



Objectives:

1. The students will be able to identify characteristics of the Tequesta tribe.
2. The students will be able to compare and contrast this tribe to the Calusa tribe.
3. The students will be able to explain why the Tequesta did not become a large or powerful tribe.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 - SS.A.1.2.3 - SS.A.6.2.6 - SS.B.1.2.1

Vocabulary:

gatherers sea cow delicacy prominent chisel

Suggested Activities:

1. Have the students identify the southeastern coastal area on a map of Florida. Label Biscayne Bay, the Miami River, and the Everglades. The students can also add pictures of the various plants and animals they used for food.
2. Using a Venn diagram, have the students compare and contrast the types of food eaten by the Tequesta Indians and the Tocobaga (or Calusa).
3. Have the students research more about the Tequesta Indians, such as the type of homes they lived in, the clothes they wore, etc., using the web sites provided.
4. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)