

Guiding Question: What choices and dilemmas did Apalachees face as the Spanish presence in their territory expanded in the mid-1600s?

Decision Tracker

Record the decision you made, as Juan Chuba, about the future. Then think about everything that Juan experienced in Part 3 that may have influenced his choice, and which experiences were most consequential.

Who did you, as Juan Chuba, choose to align your future with? (Circle your choice)	
Father Diego	Maxina and her family
Bip, your cousin	
What influenced your decision? (Check up to 3)	Explain how these factors influenced your choice.
Father Diego's kindness towards you and your family	
Friars' expectations that Apalachee dress in Spanish clothes, attend mass, and not follow the old ways	
Maxina's father's experience working on the hacienda project	
Your conversations with Bip and hearing about his experience at San Marcos	
Your interactions with the Spanish soldier and sailors	
Something else:	

What might your decision, as Juan Chuba, show Nicki about the dilemmas Apalachees faced as the Spanish presence in their territory expanded in the mid-1600s?

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Time: At least 15 minutes

Instructions

You Are, and You Aren't Juan

Explain to students that as they play Part 3 of *Spirit of a Nation*, they will be asked to make many choices as Juan, the character they are playing as part of Nicki's historical imagining. They can choose what type of person they want their Juan 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 Juan as an Apalachee teenager in the middle of the 17th century may make different decisions than young people today.

Introduce the Decision Tracker

Explain to students that at the end of Part 3, they will be asked, as Juan, to make an important choice about the future: should he stay loyal to

	<p>Father Diego, leave with Maxina and her family, or get back at the Spanish with Bip? They will record and analyze that choice on this Decision Tracker (other sections of the game have different Decision Tracker handouts). After students have completed this tracker, 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 that Juan faces in Part 3 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 an Apalachee boy in the mid-1600s would make?• How might Juan's gender, culture, age, and other aspects of his identity shape the choices students make for him?• What might their decision, as Juan Chuba, show Nicki about the dilemmas Apalachees faced as the Spanish presence in their territory expanded in the mid-1600s? (Nicki's discussion with Dr. Duval at the end of Part 3 about the evidence she collected can help students formulate their responses.)
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