



## Trade and Travel in Apalachee Province [Sunshine State Standards](#)

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### OVERVIEW

Group work in this activity provides students with a better understanding of overland trade and travel in the Apalachee Province and the New World.

During your students' visit to Mission San Luis, they learned that because of its climate and fertile soils, Apalachee Province provided foods and other goods that supplied other Spanish outposts such as St. Augustine, San Marcos (on the coast at Apalachee Bay), and Havana, Cuba. Goods left and arrived at the Mission by several overland methods, including people, horses, and on ox-drawn carts. Canoes and small boats were used on navigable creeks and rivers to carry products to San Marcos, where sailing ships took them the rest of the way to St. Augustine or Cuba.



The Florencia family was among the wealthiest Spanish families living at San Luis. Diego de Florencia owned several ships that transported cow and deer hides along with other trade goods, to St. Augustine and Havana in exchange for goods from the Orient, Europe, and other parts of the New World.

### GOALS

- Students will learn about methods of travel in Apalachee Province and the New World.
- Students will compare methods of travel in the mission period with those of the present day.

### Course of Study

The following lesson has been designed for grades 6–8. It correlates with the [Sunshine State Standards](#) for all grades and enhances skills assessed through FCAT, specifically for grades 3–5.

### Preparation

1. Read [A Teacher Guide](#).
2. Determine how students will be divided into groups of three or four participants each.
3. Make copies of the map of trade routes to St. Augustine (one per group) and the student handout (one per student).

# Post-Visit Lesson 4

## Trade and Travel in Apalachee Province



**Materials**—map of trade routes to St. Augustine, student handout, chalk and chalkboard, paper and pencil.

**Time required**—allow 30 minutes to prepare for this activity and one to two class periods to complete.

### Procedure

- Open the activity by asking students how commercial products are acquired and transported today. Ask them what they recall from the field trip about the goods that were produced at San Luis. How did the residents export surplus animals and crops, and how did they import needed items? Turn the discussion to a comparison of travel and trade at the Mission with present day circumstances.
- Explain that students will work in teams to plan a trip from San Luis to St. Augustine to trade and sell a variety of goods in exchange for goods to bring back to the Mission.
- Divide students into groups, and distribute copies of the map and handout. Give students a few minutes to review the handout and answer any questions; then instruct the teams to begin.



### Closure

When the groups have completed the questions and calculations on the handout, allow each group to share how it solved the problems. Ask teams to prepare a group report about their trading trip to St. Augustine.



# Post-Visit Lesson 4

## Trade and Travel Student Handout PAGE 1



### Problem 1

You must plan a trip from San Luis to San Marcos with a load of supplies. Men and horses will carry the goods from San Luis to a navigable river nearby. There the products will be loaded into canoes and paddled to San Marcos, about 30 miles away on Apalachee Bay.

Each Apalachee man can carry about 80 pounds of supplies. A horse can carry about 300 pounds of supplies. The goods that must be transported by men and horses include 355 deer hides, 45 cow hides, 48 pig hides, 505 bushels of corn, and 206 chickens. In addition, 101 cows and 150 pigs will be herded overland by men using the road from San Luis to San Marcos.

- How many men and horses will it take to get the supplies to the river?

Weight of goods

- deer hide = 2 pounds
- cow hide = 5 pounds
- pig hide = 2 pounds
- bushel of corn = 64 pounds
- chicken = 2 pounds
- cow = 500 pounds
- pig = 150 pounds

### Problem 2

There are some other things that you must consider when planning this trip.

Someone must make an inventory of the goods, and you must determine how much it will cost to have your supplies transported. Spaniards were supposed to pay the Apalachee one real per day for their labor. It will take one day to reach the river.

- Given the number of Apalachee men that it will take to carry the goods to the river, how many reals will it cost to pay all of the men?

