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French map of Jonathan Dickinson’s journey. HSPBC.
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Information about the Teacher’s Resource Guide

The Florida History Teacher’s Resource Guide offers teachers a variety of activities to implement with the Florida History Program. The Teacher’s Resource Guide is organized similar to the tabloid. Within each era of the tabloid, there are a variety of activities offered to enrich classroom implementation of the curriculum. Please see below for a complete description of the items found within the segments.

Sunshine State Standards and Benchmark Alignment:
Each historical segment of the Teacher’s Resource Guide is aligned to the social studies, language arts, science, mathematics, and visual arts benchmarks and grade level expectations at fourth grade.

Newspaper Activities:
The newspaper activities offer teachers useful tips for utilizing both the Florida History tabloid and the accompanying newspapers that are delivered to the school. Basic activities for use of the newspapers include the physical management of the newspaper, the basic questions answered in newspaper articles, as well as the common sections of a local newspaper. Activities specific to Florida History are also included.

Vocabulary
Challenging and relevant vocabulary words that are used in the tabloid are also noted in the Teachers’ Guide. Included with each vocabulary list are ideas for teaching the words and their related conceptual meanings. Please also find a word search and word web that may be used throughout the implementation of the Florida History curriculum. Word Search puzzles are also included for each vocabulary list.

Integrated Activities
Many of the segments also contain integrated lessons. The lessons highlight the additional subject areas that are addressed within the topics and lessons. Additional integrated lessons include the visual arts, science, and language arts lessons.

Pre/Post Test Assessment
A Pre/Post Test Assessment is located at the front of the guide. Teachers may give the test to students before and/or after the completion of the Florida History Program to evaluate their knowledge of Florida history. The format of the questions is open essay. Teachers may ask students to respond in the short or extended response format. Comparing student responses prior to and at the conclusion of the unit will serve as a powerful indicator of the content students have learned. Questions may be given all at once or as each segment of the unit is taught.

Reading Comprehension Questions
Reading questions have been formatted to reflect the style of the FCAT. They are included at the end of each segment in the Teacher’s Resource Guide.

FCAT Practice
The University of South Florida has developed several FCAT practice passages and questions. These passages are all focused on the content of Florida History. There are several practice passages throughout the Teacher’s Resource Guide. There are more available at the following URL [www.fcit.usf.edu/florida/lessons/lessons.htm](http://www.fcit.usf.edu/florida/lessons/lessons.htm).
Florida History Tabloid and Newspaper Activities
Florida History Tabloid and Newspaper Activities

The Florida History newspaper is referred to as a tabloid. It is a small supplement, containing short articles that accompanies the newspaper. The following activities are extensions of the text. These activities encourage students to revisit the text and use it as a basis for higher level thinking activities. For six weeks following the arrival of the tab, each classroom receiving the tabloid will also receive 12 supplementary Palm Beach Post newspapers for the classroom. These will arrive on Tuesdays and Thursdays. Some of the activities require the use of the Palm Beach Post in addition to the tabloid. Many of the activities will require discussion of the ideas and concepts, found in both the tabloid and the articles used from the Palm Beach Post.

Introducing the Newspaper to Students

Before the Newspaper Comes...
How you start using the newspaper in your classroom will affect the success of your experiences. First of all, you don't have to read the paper ahead of time and spend lots of time preparing. Discover the newspaper with your students. The activities included in this booklet will give you lots of ideas about things to do with your students that will be fun, while teaching content and skills. After a while you'll be the expert and will find more and more ideas coming to you.

Build a sense of excitement in your students about what is coming. One teacher put a big cardboard box in her room, tied it with pretty ribbon, and wrote on it "Don't open until ____ " (the day the newspaper were to begin). Other teachers have started teaching terminology of the newspaper and discussing it ahead of time, using a single copy they brought into class.

Time spent at the very beginning on newspaper basics will make your job a lot easier! You want to teach about the sections, how they are lettered and numbered, and what types of information each section contains. Just as important, if not more so, is to teach your students how to open the paper, how to fold it and how to keep it together in the proper order.

Whatever you do, have fun with it, and let yourself get excited about what is coming, along with your students.

Logistics of Using the Newspaper
Assign one or two students to be the “newspaper distributors” (just like at the newspaper!) This will help cut down on confusion and save you a lot of work! Have them pass out the papers at the beginning of your newspaper session and collect them when ended. Putting them neatly in a box will help keep them together.

