERPRETATION #8 - THE SACRED BLACK DRINK

The sacred “Black Drink” of the southeastern Indians was made from the leaves, stems and berries of the Yaupon holly tree (*Ilex Vomitoria*). The technique for making the tea, which was called “Cassina” by the Natives, will be demonstrated and its social, political and spiritual importance to the natives will be discussed.

Activity Sheet #8 - LeMoyne Drawings

INTERPRETATION #9 - NATIVE POTTERY - HANDS ON

Clay pots were a vital part of the everyday lives of the natives. Pottery is today the most valuable tool that archaeologists have to date prehistoric native sites. Students will learn how clay was gathered and prepared, along with pottery making techniques.

Student Clay Craft Kits each contain at least 4 - 5 ounces of self-hardening, non-toxic clay, that can be modeled into a small pinch pot, a clay gorget (necklace), or small clay animals, etc.

NOTE: Take-home, clay pinch pot activity kits are included with each session.

Activity Sheet # 9 - Weeden Island and Check Stamped Pottery

Activity Sheet # 9A - Pottery designs, Gorgets and Clay Animals

INTERPRETATION #10 - NATIVE FOODS

Everyone is interested in what native plants are edible, as well as what was cultivated by the native people. Your guide will explain which native plants were hunted and gathered for food, along with their techniques for preparing, cooking, preserving, and storing their harvest. Students will pound corn in a hollowed out log to prepare a native dish. Foods demonstrated will change seasonally, as it did with the Florida natives.

Activity Sheet # 10 - LeMoyne Drawings

Activity Sheet # 10A - Native Recipes

Activity Sheet # 10B - Native Foods

INTERPRETATION #11 - HIDE TANNING – HANDS ON

Skillful tanning of hides was an essential part of every Indian's life. Buckskin and sinew were necessary for making clothes and hundreds of other uses. Students learn the process of brain tanning a hide into leather and simple clothing construction techniques. Students participate in scraping a deer hide.

Activity Sheet #11 - Hide Tanning (Making Buckskin From Deerhide)

INTERPRETATION #12 – WOODEN BOWL MAKING - HANDS ON

Before contact with the Europeans, the natives had no metal tools such as axes for chopping wood. Fire and shell tools were used to burn down a tree and hollow it out to be used as bowls or dugout canoes. Students will use shell tools to scrape away the charcoal from the center of a log that has previously been charred by fire. Pine or cypress logs were the two most commonly used woods for making dugout canoes. Canoes were the major form of transportation for the Ancient Natives.

Activity Sheet #12 - Dugout Canoes and Fire Tools

INTERPRETATION STATION #13 – SHELL & BONE TOOL TECHNOLOGY

Shell and bone were the most readily accessible materials for tool making material. Using shell hammers, anvils, hoes, tomahawks, adzes, etc. will be demonstrated.

Activity Sheet #13 - Shell Tool Technology - Queen Conch Adze

INTERPRETATION #14 - STONE TECHNOLOGY

The ancient art of making stone arrowheads, spear-points and tools is known as flint knapping. Students will learn to distinguish Florida chert and fossilized coral as knapping materials, see a knapping demonstration and learn how the stone points were hafted onto arrows, spears and tools. Students will be shown reproduction stone points from this area.
Activity Sheet # 14 - Knapping Florida Chert

INTERPRETATION #15 - WEAPONS - HUNTING & FISHING

An explanation of the philosophy of hunting and war is given, along with a demonstration of native weapons. First atlatals (from the Aztec word “Nahautl”, meaning spear thrower) and spears, then bows and arrows were used to hunt large game. Blow guns, nets, snares and traps brought in the smaller game. The major weapon of war was a large and deadly club. Fish traps, nets and weirs were used to harvest fish from the waters.

Activity Sheet # 15 - How the Natives Hunted for Food - Atlatals and Fish Nets

Activity Sheet # 15A - LeMoyne Drawings

Activity Sheet # 15B – Deer-Toe Bone Fish-Hook

Activity Sheet # 15C - Bow & Arrow Fishing

INTERPRETATION STATION #16 – THATCHING, LASHING - HANDS ON

Students will get to participate in a thatching project. Techniques in lashing and frapping rope will also be demonstrated as a hands-on project.

Activity Sheet #16 - Building Native Structures

Activity Sheet #16A – Lashing & Frapping Knots

Activity Sheet #16B - Thatching with Sabal Palm Leaves

Activity Sheet #16C - A Temple Mound

INTERPRETATION #17 - NATIVE PLANTS & AGRICULTURE

The natives of northeast, central and the panhandle of Florida were noted for being great agriculturists, with some of their food being hunted and gathered. A few native plants may have been encouraged to grow. Cultivation and agricultural techniques are demonstrated as well as identification of native medicinal and edible plants.

Activity Sheet #17 - Agricultural Practices Of The Natives

Activity Sheet #17A - Corn Harvest

INTERPRETATION #18 - SHAMANS

The Shaman served as both a spiritual and medicinal healer. Native medicinal plants and herbs will be shown. The Mortuary practices of the native peoples will be briefly discussed, as this was also one of the Shaman’s responsibilities.

Activity Sheet #18 - The Shaman as a Healer