

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

Mission Reflection

After completing the Part 3, review decisions from the **Decision Tracker** and discuss the questions below.

1. How did different people in your community and family feel about the Spanish presence? (Maxina, your cousin, etc.)
2. Describe your experiences performing tasks for Father Diego. What pressures does Juan face as a young Apalachee working for a Spanish friar?
3. Describe your experiences interacting with the Spanish soldier, Esteban. What pressures does Juan face as a young Apalachee interacting with a Spanish soldier?
4. In Part 3, we notice that Juan seems to be caught between two worlds—Apalachee traditions and Spanish expectations. Have you ever felt caught between two different groups, expectations, or cultures? How did you handle it?

Time: 10–15 minutes

Instructions

Take 5 minutes to have students use these questions to reflect on their game play, individually or in small groups. Then use the Mission Reflection Questions to lead a 10-minute discussion.

By the end of Part 3, Nicki and Dr. Duval have explored the spread of Spanish influence in Apalachee territory through the experiences of Juan Chuba, a young Apalachee boy living at San Luis. Nicki learns that while cultures mixed and Apalachee traditions endured, tensions also grew as Spanish demands for labor and religious conformity clashed with indigenous practices. Some Apalachee communities chose to protect the friars, while others resisted and revolted, leading to lasting changes and the eventual dispersal of the Apalachee people across the Southeast.

Ask students to describe their experiences learning about Juan Chuba's responsibilities at San Luis and the choices he faced between family loyalty, religious duty, and cultural tradition.

Note: Since students will have a variety of interactions and experiences depending on the choices that they make in this part, it may be beneficial to partner students in groups of 2-3 when answering these reflection questions. This would ensure that students have a variety of gameplay experiences to draw from when answering these questions.

Additional optional discussion questions:

- Juan has to decide whether to help the friar, stay with his parents, or leave with his cousin. What choice did you make? How might others (ex: the friar, Juan's family, Juan's community) respond to your choice?
- At the port, Juan saw firsthand Spanish control over trade. How could controlling trade give power to one group over another?
- How might Spanish control of trade routes

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	<p>impact the Apalachee long term?</p> <ul style="list-style-type: none">• Consider the expectations that Juan's has placed on him by the adults in his life and his community. How do young people today experience pressure to meet the expectations of family, school, or society?
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