Have each student or pairs of students write his or her name in the upper right-hand corner of the newspaper. Let them know that this is their newspaper. They are responsible for taking care of it throughout the week, or however long you will be using it. If more than one student will be using the paper, have each student put his/her name on it, assigning specific places for 1st period names, 2nd period names, etc.

When you’re through using a particular edition of the newspaper, let your students take them home. Your students can share some of what they’ve learned with their parents. If all of your students don’t want to take their papers home, let other students in the school come and get
them. This will really cut down on the waste disposal problem. Or, if you’d rather, recycle your newspapers.

S.T.A.R.
S.T.A.R. stands for **Silent Time Around Reading**. We encourage you to let your students spend 10 or 15 minutes silently reading their favorite sections or features in the newspaper before you begin with your lessons. They’ll pay more attention to you if they’ve had the opportunity to read their favorite parts.

**Physically Managing the Newspaper**
Handling such a big item as the newspaper can be really difficult for your children. Here are some hints to help them out.

For primary grade students you might:
- pass out one page, or one section, at a time
- staple the pages together along the left-hand edge
- show students how to fold the newspaper into quarters (this is also a good math activity!).

or intermediate grade students you might:
- teach students about how the newspaper is organized including how the newspaper is numbered (i.e. sections, with each section beginning with page 1).
- acquaint students with the different sections of the newspaper and the purpose of each section.
- show students where the index is in the newspaper and help them see that it is like the table of contents in their textbooks.

**Florida History Newspaper Activities**
1. Pretend you are a reporter for your local newspaper. You have been assigned to cover one of the events in Florida's early history. Prepare a news summary which includes the following details:
   1. What happened
   2. Who was involved
   3. Where it happened
   4. When it happened
   5. Why it happened
   6. What is important about it
   7. A headline
   8. A list of important vocabulary words

2. Florida became the 27th state on March 3, 1845, even though the petition requesting statehood has been submitted to Congress six years earlier. Congress was reluctant to upset the balance between slave and free states, so it refused to admit Florida until a northern state petitioned for admission. Florida had to wait until the Territory of Iowa adopted a constitution, Congress then admitted both territories at the same time. Much has changed in Florida since 1845. Look through the newspaper advertisements for products that you think might not have been available in 1845 when Florida became a state.

3. A hero is defined as "one of distinguished valor or performance, admired for one's noble qualities." Henry Flagler might be considered one of Florida's heroes for contributions he made
to Florida's growth and development. Certainly, the pioneers who settled Florida were heroic in establishing communities despite harsh environmental conditions and isolation. How many hero's do you know? Look through the newspaper and select one person that you consider to be a hero. Write a paragraph explaining why you selected this person.

4. A cornerstone is a special stone forming a part of a corner or angle in a wall, often laid a formal ceremony. Symbolic items which represent what society was like at the time the building was built are often placed inside the cornerstone.

Florida has a rich and varied history. Look through the newspaper for three symbolic words or pictures that you might have placed in a cornerstone for a building constructed in Florida in 1895. Cut and paste the items you have selected on a separate piece of paper. Next, imagine that you have been asked to gather three items to be included in the cornerstone of a new state building. Look through the newspaper for three symbolic words or pictures and cut and paste the items on a separate piece of paper.

5. The collapse of Florida's economy was tragic period in Florida's history. However, the "boom" and "bust" years saw Florida's population increase by nearly half. Florida's population continues to grow at a rapid pace. While this growth feeds the state's economy it also creates many problems.

Look through the newspaper for positive and negative examples of growth in Florida. Select on issue and write a letter to the editor of your local newspaper stating your opinion on the issue you have identified. You may also wish to write to your state senator or representative about your views on this issue. Send your letter to that person in care of State Capitol, Tallahassee, FL 32399.

6. Assume the role of a reporter covering the story of an early Florida Native American event. Prepare a news summary which includes:

1. What happened
2. Who was involved
3. Where it happened
4. When it happened
5. Why it happened
6. What is important about it
7. A headline
8. A list of important vocabulary words

7. Use the newspaper and other sources to compile a Who's Who of Florida's in other fields like sports, science, society, education, business, entertainment, music, art, etc.

