

Guiding Question: What choices and dilemmas did Apalachee chiefs face in responding to the arrival of Spanish missionaries in the early 1600s?

Decision Tracker

Record the decision you made, as Chinacosa (the chief's daughter), about what advice to give to Alap. Then think about everything that Chinacosa experienced in Part 2 that may have influenced her choice, and which experiences were most consequential.

How did you, as Chinacosa, advise Alap to respond to Kamasa's marriage proposal? (Circle your choice)	
<div style="display: flex; justify-content: space-around;"> <i>I advised her to accept his proposal.</i> <i>I advised her to reject his proposal.</i> </div>	
What influenced your decision? (Check up to 3)	Explain how these factors influenced your advice to Alap
<input type="checkbox"/> The gifts Kamasa brought for you, Alap, and Isfane	
<input type="checkbox"/> Kamasa's relationship with Father Serrano	
<input type="checkbox"/> The power of touching the cross	
<input type="checkbox"/> Learning about the Friars' "manual" (Confessionario for Timucua)	
<input type="checkbox"/> Kamasa and/or Brother Serrano's reaction to your corn cakes	
<input type="checkbox"/> The goods, like iron tools, the Spanish could bring to Bacuqua	
<input type="checkbox"/> Kamasa's efforts to help Isfane after the snakebite	
<input type="checkbox"/> Father Serrano's response to Isfane's snakebite	
<input type="checkbox"/> Something else:	

What might Chinacosa's decision tell Nicki about the dilemmas Apalachee chiefs and their families faced after Spanish missionaries arrived in their territory in the early 1600s?

Time: At least 15 minutes

Instructions

You Are, and You Aren't Chinacosa

Explain to students that as they play Part 2 of *Spirit of a Nation*, they will be asked to make many choices as Chinacosa, the character they are playing as part of Nicki's historical imagining. They can choose what type of person they want their Chinacosa to be through the choices they make. Part of the value of role-playing games is the ability to take on different personalities and explore different options.

Assure students that there are no right or wrong answers and that it is fine to make choices that may be considered risky or bold. Explain that the process of thinking about different choices and their possible outcomes can help them to gain empathy—an understanding of the feelings of others—especially for historical characters. Ask students to consider how Chinacosa as an Apalachee teenager in the early 17th century may make different decisions than young people today.

Introduce the Decision Tracker

Explain to students that at the end of Part 2, they will be asked to decide what advice to give, as Chinacosa, to Alap about the marriage proposal

	<p>she has received. They will record and analyze that choice on this Decision Tracker (other sections of the game have different Decision Tracker handouts). As students completed this handout, invite them to consider and discuss the following questions:</p> <ul style="list-style-type: none">• Why did they make this choice?• How does the choice they faced, as Chinacosa, connect to the broader dilemma faced by the Apalachee: <i>What are some reasons they might choose to embrace or adapt to Spanish ways of living, and what are some reasons they might assert their own culture and identity instead?</i>• Is this the choice they themselves would make or that they think the daughter of an Apalachee chief in the early 1600s would make?• How might Chinacosa's status, gender, culture, age, and other aspects of her identity shape the choices students make for her?• What might their decision, as Chinacosa, show Nicki about the dilemmas Apalachee chiefs and their families faced after Spanish missionaries arrived in their territory in the early 1600s? (Nicki's discussion with Dr. Duval at the end of Part 2 about the evidence she collected can help students formulate their responses.)
--	---