



## From Spanish Moss to Spanish Style: Spanish and Apalachee Indian Clothing Styles

[Sunshine State Standards](#)

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### OVERVIEW

Through group activities, students explore differences in Spanish and Apalachee Indian clothing styles, and discover changes that occurred after the two cultures interacted at Mission San Luis.



Clothing worn by Spaniards and Apalachee Indians was very different in style and materials of fabrication before these two cultures began to interact. The wardrobe of a Spanish woman consisted of a chemise (an ankle-length white under-dress that was also worn as a nightgown), a corset, one or two ankle-length skirts, and a bodice (close-fitting top) with sleeves. On her head she wore a large scarf called a mantilla. Pockets were worn on a separate belt under the skirt (the skirt had slits through which the pockets were reached), a long apron, and stockings. Shoes or sandals completed the outfit.

The clothing of Spanish men included knee-length breeches, a long shirt that also served as sleep wear, a doublet (a short, close fitted jacket), long stockings, shoes or sandals, and usually a large hat.

Spanish men and women wore long capes during cold or rainy weather. Their clothing was made from a variety of materials including wool, flax, and silk.

At the time of contact with Europeans, Apalachee women wore highly revealing knee-length skirts or shoulder-to-ankle-length tunics made of Spanish moss. Apalachee men wore breechclouts (loincloths) that often were the sole garment worn in warm weather, leather moccasins made of deerskin, and, when necessary, a blanket or coat made of animal hide.

Apalachee clothing changed dramatically soon after contact with Spaniards. Not only did the priests persuade native women to cover themselves more completely, but Spanish clothing also was used as payment for work that the Apalachee completed. By the 1680s, the Apalachee were dressing almost identically to their European neighbors.

After missions and town sites in Apalachee Province were destroyed in 1704, Frenchmen and Spaniards who observed migrating Apalachee Indians in Pensacola and Mobile commented that the natives were dressed in European fashion. The men wore cloth overcoats, doublets, knee breeches, and shirts; the women wore cloaks, shirts, and skirts made of linen. The women's hair styles also reflected the Spanish tradition of having one or two braids tied with ribbons.

### GOALS

- Students will identify clothing styles and materials that Spaniards and Apalachee Indians used before contact and distinguish the differences.
- Understand reasons for changes in clothing styles and materials after contact.

# Pre-Visit Lesson 1

## From Spanish Moss to Spanish Style: Spanish and Apalachee Indian Clothing Styles [Sunshine State Standards](#)



### Course of Study

The following activities have been designed for grades 3–8. This program 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](#) to prepare for guiding student discussion.
2. Determine how students will be divided into teams of three or four participants each.
3. Make one copy of the illustrations of Spanish and Apalachee clothing styles for each team.

**Materials**—the illustrations that are provided.

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

### Procedure

1. Begin the activity with a discussion about the clothes that students wear. Ask questions such as: What items do you wear every day? What are your clothes made of, and where do these fabrics come from? What determines the styles that you choose? How does the weather affect what you wear? Discuss the concept that clothing styles have changed over time and that styles are affected by many factors such as available materials, personal choice, and cultural influences.
2. Divide the students into groups. Explain that teams will have one class period to investigate the styles of clothing that the Apalachee Indians and Spaniards wore before contact, while the two cultures lived together at San Luis, and why some of the styles changed as a result of interaction.
3. As groups work on the following activities, circulate among them to answer questions and to assess individual student participation.

#### Activity 1

Give each team the illustrations of Apalachee clothing styles before the Spanish arrived at Mission San Luis. Explain that teams will have 10 minutes to examine the drawings and answer the questions on the illustrations.

#### Activity 2

Distribute the illustrations of Apalachee clothing styles after the Spanish arrived at Mission San Luis and after about 50 years. Again, tell teams that they will have 10 minutes to discuss the drawings and answer the questions.

