

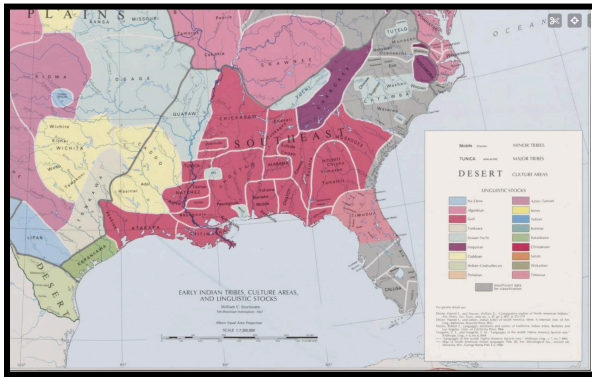
Guiding Question: What was life like for Apalachees and other Indigenous groups in the region before the arrival of the Spanish?

Evidence Analysis

Map Analysis: [National atlas. Native tribes, cultures & languages : \[United States\]](#)

Directions: Before the arrival of Europeans to North America, Native tribes and nations were divided very differently than the states we know of today. Look over the map below and pay attention to the different borders and communities that are within the Southeast of the current United States.

Your job is to review the map with your group and complete the graphic organizer below.



Context: Title: Early Indian tribes, culture areas, and linguistic stocks.

Created by Smithsonian anthropologist William C. Sturtevant for the National Atlas of the United States. (Virgina, 1991).

Sturtevant is best known for his research into the languages and cultures of Native Americans across the United States, specifically focusing on Native communities in Florida.

Word Bank

Linguistic (*adj.*) – relating to the study of language(s).
Linguistic stock(s) (n.) – a term describing native speakers of particular languages or dialects, showing similarities between language groups
Anthropologist (n.) – an expert who studies people, society, and culture

Step 1: Observe the Map	Step 2: Source the Map
1. What is the geographic location of this map? (Where in the world is this map showing us?)	1. What is the title of this map?
2. Review the map key. What do the colors represent?	2. Who is the creator of this map?
	3. Date and place of publication
Step 3: Inferences and Geographic Reasoning	
1. How does the map key help you to understand the purpose of this map?	
2. What are the patterns or relationships shown on this map? (ex: people and their environment, geographic features of the environment, etc.)	

Time: At least 25 minutes

Instructions

Goal/Intent:

Students work in groups to practice interpreting an indigenous linguistic map of the Southeastern United States.

Building on their game knowledge and their interpretation of the map, students will complete a sourcing activity using a graphic organizer to identify key features of the map and use it to make hypotheses about Apalachee life.

Strategies:

- Project a large version of the map onto the board for students to have a clear image to reference
- Jigsaw the activity: Have students work in groups of three to source different sections of the map

A. Document Analysis (15 min)

Option 1: Group Sourcing Activity

Separate students into groups. Have students reference and use the map to answer the questions for steps 1-4. They should work out loud, discussing the features of the map with each other before writing down their responses.

Option to have students work on steps 1-3 only and complete step 4 as a whole class.

Option 2: Jigsaw Group Activity

Separate students into groups of three or four and assign each student a different step. Have students reference and use the map to answer the questions for their section. Once each student has completed their section, then have them report out to their other group members, explaining the features of the map that they investigated for their section. They should work out loud, not simply copy off of each other's paper. At the end of the 15 minutes, each group should have completed steps 1-4 of the sourcing activity.

Step 4: Evaluate

1. What are three conclusions or hypotheses that you can make about Native communities in the Southeastern United States based on this map?

2. How does this map further your understanding about Apalachee relationships with other Native communities in the region (ex: Timucua)?

3. What other information could this map include to help us better understand Apalachee life?

Option to have students work on steps 1-3 only and complete step 4 as a whole class.

B. Discussion (10-15 min)

When all the groups are ready, have them report out in turn.

- Option to save step 4 and complete the evaluation questions as a whole group.

OR

- As a whole group, complete the step 4 evaluation questions. Discuss with students each question to help make connections between the map and the Apalachee.

While working through the questions as a class, draw connections between the linguistic regions of the map and the different groups that the Apalachee interacted with in the game (e.g. Timucua, Bacuqua). Consider the size of the Timucua region versus the Apalachee region.

Additional Discussion Questions: You can use the following questions to extend and deepen the class discussion of the map and step 4:

- Are there any geographical features, phrases, or languages that you are familiar with on this map?
- What role might shared language play in Apalachee alliances?
- Who do you think the Apalachee would trade with and why?
- Where could Apalachee goods be found and why?
- What conclusions or hypotheses would you make about Apalachee trade based on this map?