8. Ethnic Origin Activities

a. Locate countries of your origin on a map and then look through the newspaper and circle the names of the countries you find mentioned in the newspaper.
b. Look through the newspaper and see if you can find articles which mention any ethnic groups. Find on a map the countries where these groups came from.
c. People come to Florida from all over the world. Use articles and pictures from the newspaper to show the many different countries that are represented in Florida.
9. Have students create a list of characteristics early Florida settlers would have needed in order to survive. Then have them look through the newspaper and find people with those characteristics.

10. In groups or as a class, read one or more stories about the travels of early explorers, and then decide what other people the explorer needed to help them complete their journey. Then, together or individually, make up "help wanted" ads to fill one or more of these jobs.

11. Write headlines about various explorers, then have each student, or group of students, write either a news story or an account as if they were the explorer. Include details and illustrate the reports with drawings or sketches.

12. Have students find a local story in the newspaper which illustrates that history repeats itself. Have them compare the similarities and differences between the two events.

13. Read some of the entertainment section of the newspaper to see how it is written. Then, imagine you have the job of creating an entertainment section for a newspaper written in a period of time you are studying in class. Research and write about the things they for fun.

14. Choose a famous person from Florida's history. Clip out pictures, words or articles which seem to describe this person's personality, ideas, standards and intellect. Put them together to make up illustrations in a story you write about this person.

15. Look at several display ads (those with words and pictures) in the newspaper. Then create an ad as it might appear in a newspaper right after the Civil War. Make sure you don't advertise something that did not exist then!

16. Discuss with the class the way Florida was in the 1700s. Then have them look through the newspaper and find pictures or words that show how we've learned to modify, or change our environment, both inside and outside. For example, we've cut down trees to build upon the land; we've installed lights in our homes.
Assessment Pre/Post Test

The following assessment may be used prior to the Florida History curriculum. This will reveal what students know about Florida History prior to the study of the unit. After reading and discussing the major ideas and concepts from the tab, students will be able to show growth in their knowledge of Florida history.

Florida History Assessment

1. Florida is a peninsula. The word peninsula is used to describe the fact that:
   1. Florida is the southernmost state.
   2. Florida is surrounded by water on three sides.
   3. Florida is known for the supply of copper.
   4. Florida has two states along its borders.

2. Using details and information from the passage, explain the importance of transportation by canoes or dugouts among the Calusa tribe.

3. Using details and information from the passage, explain the reasons for the Seminole Wars.

4. Florida waited 23 years to enter the Union. Which of the following is NOT a reason for the wait to statehood?
   a) Tensions regarding slavery split the country.
   b) Florida would not enter the union as a slave state.
   c) The Seminole wars cost the government money.
   d) Statehood was not granted to Florida because of the Civil War.

5. How did the island, town, and county of Palm Beach get its name? Use details and information from the passages to complete your answer.

6. Two men were important to the development of Florida. How did Flagler and Plant help South Florida grow?

7. How did Florida participate in World War II?

8. What are the reasons for the rapid increases in population of Florida after World War II? Use details and information from the passage in your answer.
Land, Location, and Climate
Title: Location, Land, and Climate

Grade Level: 4th grade

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.
SS.4.G.1.1: Identify physical features of Florida.
SS.4.G.1.3: Explain how weather impacts Florida
SS.4.G.1.4: Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
SS.4.G.1.In.d: Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.
SS.4.G.1.Su.d: Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LAFS.4.RI.2.AP.6a: Determine if information in a text is firsthand or secondhand.
LAFS.4.RI.2.AP.6b: Compare and contrast a firsthand and secondhand account of the same event or topic.
LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.RI.3.AP.7a: Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
LAFS.4.RI.3.AP.7b: Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
LAFS.4.RI.3.AP.7c: Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.AP.2a: Introduce a topic clearly and group related information in paragraphs and sections.
LAFS.4.W.1.AP.2b: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
LAFS.4.W.1.AP.2c: Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
LAFS.4.W.1.AP.2d: Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
LAFS.4.W.1.AP.2e: Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.

Science:
SC.4.N.2.1: Explain that science focuses solely on the natural world.
SC.4.N.2.In.1: Identify that science focuses on the natural world.
SC.4.N.2.Su.1: Recognize that science focuses on the natural world.
SC.4.N.2.Pa.1: Associate science with the natural world in the local environment.
Warm-up Lesson:
This section covers Florida’s geographic location, the different types of landscapes found in Florida, and the state’s climate. Following is the geography of Palm Beach County. An overview of what hurricanes are and what damages a hurricane can cause is provided and the impact the 1928 hurricane had on Palm Beach County and the construction of a dike around Lake Okeechobee.

