



New Food in the Pot: Changes in the Spanish and Apalachee Diets

[Sunshine State Standards](#)

OVERVIEW

This lesson prepares students for their visit to Mission San Luis. There they will learn about the foodways of the Spaniards and the Apalachee Indians. Students explore cultural and environmental factors that help to determine the foods that people eat.

Because “food is the staff of life,” every culture has specific attitudes about what people eat based on what is available and what is considered appropriate. Within each culture, people express individual food preferences or avoidances based on personal tastes, religious beliefs, medical conditions, and a host of other factors. Moreover, in modern times, many people are very aware of health considerations pertaining to food, and many seek to enjoy the cuisines of different ethnic groups.



Before they began to coexist at Mission San Luis, Apalachee Indians and Spaniards had very different eating habits. The most important foods in the Apalachee diet were corn, beans, and squash (the “three sisters”) which they supplemented with sunflower seeds, wild grapes, acorns, hickory nuts, blackberries, maypop, and other wild plants. In addition to fishing and gathering shellfish, the Apalachee hunted deer, bear, panther, rabbit, squirrel, opossum, turtle, and wild turkey.

The common Mediterranean staples of wheat, olive oil, and wine were central to the traditional Spanish diet. Because meat was expensive in most areas, it was consumed primarily by the upper classes. People living near rivers and the sea ate fish frequently, and almost all Spaniards ate fish on religious holidays.

When Spaniards and Apalachee Indians settled at Mission San Luis, both groups learned new foodways. The Apalachees were exposed to domesticated animals such as cows, pigs, and chickens, as well as new vegetable and plant crops. Spaniards began to consume such native foods as deer, unfamiliar species of fish, turtles, corn, wild grapes, and maypop. The Spanish introduced peaches, wheat, and peas as well as domesticated animals. They imported wine, olives, olive oil, and other staples familiar to them that could not be produced locally.

GOALS

- Students will understand that culture and environment contribute to food preferences
- Students will understand that cross-cultural contact can change the foodways of a people

Pre-Visit Lesson 3



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Course of Study

The following activities have been designed for grades 3–5. This program correlates with the [Sunshine State Standards](#) for all grades and enhances skills assessed through FCAT, specifically for grades 3–5.

Procedure

Ask students to read the following paragraphs and answer the questions.

Before they lived together at Mission San Luis, the Apalachee Indians and the Spanish had very different ways of selecting, acquiring, cooking, and eating food (called foodways). When they settled at Mission San Luis, both groups learned foodways from each other.

The most important foods for the Apalachees were the crops they grew in their fields. They grew corn, beans, and squash (called the “three sisters”). They also harvested sunflower seeds, wild grapes, acorns, hickory nuts, blackberries, and wild animals. They fished in the rivers and gathered shellfish and turtles.

The Spanish preferred the foods of their homeland, Spain. The most important foods they brought from Spain were wheat, rice, olives, olive oil, and wine. They also liked to eat meats and fish. The Spanish brought three kinds of animals used for food—cows, pigs, and chickens. They grew peaches, peas, and other vegetables. They taught the Apalachees how to grow these foods and how to raise farm animals.

Closure

Ask students to answer questions on Pre-Visit Lesson 3 Student Handout.



Pre-Visit Lesson 3

New Food in the Pot: Student Handout



New Food in the Pot: Changes in the Spanish and Apalachee Diets

- 1) What is the main subject of the paragraphs you have read?

- 2) Name the most important crops for the Apalachees. _____,
_____, _____.

- 3) What are these crops called? _____.

- 4) What three animals did the Spanish bring with them when they settled at Mission San Luis?
_____, _____, _____.

- 5) What is one way that the two groups shared with each other?

- 6) Did the Spanish people at San Luis grow olives? Yes No

- 7) The Apalachees liked peaches and grew a lot of them. Yes No

- 8) The Apalachees grew these Spanish foods _____,
_____, and _____.

- 9) The Apalachees harvested these wild foods _____,
_____, and _____.

- 10) The Spanish ate with their fingers. Yes No Don't Know

Sunshine State Standards

Pre-Visit Lesson 3



Completion of Pre-Visit Lesson 3 meets benchmarks found in:

Grades 3–5

- **Language Arts**

Reading

LA.A.1.2 — The student uses the reading process effectively.

Writing

LA.B.1.2 — The student uses the writing process effectively.

- **Social Studies**

Time, Continuity,
and Change/History

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.

Economics

SS.D.1.2 — The student understands how scarcity requires individuals and institutions to make choices about how to use resources.