

## Pan's Garden – Grades 4-5

### To Be Completed at School BEFORE Field Trip

Have students complete the [Pre-Survey](#). Scan and email completed student surveys to Susan Lerner at [slerner@palmbeachpreservation.org](mailto:slerner@palmbeachpreservation.org).

**ENGAGE (Pre-Visit - at school):** Have students visit the website, [native-land.ca](http://native-land.ca) to find out which Indigenous peoples live(d) where they live. Ask them to type in their home address. You may also type in the school's address and display the results on a large screen for the entire class. You should get three or four results:

- Tequesta
- Taino
- Jeaga (parts of northern PBC)
- Seminole

Ask: Why do you think 3 different results came up? (Students may give answers that reference all not having lived there at the same time [e.g. Seminoles came later] or that tribal boundaries weren't very distinct.)

Ask: Have you heard of any of these three or four tribes? (Students are probably more likely to have heard of Tequesta since it is the name of a town in PBC or Seminoles [e.g. Florida State Seminoles]) than Taino. Students in the northern part of the county are more likely to have heard of Jeaga [e.g. Jeaga Middle School in WPB])

Ask: Are any of these tribes still around today? (Students may recognize that Seminoles are still around and although Tainos were officially declared extinct in 1565, some self-identify as such today. [NOTE: Although Tainos were officially declared extinct in 1565, DNA evidence and oral history accounts suggest descendants of Taino people continue to this day.]) If not, why not? (Students may recognize that most were wiped out from disease after European colonization and the rest were captured, forced to assimilate, or were killed.)

Take note of prior knowledge and misconceptions.

**EXPLORE (Pre-Visit - at school):** OPTIONAL: Assign students into groups of 4. Provide access to the [The Native Plants in Pan's Garden](#) and/or print out a set for each group. Using the information about native plants provided, have each group complete [Is There a \(Seminole\) Doctor in the House?](#) You have the option of dividing up the illnesses and assigning a few to each group, who can then share with each other. See [Is There a \(Seminole\) Doctor in the House? - KEY](#) to review answers with students.