Purpose: To provide the student with an understanding of the geographic make-up of Florida and Palm Beach County.

Objectives:
1. Students will be able to identify Florida’s unique shape and location in the United States.
2. They will learn the three types of geophysical landscapes of Florida: lowlands, highlands, and wetlands.
3. Students will know why Florida has a mild climate.
4. Be able to locate Palm Beach County on a map and the barrier islands and waterways.
5. Learn how and where hurricanes are formed.

Materials:
- One copy of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).
- Map of Florida showing the counties.
- Geophysical map of Florida.

Land, Location, and Climate Vocabulary
Attachments: Content vocabulary list

Writing Journal Topics
1. Describe the ways that the shape of Florida’s Landform changed?
2. Palm Beach is a barrier island. Describe how a barrier island helps to protect the mainland.
3. The Everglades has been drained in areas so that man may build in this area. Describe the effects on the ecosystem.
4. Florida is known for being a wet state. What do you think are some of the reasons Florida has this name?

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab

Geographic Location, Land, and Climate

Florida’s Geographic Location

Map Skills (page 3):
1. On a map, identify the locations in this section.
   - Answer: (See student maps.)

Activity (page 5):
2. Visit www.pbchistoryonline.org, click on geography. Read “Sandy Flatlands.”
   a) Describe a sandy flatland.
      - Answer: (Student responses will vary)
   b) Are there sandy flatlands in Palm Beach County?
      - Answer: Yes, it is estimates that there is less than two percent remaining in Palm Beach County.

The Land
Test Your Knowledge (page 3):
1. When people go to the beach on the east coast of Florida, what ocean do they swim in?  
   ▪ **Answer:** The Atlantic Ocean is the ocean in which people swim if they are going to the beach on the east coast of Florida.
2. A peninsula has water on three sides.  
   ▪ A) Is Florida a peninsula or an island?  
     ▪ **Answer:** Florida is a peninsula.  
   ▪ B) What bodies of water surround Florida?  
     ▪ **Answer:** the Atlantic Ocean, the Straits of Florida, and the Gulf of Mexico.
3. North and South Florida were separated millions of years ago.  
   ▪ A) What separated them?  
     ▪ **Answer:** North Florida was separated from South Florida by a body of water called the Florida Trench.  
4. What three land regions were formed by the constant rising and falling of water levels?  
   ▪ **Answer:** the Atlantic Coastal Plain, Florida Highlands, and the Gulf Coastal Plain.

Activity (page 3):  
1. Choose one of the landforms in this section. Draw a picture of the landform you chose and write a short essay describing it. Provide examples of landforms in the question.  
   ▪ **Answer:** (Student responses will vary. Check pictures and essays.)

Climate  
Reading Check (page 5):  
1. Why does Florida have a mild climate?  
   ▪ **Answer:** Florida has a mild climate because of its location close to the equator.

Palm Beach County Geography  
Map Skill (page 5):  
1. While you are reading, use a map to locate and identify the areas discussed in this section.  
   ▪ **Answer:** (See student maps.)

Reading Check (page 5):  
1. What two states are smaller than Palm Beach County?  
   ▪ **Answer:** Rhode Island and Delaware are the two states smaller than Palm Beach County.

Hurricanes  
Activity (page 5):  
1. Get a tropical storm/hurricane tracking map and begin tracking storms.  
   ▪ **Answer:** (See student tracking forms.)
2. Explore the National Hurricane Center website, www.nhc.noaa.gov. What can you learn from this website about hurricanes?  
   ▪ **Answer:** (Student responses will vary.)

Short Answer (page 5):  
1. What is the eye of a hurricane?
Answer: The eye of a hurricane is an area of calm winds and low pressure surrounded by a wall of thunderstorms, high winds, and rain.

2. What is another name for a hurricane?
   - Answer: Tropical cyclone.

Hurricanes and the Land Boom/Bust

Reading Check (page 5):
1. What happened in October 1929?
   - Answer: In October 1929, the entire United States went into the Great Depression.

Activity (page 6):
1. Create a timeline and chart the hurricanes from 1928 to 2018.
   - Answer: (student timelines and charts will vary.)

Math Check (page 6):
1. If the 1928 Hurricane dropped eighteen inches of rain in twenty-four hours, how many inches did it rain per hour?
   - Answer: ¾ inches an hour.

