

HOW DID THEY ACQUIRE THEIR ATTIRE?

Grades K-5

A Comparison of Seminole and Timucuan Appearance

OBJECTIVES:

- To compare and contrast the appearance of two Native American tribes.
- To conduct research about two Native American tribes.
- To practice clear, concise and consistent writing.
- To express an understanding of Native American customs and cultures.

FCAT STRANDS ADDRESSED:

Reading Exam: Main Idea, Plot, Author's purpose
Reference and Research

Writing Exam: Expository writing

SUNSHINE STATE STANDARDS/ BENCHMARKS:

SOCIAL STUDIES- Grades K-2

Strand A: *Time, Continuity, and Change [History]*

Standard 6: *The student understands historical chronology and the historical perspective.*

Benchmark SS.A.1.1.1 The student compares everyday life in different places and times and understands that people, places, and things change over time.

LANGUAGE ARTS- Grades K-2

Strand A: *Reading*

Standard 2: *The student constructs meaning from a wide range of texts.*

Benchmark LA.A.2.1.5 The student uses simple materials of the reference system to obtain information.

Benchmark LA.A.2.1.1 The student determines the main idea or essential message from text and identifies supporting information.

Strand B: Writing

Standard 2: *The student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.1.4 The student composes simple sets of instructions for simple tasks using logical sequencing of steps.

SOCIAL STUDIES- Grades 3-5

Strand A: Time, Continuity, and Change [History]

Standard 6: *The student understands the history of Florida and its people.*

Benchmark SS.A.6.2.6 The student understands the cultural, social, and political features of Native American tribes in Florida's history.

LANGUAGE ARTS- Grades 3-5

Strand A: Reading

Standard 2: *The student constructs meaning from a wide range of texts.*

Benchmark LA.A.2.2.7 *The student recognizes the use of comparison and contrast in a text.*

Benchmark LA.A.2.2.8 *The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.*

Strand B: Writing

Standard 2: *The student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.2.6 *The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.*

MATERIALS:

One large sheet of butcher paper for each student (the length of their bodies)

Markers, crayons, paint, decorating supplies

Material for clothing (optional)

Slips of paper (one for each child)

PRE-VISIT ACTIVITIES:

1. Discuss in detail the appearance of both the Timucua Indians and the Seminole Indians (see attached information). You may want to discuss each one at separate times.
2. Either as a class, or individually, have the students make a list of the similarities and the differences between Timucuan and Seminole clothing and appearance.
3. Explain to the children that they are going to make an almost life-size replica of either a Timucuan or Seminole. You can either have them pick the one they want, or to assure

equal representation, you can write Seminole and Timucuan on slips of paper and have each child draw a slip of paper from a basket.

4. Have them imagine that they are archaeologists, historians, or artists setting out to make some lifecast models for an exhibit at the new History Center that recently opened. Their goal will be to reconstruct the lives of the Indian they chose. This means that they will need to conduct research and collect data so that they can accurately portray the past.
5. When they have completed their research, and decided if they will create a male or a female, give each child a large piece of butcher paper that is as long as their body.
6. Explain to them that they will lie down on the paper and have a friend trace the outline of their body on to the paper.
7. It is up to you as to how elaborate their decorating will be. They can paint or color the figures, they can draw on or use real material for the clothing, and they can draw or make the jewelry and accessories.
8. Depending on their level, you can also ask them to create exhibit labels for their lifecast figures when they have completed their creations. Exhibit labels are the texts that accompany the items in a museum and explain to the visitor the purpose of the exhibit. The students will need to make their labels very clear, concise, and consistent with the data they have collected. They can present the labels to the class upon completion.

AT THE HISTORY CENTER:

1. Explain to the students that they will see actual Life Cast Figures during their visit to the History Center. Ask them to remember what these models look like so that you can review their appearance and the exhibit labels after the visit.

POST-VISIT ACTIVITIES:

1. Discuss how accurate their original models were to what they learned at the History Center. What would they change/add? What other differences or similarities did they learn?

