



Cassina

2016 - Driftwood Education Center



Class Description:

Cassina is a cultural journey back in time to discover what it was like to be a Timucuan Native American. Make rope, use their tools and weapons, and enjoy tea as we compare the Timucuan culture to our own.

Driftwood Education Center
Po Box 20712 St. Simons Island, GA 31522
Phone: 912.638.3849 Fax: 912.634.0642
www.driftwoodee.org

Table of contents and outline:

I. Pre-class set-up (15 min.)

1. Gather cups.
2. Cut hemp for rope making.

II. Introduction, overview, and assessment (10 min.)

1. Briefly discuss the idea of culture.
2. Introduce students to a brief history about the

Timucuans.

3. Give the students an overview of the class.

Concept 1 & Outcome 1

III. Traveling to Camp (5 min.)

1. Identify plants for tea the Timucuans may have used.

Concept 2 & Outcome 3

IV. Spending Time at Camp (30 min.)

1. Show students how to make rope.
2. Show students how to use the bow drill for fire making.
3. Show students a few games.

Concepts 1, 2 & Outcomes 3, 4

V. Hunting (30 min.)

1. Discuss briefly the history of weapons.
2. Demonstrate how to use the weapons.
3. Have students try out weapons.

Concepts 1, 2 & Outcomes 2, 3, 4

VI. Conclusion and Wrap Up (10 min.)

1. Tell story.

VII. Clean Up (5 min.)

1. Clean up camp, by placing all materials in the proper location.

National Standards met

NNS-USH. K-4.1 Living and working together in families and communities, now and long ago

- Understands family life now and in the past, and family life in various places long ago.
- Understands the history of the local community and how communities in North America varied long ago.

NSS-USH. K-4.2 The history of students' own state or region

- Understands the people, events, problems, and ideas that were significant in creating the history of their state.

Georgia Standards met

3rd Grade:

SS3H1 Describe early American Indian cultures and their development in North America.

b. Describe how the American Indians used their environment to obtain food, clothing, and shelter.

8th Grade

SS8H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia.

a. Describe the characteristics of American Indians living in Georgia at the time of European contact; to include culture, food, weapons/tools, and shelter.

S. Carolina Standards met

4th and 6th Grade

SS4-1.2 Compare the everyday life, physical environment, and culture of the major Native American cultural groupings.

SS6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.

8th Grade

SS8-1.1 Summarize the collective and individual aspects of the Native American culture of the Eastern Woodlands tribal groups.

Florida Standards met

4th and 5th Grade:

SS.4.A.2.In.a: Identify important cultural aspects of Native American tribes of Florida

SS.4.A.2.Su.a: Recognize an important cultural aspect of Native American tribes of Florida

SS.4.A.2.Pa.a: Recognize differences in artifacts of Native Americans in Florida

SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.

SS5.A.2.3. Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

8th Grade:

SS8.A.1.7. View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

2. SS8.A.2.5. Discuss the impact of colonial settlement on Native American populations.