Map Skill Activity: Play Dough Map of Palm Beach County

NEXT GENERATION SUNSHINE STATE STANDARDS:
Visual Arts:
VA.4.F.1.1: Combine art media with innovative ideas and techniques to create two- and/or three-dimensional works of art.

OVERVIEW: In teaching state history it is often important to help students gain a background in the geography of their state and county. This knowledge can help them to better relate to historic events that occurred within the state. This activity has been utilized to teach students the geographic layout of Palm Beach County. It can be applied to the state of Florida or any state in the nation.

OBJECTIVES - The students will be able to:
1. Follow directions in completing a recipe for homemade play dough.
2. Differentiate between the physiographic zones of Palm Beach County (Islands, Agricultural areas, Waterways, swamps, Everglades) by constructing them on a 3-dimensional model map.
3. Locate and label the Loxahatchee River, Intracoastal Waterway, Lake Okeechobee, Jupiter Inlet, Lake Worth Inlet, Boynton Inlet, Boca Raton Inlet, and canals.
4. Pinpoint the locations of the West Palm Beach, Belle Glade, Jupiter, Boca Raton.
5. Use their own creativity to identify one "important" attraction in Palm Beach County on their 3-D map.

RESOURCES/MATERIALS:
- Student Atlases
- 1 beverage tray per group of 4
- Toothpicks and adhesive labels (for identifying map items)
- 4 batches of different color play-dough (made by students) per group

ACTIVITIES AND PROCEDURES:
1. After being assigned to groups of 4, each student will be assigned to complete the following recipe at home. In a non stick pan mix 1 cup of flour, 1/2 cup of salt, 1 cup of water, 1 tablespoon of vegetable oil and 2 teaspoons of cream of tartar. Use food coloring to make desired color and stir constantly on low heat until it forms a soft ball.
1. Place in zip-loc bag, write your name on it in permanent marker and bring to class. 
   **Note:** Group members should agree on which colors will be made for their map.
2. Each group will trace an outline of Palm Beach County on the inside of a beverage case cardboard tray.
3. In groups, the students will construct maps of Palm Beach County in the beverage trays, keeping in mind the above stated objectives.

The completed maps may be "presented" to the rest of the class by each group. The visual reinforcement that students get from this activity will help when other topics such as plant life, wildlife and climate are dealt with as well as historical perspective.

**Integrated Activities**

Suggestions:
1. Using a scaled map, complete water level activity to show rise in ocean levels following the ice age.
2. Make daily temperature chart then plot temperature changes over time.
3. Write a business letter to your state representative to save the Everglades.

**Science**

Attachments: The Florida Everglades.

**Location, Land, and Climate Test**

Attachments: Reading Comprehension Test and answer key
Land, Location, and Climate Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

Atlantic coastal plain    Intracoastal Waterway
barrier islands          limestone plateau
canals                   lowlands
Census                   mangrove swamps
continental shelf       meteorologist
ecosystem                panhandle
Florida trench           peninsula
Glacier                  prairies
Gulf coastal plain       precipitation
hammocks                 savannas
Hurricane                Straits of Florida
inlet                    wetlands
Geographic Location, Land, and Climate
Integrated Lesson

Reading Material: The Florida Everglades (Provided in a form that can be duplicated for each student following this lesson plan.)

Lesson Objective: Write a business letter to the state legislature persuading them to protect the Everglades.

Materials:
- The Florida Everglades
- Vocabulary Map

Introduction:
Read Geographic Location, The Land and The Climate segment in the Florida Tab and discuss the important vocabulary. Have students develop vocabulary maps to demonstrate their understanding of the bold-faced words.
(Template attached)

Read Aloud and Activity:
Do a read aloud of Everglades National Park by Wende Fazio. Discuss the significance of the Everglades and why this area has to be protected by the state government. Focus on the science aspect of preserving natural habitats to protect various animal species and the importance of this area for its geological value to our state. Students can jot down notes as to the reasons why the Everglades should be protected.