#### Activity 3

Ask group members to spend 10 minutes comparing and contrasting their modern clothing with the garments worn by Spaniards and Apalachee before and after contact.

### Closure

Lead a group discussion about the differences and changes in Spanish and Apalachee dress, using the illustrations as guides and information in A Teacher Guide to prompt student answers. Ask students why the changes might have occurred and the benefits or problems that may have resulted. Finally, ask whether they can think of other situations that might cause a group of people to adopt the traditions of another culture.

### Assessment

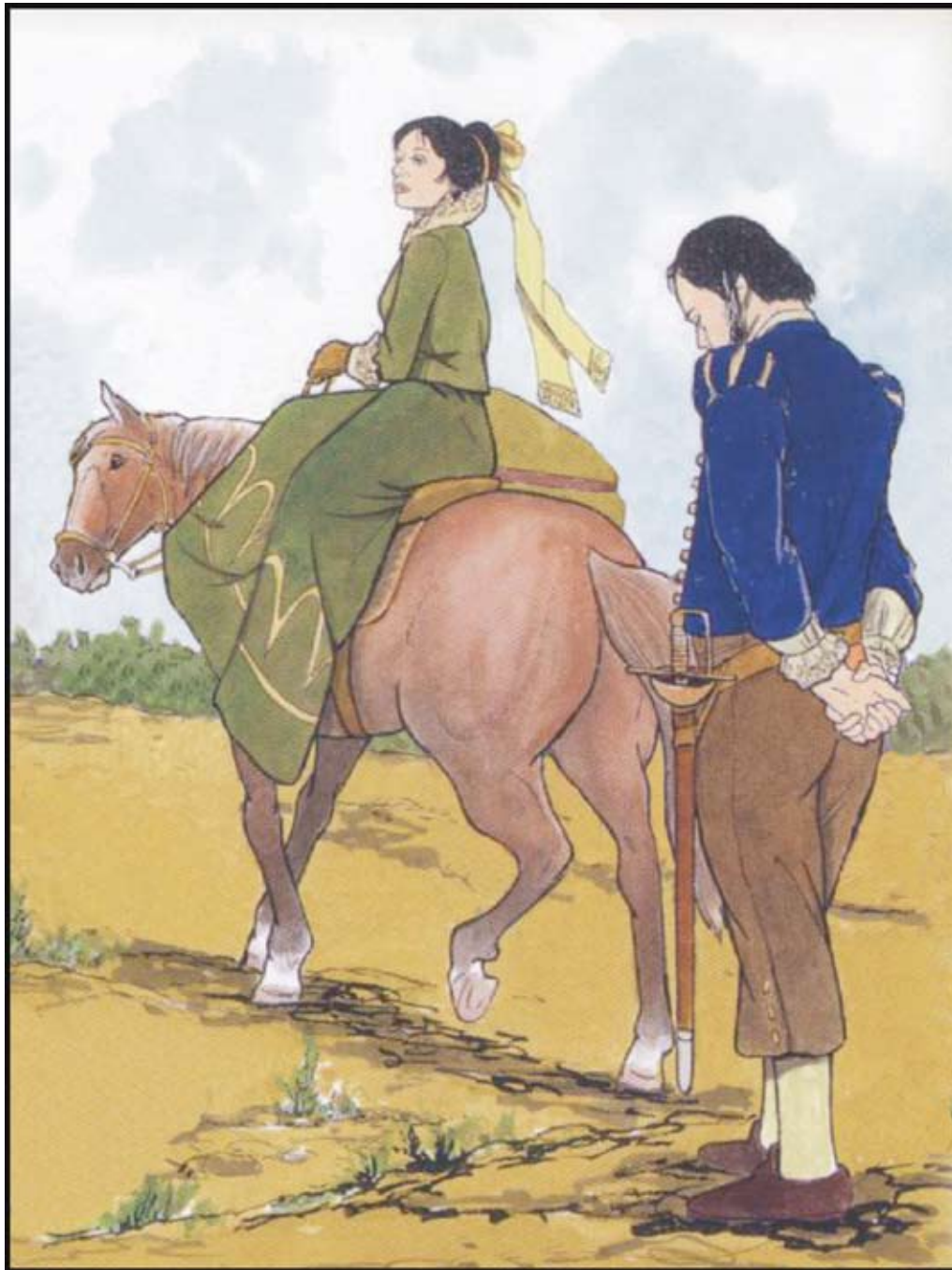
Ask students to write a short report about the differences and changes in Apalachee dress.

# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 1)



## Spanish Clothing



# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 2)



## Spanish Clothing

Answer these questions about Spanish clothing.

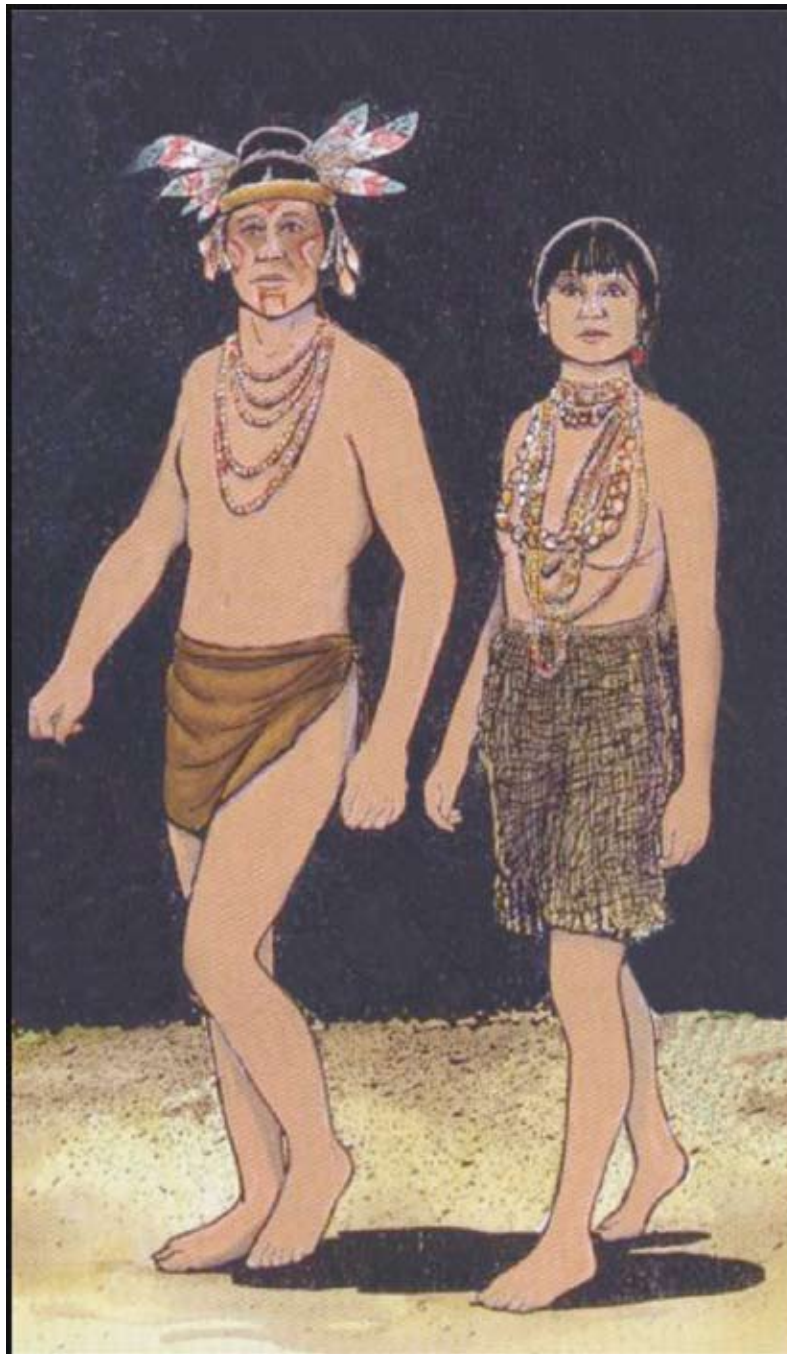
1. What clothing is the Spanish man wearing?
2. What clothing is the Spanish woman wearing?
3. What are the clothes made of?
4. How are the styles similar to and different from clothing worn by the Apalachee?
5. Why would clothing styles be similar, and why would they be different?

# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 1)



## Apalachee Clothing Before the Spanish Arrived at Mission San Luis



# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 2)



## Apalachee Clothing Before the Spanish Arrived at Mission San Luis

Answer these questions about Apalachee clothing before contact with the Spanish.

6. What clothing is the Apalachee man wearing?
  
7. What clothing is the Apalachee woman wearing?
  
8. What are the clothes made of?
  
9. How are the styles different from clothing worn by the Spanish.
  
10. Why would clothing styles be different?

# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 1)



## Apalachee Clothing After the Spanish Arrived at Mission San Luis



# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 2)



## Apalachee Clothing After the Spanish Arrived at Mission San Luis

Answer these questions about Apalachee clothing after contact with the Spanish.

11. What clothing is the Apalachee man wearing?
  
12. What clothing is the Apalachee woman wearing?
  
13. What are the clothes made of?
  
14. How did their clothing styles change after the Spanish arrived?
  
15. How are the styles similar to and different from clothing worn by the Spanish?
  
16. Why would clothing styles be similar, and why would they be different?

# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 1)



## Apalachee Clothing About 50 Years after the Spanish Arrived at Mission San Luis



# Pre-Visit Lesson 1

From Spanish Moss to Spanish Style  
Student Handout  
(PAGE 2)



## Apalachee Clothing About 50 Years after the Spanish Arrived at Mission San Luis

Answer these questions about Apalachee clothing after contact with the Spanish.

17. What clothing are the Apalachee women wearing?

18. What clothing is the Apalachee man wearing?

19. What are the clothes made of?

20. How did their clothing styles change?

21. How are the styles similar to and different from clothing worn by the Spanish?

22. Why would clothing styles be similar, and why would they be different?

# Sunshine State Standards

## Pre-Visit Lesson 1



Completion of Pre-Visit Lesson 1 meets benchmarks found in:

### Grades 3–5

- **Language Arts**  
Listening, Viewing, and Speaking
  - LA.C.1.2** — The student uses listening strategies effectively.
  - LA.C.2.2** — The student uses viewing strategies effectively.
  - LA.C.3.2** — The student uses speaking strategies effectively.
- **Social Studies**  
Time, Continuity, and Change/History
  - SS.A.1.2** — The student understands historical chronology and the historical perspective.
  - SS.A.6.2** — The student understands the history of Florida and its people.  
  - People, Places, and Environments/Geography
    - SS.B.2.2** — The student understands the interactions of people and the physical environment.
- **Visual Arts**  
Applications to Life
  - VA.E.1.2** — The student makes connections between visual arts, other disciplines, and the real world.

### Grades 6–8

- **Language Arts**  
Listening, Viewing, and Speaking
  - LA.C.1.3** — The student uses listening strategies effectively.
  - LA.C.2.3** — The student uses viewing strategies effectively.
  - LA.C.3.3** — The student uses speaking strategies effectively.
- **Social Studies**  
Time, Continuity, and Change/History
  - SS.A.1.3** — The student understands historical chronology and the historical perspective.
  - SS.A.6.3** — The student understands the history of Florida and its people.  
  - People, Places, and Environments/Geography
    - SS.B.2.3** — The student understands the interactions of people and the physical environment.
- **Visual Arts**  
Applications to Life
  - VA.E.1.3** — The student makes connections between visual arts, other disciplines, and the real world.