### Problem 3

The Apalachee men and the horses carry your goods to the river. There they arranged for the canoes needed for the rest of the trip to San Marcos, which will take one day to reach. The cows and pigs are herded overland by Apalachee and Spanish men. They will arrive in San Marcos on the following day. Unfortunately, during the trip from San Luis to San Marcos, some of your goods are lost and damaged due to a storm and a raid by hostile Chacato Indians. During the storm, you lost 5 bushels of corn and 6 pigs. The Chacato raiding party ran off with 10 bushels of corn, 12 hides of deer, 15 pigs, and 5 cows.

- You must adjust your inventory list so that it reflects the goods that you lost and the goods that you still have.

# Post-Visit Lesson 4

## Trade and Travel Student Handout PAGE 2



### Problem 4

When you arrive at San Marcos, two ships are waiting to take your supplies to St. Augustine. Before you can continue, you must determine how much it will cost to transport your goods. You must pay 5 percent of the supplies that you are shipping per vessel. Rather than pay the ships' captains with money, you arrange to pay them with some of your products.

- Decide which items you will use to pay the two captains. When you have subtracted these quantities from your total cargo, adjust your inventory list to reflect these deductions.

### Problem 5

The two ships depart from San Marcos and arrive at St. Augustine in 13 days. During the voyage, you experience beautiful weather, but nonetheless, you suffer some minor damage to your cargo. Rats living in the holds of the ships nibbled at 5 bushels of corn and 10 deer hides. In addition, when you arrive in St. Augustine, you must pay a 5 percent tax on your goods at the port. You can pay the tax with products rather than money.

- Recalculate your inventory due to the damage that occurred during the sail from San Marcos to St. Augustine.
- Subtract 5 percent from each type of good in your cargo to create a final inventory of products to exchange in St. Augustine.

### Problem 6

You are now ready to do business in St. Augustine. You have a list of items that you wish to bring back to San Luis, including horses, tools, lamps, a type of cloth called jergueta (er-gweyeta), and religious articles. Some items you can acquire by trading goods that you have; others must be purchased with money. You know that when you return to San Luis, you will be able to sell or exchange all that you acquire.

- Based on the inventory of goods that you have, create a "shopping list" of items that you will take back to San Luis. Use the rates of exchange and price list below to solve this problem.

#### Rates of exchange

- 20 bushels of corn = 5 yards of jergueta
- 2 deer hides = 1 yard of jergueta
- 1 cowhide = 2 yards of jergueta or 4 reales
- 1 pig hide = 1 yard of jergueta
- 4 chickens = 1 yard of jergueta
- 1 pig = 1 peso
- 1 cow = 20 pesos