Internet Resources

General information

Indians of Pre-European Florida <http://www.floridahistory.org/floridians/indian.htm>

Florida Native Americans <http://fcit.usf.edu/florida/websites/links001.htm>

Native Americans in Florida Gallery <http://fcit.usf.edu/florida/photos/native/native.htm>

Timucuan

Timucuan Times <http://www.jacksonvillestory.com/Timucua%20Times.htm>

Timucuan History <http://www.hartford-hwp.com/archives/41/267.html>

Timucuan Language <http://www.native-languages.org/timucua.htm>

Who were the Timucuan? <http://pelotes.jea.com/intimuchtm.htm>

The Timucuan After Europeans Contact <http://pelotes.jea.com/intimaft.htm>

Timucua Kid's Page <http://pelotes.jea.com/kidtimuc.htm>

Seminole

Seminole Tribe of Florida website <http://www.seminoletribe.com/history/>

Seminole History timelines <http://www.tampabayhistorycenter.org/seminoles.htm>

The Seminoles <http://www.abfla.com/1toct/seminole/seminole.html>

19th Century Seminole Men's Clothing <http://www.nativetech.org/seminole/index.php>

Seminole Language <http://www.seminoletribe.com/culture/language.shtml>

Florida of the Seminoles <http://www.floridahistory.org/floridians/seminol.htm>

Books

Hann, John H. *A History of the Timucua Indians and Missions*. Gainesville, FL: University Press of Florida, 1996.

- Milanich, Jerald T. *The Timucua*. Cambridge, MA: Blackwell Publishing, 1996.
- Moore-Willson, Minnie. *The Seminoles of Florida*. New York: Moffat, Yard and Company, 1920.
- Payne, Cladine. *Seminole Indians During the Colonial Period*. Florida Heritage Education Program Lesson Plan. Historical Resources, Department of State, The State of Florida.
- Weitzel, Kelly G. *Timucua Indians: A Native American Detective Story*. Gainesville, FL: University Press of Florida, 2000.

Scoring Rubric for Exhibit Labels

ORGANIZATION	CONTENT	DELIVERY	VISUALS	
Flow is excellent. Listener is never lost. Transitions smooth.	Thorough, complete treatment of subject. Shows extensive research.	Great eye contact, voice control, gestures, and demeanor. Exciting and enjoyable.	Excellent use of overheads, videos, graphics, etc. Clear and vivid.	4
Flow is good. Listener stays with content.	Subject covered well with evidence of quality research.	Eye contact, voice control, gestures, and demeanor are good but inconsistent.	Use of visuals is evident and appropriate. Generally they aid the presentation.	3
Becomes a little disjointed. Listener is left confused at times. Subject hops around.	Research is evident but not extensive or lacks a degree of depth. Documented somewhat.	Delivery is not very engaging. Speech is read or mechanical in nature. Not bad but not good.	Visuals are used but are of marginal value. Lack quality or don't enhance delivery much.	2
Very difficult to follow. Listener has hard time keeping focused. Transitions not apparent.	Research is of a cursory nature. Little documentation. Lack of authoritative source.	Delivery is made but of low quality. It amounts to little more than a reading.	Visuals are of such poor quality that they don't enhance presentation at all.	1
NO EVIDENCE	NO EVIDENCE	NO EVIDENCE	NO EVIDENCE	0

TIMUCUAN CLOTHING AND APPEARANCE

Women's Dress

Physical Appearance

Observed to be very agile and almost as big as the men, they were known to be of great strength and excellent health. They had a reddish complexion but were usually not as dark as the men. This is because they used bear grease on their skin as a sun block as well as various oils as cosmetics. They had hawk, not flat noses, a round flat face, and keen sharp eyes.

Hair Styles

The women wore their hair long and loose, often flowing to their hips. They kept their hair very well combed.

Face and Body Paint

Some women, not as many as the men, used tattoos to decorate their bodies. They would poke holes in their skin with something sharp, like a shark's tooth or a bone needle. They would create designs by making a series of small holes and then fill the tiny holes with wood ashes mixed with berry juice. Boys and girls could get tattoos once they started to grow up and take on responsibilities.

