

| | PROLOGUE & PART 1: The Ballgame (Early 1500s) | | PART 2: The Three Sisters (Early 1600s) | | | PART 3 & EPILOGUE: The Mission (1647) | | | |
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| PLAYING Time Activities Time | 30–40 minutes 40 minutes | | 25–35 minutes 45 minutes | | | 30–40 minutes 90 minutes | | | |
| Suggested Teaching Sequence | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 |
| <i>Planning based on 45-minute classes.</i> <i>Please adjust accordingly.</i> | PLAY Prologue and Part 1 (including Exit Ticket) Complete Decision Tracker while playing | Complete Mission Reflection Class Discussion Complete Document Analysis | PLAY Part 2 (including Exit Ticket) Complete Decision Tracker while playing | Complete Mission Reflection Class Discussion | Complete Document Analysis Class Discussion | PLAY Part 3 and the Epilogue (including Exit Ticket) Complete Decision Tracker while playing | Complete Mission Reflection Class Discussion | Start Document-based Writing and Discussion Activity | Complete Document-based Writing and Discussion Activity Class Discussion |
| Activities <i>(A Teacher Guide is provided for each handout that includes tips for classroom implementation) The activities can be completed independently, in small groups, or as a full class. A handout is provided for each activity.</i> | Mission Reflection (15 minutes): Students reflect on the responsibilities Oclati fulfilled in his community (e.g. supporting his family at community events, hunting turkeys) and his roles in the games they played (e.g. playing chunky, helping raise the goalpost for the ballgame). Document Analysis (25 minutes): Students practice interpreting an Indigenous linguistic map of the Southeastern United States, and they use information from the map to make hypotheses about Apalachee life. | | Mission Reflection (15 minutes): Students reflect on the experiences and choices Chinacosa faced when her sister's suitor arrived from another town, accompanied by a Spanish Catholic friar. Document Analysis (30 minutes): Students practice the close reading of an informational text about the Apalachee, and they use evidence from the text to explain the role of Spanish friars in many Apalachee communities. | | | Mission Reflection (15 minutes): Students reflect on the pressures Juan Chuba faced as a young Apalachee on a Spanish Christian mission. They note the ways the Apalachee adapted their culture after several decades of Spanish colonization, as well as ways they resisted. Document Writing Activity (75 minutes): Students consider how archeological evidence can help us understand the past by writing the text to go on a museum plaque for an Apalachee artifact. They examine images of two sets of artifacts (chunky stones and a quartz cross), read and discuss background information about each, and then analyze in writing how one of the artifacts provides evidence that the Apalachee maintained their culture and traditions after the Spanish arrived on their land. | | | |

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| Game Decision Tracker <i>(to be completed independently as students play the game)</i> | Students record and explain decisions they make as Oclati in Part 1 of the game. They identify how each choice contributes to one or more of the following goals: <i>Enhancing my status, Improving my skills, Strengthening the community, or Something else</i> . Then, they analyze what Nicki, in the present day, might conclude about Apalachee culture from the decision. | Students record and explain the choice they made as Chinacosa about whether to advise Alap to accept Kamasa's marriage proposal or to reject it. They consider a list of factors that may have influenced their decision, and they select up to three that made the biggest difference in their thinking. | Students record and explain the choice they made as Juan Chuba about who to align his future with: Father Diego, Maxina and her family, or Bip. The choice indicates the extent to which Juan Chuba hopes to adapt to Spanish colonization or resist. Students consider a list of factors that may have influenced their decision, and they select up to three that made the biggest difference in their thinking. |
| Guiding Question(s) | What was life like for Apalachees and other Indigenous groups in the region before the arrival of the Spanish? | What choices and dilemmas did Apalachee chiefs face in responding to the arrival of Spanish missionaries in the early 1600s? | What choices and dilemmas did Apalachees face as the Spanish presence in their territory expanded in the mid-1600s? How can archaeological evidence help us learn about how North American indigenous groups retained their identity and adapted their culture in response to European colonization? |
| Story | <p>The Prologue introduces current-day teenager Nicki Seward, a member of the Apalachee Nation. Nicki travels from Louisiana to Florida to begin a summer internship at Mission San Luis, where, with the help of Dr. Duval, an archaeologist, she will learn more about her ancestors and how they responded to Spanish settlement.</p> <p>In Part 1, Nicki and Dr. Seward use artifacts from the research lab to imagine the life of Oclati, a 14-year old Apalachee boy living before the Spanish arrival in North America. Through the experiences and choices they imagine Oclati facing, they consider the importance of games in Apalachee culture.</p> | <p>In Part 2, Nicki and Dr. Duval, with the help of Professor Alvarez, turn their attention to the early 1600s, after the Spanish established St. Augustine and began to send Catholic missionaries into the towns of Apalachee and other Native groups.</p> <p>They imagine the town of Bacuqua in 1612, where Chinacosa, the middle daughter of an Apalachee chief, must advise her older sister Alap whether or not to accept a marriage proposal. Alap's suitor has arrived in town accompanied by a Spanish Catholic friar, and through a series of events, Chinacosa is confronted by the differences between Apalachee and Spanish culture. The advice she gives to Alap is also a choice about the extent to which she thinks her community should embrace the Spanish influence.</p> | <p>In Part 3, Nicki, Dr. Duval, and Professor Alvarez focus on the middle of the 1600s, after the Spanish constructed a new port that enabled them to spread new missions throughout Apalachee territory.</p> <p>Their historical imagination takes them to "San Luis" (formerly Anhaica), where 14-year-old Juan Chuba lives as a Christian and has a close relationship with Father Diego. Completing tasks for Father Diego, Juan interacts with Maxina, whose father is forced to help build the new Spanish deputy governor's hacienda; Bip, his cousin who doesn't like the Spanish or their ways; and a Spanish soldier, who demands payment for permission to trade at the port. As tensions grow in Bacuqua, Juan must make a choice about his future: stay loyal to Father Diego, leave with Maxina, or fight back with Bip.</p> |

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| Historical- Thinking Skills | Historical empathy through understanding multiple perspectives, continuity and change, contextualization, and historical cause and effect | | |