#### Items that must be purchased with money

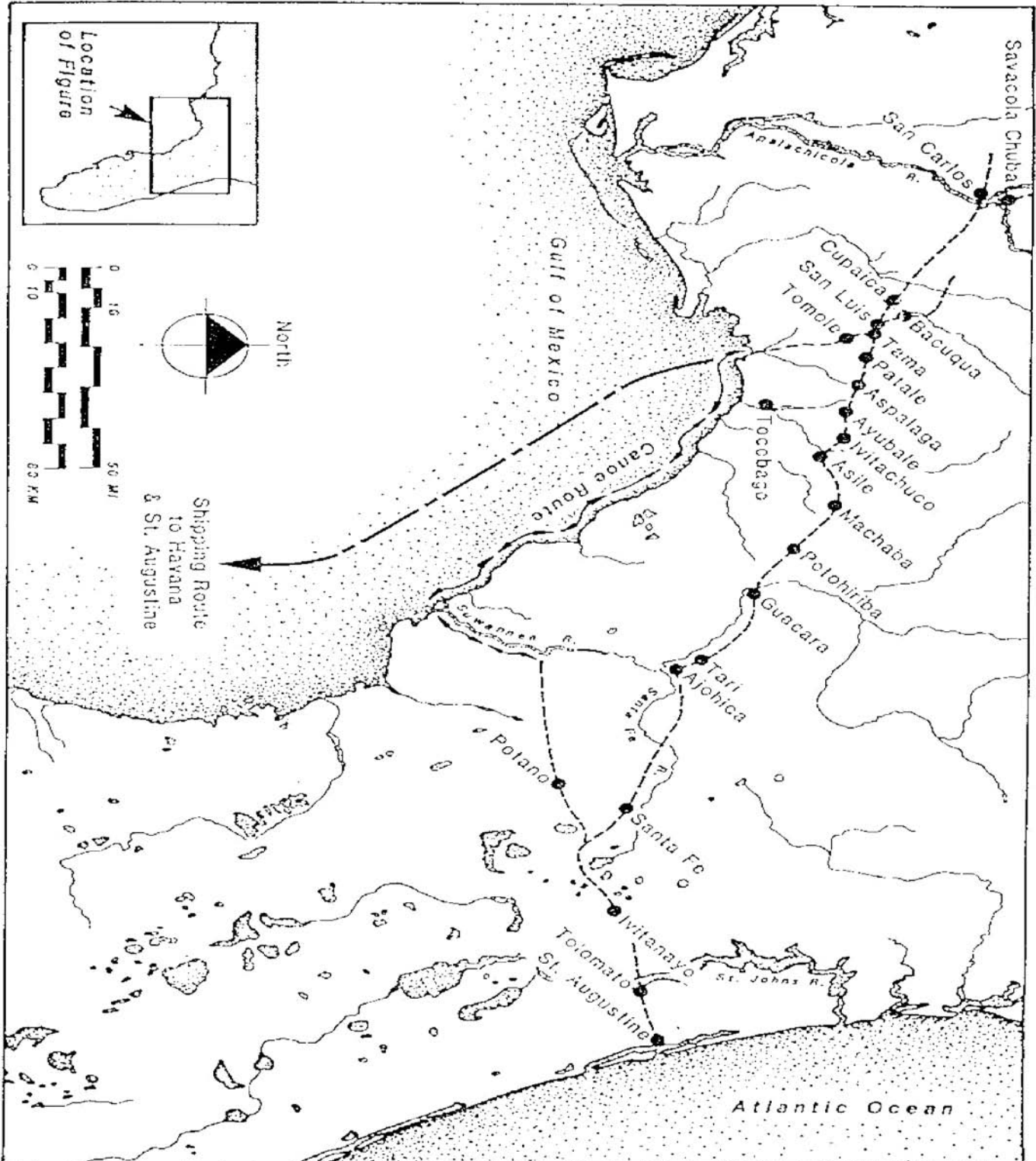
- 30 pesos = 1 mare
- 1 peso = a bronze image of Our Lady
- 8 pesos = a used whetstone
- 25 pesos = 1 stallion
- 1 peso = 1 lamp
- 5 pesos = 2 saws or 1 handsaw
- 4 pesos = 1 machete
- 2 pesos = 1 pewter plate
- 4 pesos = 1 iron chain
- 2 pesos = 1 spade
- 1 peso = 1 barrel

# Post-Visit Lesson 4

Trade and Travel  
Student Handout  
PAGE 3



## Trade Map



# Sunshine State Standards

## Post-Visit Lesson 4



Completion of Post-Visit Lesson 4 meets benchmarks found in:

### Grades 6–8

- **Language Arts**

Reading

**LA.A.1.3** — The student uses the reading process effectively.

Writing

**LA.B.1.3** — The student uses writing processes effectively.

**LA.B.2.3** — The student writes to communicate ideas and information effectively.

Listening,

**LA.C.1.3** — The student uses listening strategies effectively.

Viewing, and

**LA.C.2.3** — The student uses viewing strategies effectively.

Speaking

**LA.C.3.3** — The student uses speaking strategies effectively.

- **Mathematics**

Number, Sense,

**MA.A.1.3** — The student understands different ways numbers are represented and used in the real world.

Concepts, and Operation

**MA.A.4.3** — The student uses estimation in problem solving and computation.

Measurement

**MA.B.3.3** — The student estimates measurements in real-world problem situations.

- **Social Studies**

Time, Continuity,

**SS.A.1.3** — The student understands historical chronology and the historical perspective.

and Change/History

**SS.A.4.3** — The student understands U.S. history to 1880.

**SS.A.6.3** — The student understands the history of Florida and its people.