Clothes

The women wore little clothing. What they did wear was either made of deerskin or moss. They often wore a deerskin or other animal skin around their waist and tied it in a knot on the left-hand side. They also wore apron-like garments made of Spanish moss and skirts made of woven palm fronds and beaten roots. At times, they also wore leather girdle-like sashes that were often painted red and fringed. Women from the Chiefly class probably began to wear European fabrics after the missionization, but the ordinary women continued to rely on Spanish moss to make basquinas, which covered them like a skirt, but went from their throat to their feet.

Ornaments

Pierced ears were very common. Some of the earrings worn were made from inflated fish bladders. Jewelry was also made from fish teeth, freshwater pearls, feathers, small copper disks, and shells. Both the men and women wore ornaments made of shells around their throats, upper arms, wrists, ankles, upper calves just below the knees, and suspended from belts around their waists. It was noted that these shells were used as money in some provinces.

Men's Dress

Physical Appearance

The Timucuan men were well-proportioned with little deformities. They are described as being sturdy, muscular, and athletic. Their skin tone was either reddish or olive color. They achieved this skin tone because of the melanin in their skin due to the fact that they spent most of their day outside in the sun.

Hair Styles

The men, like the women, wore their hair long. They would often put it in a bobbed ponytail, held up with grasses. It has been said that some men would hold arrows in their hair, like a quiver. Many of the leaders varied their hair styles from day to day. One French observer remarked that he observed a Timucuan male's hair died red like a wild beast and held up high on his head with a royal-like headband.

Face and Body Paint

The men, even more so than the women, decorated their bodies with tattoos. They would cover the front of their bodies, arms, and thighs with cleverly designed tattoos in blue, black, and red. It has been said that the best painter in Europe could not have been able to improve upon them. These tattoos were not all for show, some were to mark rank and placement in society. They also may have earned them through acts of strength and bravery. The most important people in the village not only had the most tattoos, but probably wore blue paint around their lips. In contrast to the permanent tattoos, Timucuan men would change their face paint on a daily basis.

Clothing

Timucuan men with a higher rank would have worn painted bird plumes and deerskin cloaks. The average man, however, wore very little clothing. Painted loincloths made from deerskin, and sashes like the women wore, were probably the extent of their garments. Just as the women did, Timucuan men began wearing Spanish clothing after their contact with the Spaniards. Such items as shirts, breeches, silks, and hats became part of their wardrobe.

Ornaments

Timucuan men pierced their ears and wore the same style jewelry as the women. The artist Le Moyne noted that many chiefs were adorned with different kinds of feathers, necklaces made out of special shells and copper disks, bracelets out of fish teeth, belts with silver bells, and pearly anklets. He observed that many men wore round, flat pieces of gold, brass or silver around their legs. These ornaments tinkled like little bells. Both the men and women kept their fingernails very long and pointed and could use their nails as tools when needed.

SEMINOLE CLOTHING AND APPEARANCE of the 18th and 19th Centuries

Women's Dress

Physical Appearance

The physique of the Seminole women will compare favorably with that of the man. They were healthy, robust, and well-featured.

Hair Styles

Women wore their hair long and braided. They wrapped the braids around their heads. For special occasions, some women pinned a silver brooch (a decorative pin) to the braids. Others tied lots of silk ribands (early spelling of ribbon) in many colors to the braids. Sometimes the ribands were so long that they almost touched the ground.

Face Paint

Unlike Seminole men, women never painted their faces.

Bodices

Instead of a shirt or blouse, women wore a bodice. A bodice looked something like the top part of a dress. Seminole women made their bodices out of cotton calico or linen that they got from the British traders. The cloth came in different colors and usually had a floral, striped, or checked pattern. Often the women sewed tiny glass beads onto the bodice as decoration.

Skirts

Before Europeans arrived, Southeastern Indian women wore skirts made of buckskin (deerskin) or woven from Spanish moss (a plant found hanging in the trees). After the British set up trading posts in Seminole towns, skirts made of European cloth became popular. The Seminole women used calico, chintz, or linen to make themselves knee-length skirts. As with bodices, the cloth for the skirts was often striped, checked, or had a flower print.

Capes

In cold weather the women wore long mantles or capes. Sometimes these were made of the fur of the bears, wolves, or panthers captured by the men. Sometimes mantles were made of stroud (a wool cloth) which the women got from the British traders. At ceremonial dances, the women wore blue or red mantles made of fine cloth. These special mantles often had little round silver or brass bells sewn to them.

Ornaments

Seminole women especially liked glass bead necklaces, often wearing several necklaces at one time. Beads came in many colors; the most popular colors were red, blue, and green. Some women wore silver crucifixes attached to bead necklaces. Spanish missionaries

probably gave the crucifixes to them before the British era. Circular silver brooches and earbobs (earrings) were also popular.

Shoes

Women wore short boots called buckskins, which they made themselves. Buckskins were made of deerskin and reached to the calf of the leg.

Men's Dress

Physical Appearance

Most Seminole men were bright copper in color and over six feet tall. They were very graceful, supple, and athletic. Their eyes were jet black, their noses were straight but slightly broadened, and their mouths were firm.

Hair Styles

Seminole men shaved or plucked the hair along the sides of their heads. The hair on the top of their heads was cut so short it stood straight up. The hair at the back of their heads was left longer and tied back.

Headdresses

In colonial times, Seminole men often wore a band around their heads. The bands had designs woven into them and beads sewn onto them. The men stuck tall crane or heron feathers into the front of the bands. White feathers were a sign of bravery. Toward the end of the 1700s turbans became popular. This headdress was made by winding a long piece of cloth around the head. This cloth was obtained from the British traders. It came in different colors and often had a floral, striped, or checked pattern. The turbans usually had tall feathers attached to the top.

Face Paint

Seminole men often painted their faces and upper bodies. Red and black were favorite colors. Sometimes the men painted simple designs like stripes. At other times, they painted flowers, animals, stars, crescents, or suns.

Shirts

Men usually wore a long shirt that hung loose from the shoulders or had a sash tied around the waist. British traders stocked many types of shirts to trade with Seminole men. The most expensive shirts were ruffled, white linen shirts, but the traders also carried plain white or gingham shirts. Seminole women sometimes sewed shirts for the men from the calico cloth, which they got from the traders. Calico cloth came in many colors and patterns. When hunting, men often wore a tailored buckskin hunting shirt.

Coats and Capes

Sometimes in cold weather, Seminole men wore mantles like the women wore. These were made of red or blue shoud. At other times, the men just tied animal skins to their shoulders. For special occasions, some men wore a short cape made of colorful pink flamingo feathers. The most important men often had British greatcoats (a heavy British military coat) which they got as presents from British officials.

Breechcloths

Seminole men thought that the trousers worn by British men were not manly. The Seminole men preferred breechcloths. The Seminole breechcloth looked something like the Scottish kilt of the 1700s. A breechcloth was a long piece of cloth about 18 inches wide that covered the hips and upper legs. It was held in place by a sash or belt, and the ends of the cloth hung down in the front and back to just above the knee. Breechcloths were usually made of red or blue braize (similar to felt) and were often decorated with beads.

Ornaments

Like Seminole women, men liked necklaces made of glass beads. Some men wore silver crucifixes attached to bead necklaces. Spanish missionaries probably gave the crucifixes to them before the British era. After the 1760s, the British gave the most important men silver, crescent-shaped gorgets (large ornaments) like those worn by the British officers. Important Seminole men also wore silver and gold chains and silver armbands. In their pierced ears, Seminole men wore colored feathers (often heron feathers) or silver earbobs. Some men also wore nose rings. One other characteristic of Seminole dress was to wear bright bandanas around the neck. They exhibited pride in the number of handkerchiefs they possessed,

Shoes and Leggings

Seminole men wore moccasins made of deer or buffalo skin. Along with moccasins, men wore gaiters, or leggings, made of thick stroud (red was the favorite color). The gaiters wrapped around the leg and helped protect them from snake bites and sharp underbrush. Leggings and moccasins were made by Seminole women who often decorated them with glass beads, silver bells, or fringe. Frequently, men tied colorful garters around the leggings just below the knee. Garters were made of wool with designs woven into them, and they often had beads sewn onto them.