Research:
Students can read and research further using resources specified in the back of the Everglades National Park book or other sources that you find. Have students add to their notes as to why they believe the Everglades should be protected.
The Florida Everglades

The Everglades is an area of wetlands in South Florida that is home to many plant and animal species. This land is made up of saw-grass prairies, mangrove swamps, and the warm waters of the Florida Bay. The Everglades is low and flat, and only eight feet above sea level at its highest point. Many animals make their homes in this sacred territory. For example, tourists can see blue herons, white egrets, bald eagles, alligators, and crocodiles when they visit the Everglades National Park. Unfortunately, humans have drained large sections of the Everglades, which has disturbed these animals' ecosystem. To learn more about the Everglades and how you can help save this precious part of our Florida environment, visit

www.nps.gov/ever.index.htm
New Word

Antonym

Definition

Examples

Synonym

In my own words
Reading Comprehension Questions

**Land Geography and Climate**

1. North and South Florida were once separated by
   - A. The Florida Canal
   - B. The Florida Trench
   - C. The Florida River
   - D. The Florida Inlet

2. The continental shelf is an area where the land
   - F. sharply slopes into the water
   - G. comes to an end
   - H. gently slopes into the water
   - I. meets the ocean

3. The three land regions of Florida formed from the constant rising and falling of water levels include
   - A. the Atlantic Coastal Plain the Florida Wetlands and the Gulf Coastal Plain
   - B. the Atlantic Coastal Plain, the Florida Highlands and the Gulf Coastal Plain
   - C. the Pacific Coastal Plain the Florida Highlands and the Everglades Coastal Plain
   - D. the Marshy Coastal Plain the Florida Highlands and the Gulf Coastal Plain

4. The rainy or most precipitous season of Florida spans from
   - F. October through May
   - G. May through October
   - H. February through June
   - I. June through February
Reading Comprehension Questions

Answers

Land Geography and Climate

1. North and South Florida were once separated by
   A. The Florida Canal
   B. The Florida Trench
   C. The Florida River
   D. The Florida Inlet

2. The continental shelf is an area where the land
   F. sharply slopes into the water
   G. comes to an end
   H. gently slopes into the water
   I. meets the ocean

3. The three land regions of Florida formed from the constant rising and falling of water levels include
   A. the Atlantic Coastal Plain the Florida Wetlands and the Gulf Coastal Plain
   B. the Atlantic Coastal Plain, the Florida Highlands and the Gulf Coastal Plain
   C. the Pacific Coastal Plain the Florida Highlands and the Everglades Coastal Plain
   D. the Marshy Coastal Plain the Florida Highlands and the Gulf Coastal Plain

4. The rainy or most precipitous season of Florida spans from
   F. October through May
   G. May through October
   H. February through June
   I. June through February
Florida’s Early Native Americans
Florida’s Early Native Americans

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
   SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
   LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
   LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
   LAFS.4.RI.3.AP.7a: Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.
   LAFS.4.RI.3.AP.7b: Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.
   LAFS.4.RI.3.AP.7c: Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   LAFS.4.W.1.AP.3a: Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
   LAFS.4.W.1.AP.3b: Sequence events in writing that unfold naturally.
   LAFS.4.W.1.AP.3c: When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
   LAFS.4.W.1.AP.3d: Use a variety of transitional words and phrases to manage the sequence of events.
   LAFS.4.W.1.AP.3e: Use concrete words and phrases and sensory details to convey experiences and events.
   LAFS.4.W.1.AP.3f: Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

Science:
SC.L.17.4: Recognize ways plants and animals, including humans, can impact the environment.
   SC.4.L.17.In.4: Recognize things that people do to help or hurt the environment, such as recycling and pollution.

Art:
VA.4.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
Overview: This section provides a brief overview of the first Native Americans, particularly the Native Americans that inhabited south Florida.

Purpose: To provide students with an understanding of the early Floridians that lived in south Florida.

Objectives:
1. Students will be able to define what a hunter-gatherer is.
2. How archaeologists find information about the early Native Americans.
3. What a shell mound or midden is.
4. Students will be able to list the Native Americans that lived in south Florida.

Materials:
- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).
- Map of Florida showing the counties.

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab
Florida’s Early Native Americans

Reading Check (page 7):
1. When did the last Ice Age end?
   • Answer: About 12,000 years ago.
2. How were shell mounds created?
   • Answer: Native Americans created shell mounds when they ate shellfish. They tossed the shells into piles or mounds. These mounds were also called kitchen middens, which are trash heaps.

Activity (page 7):
1. Go online to research Ice Age. After you do your research, explain an Ice Age.
   • Answer: (Students responses will vary.)
2. Draw what you think a shell mound may look like.
   • Answer: (See student pictures.)

The Jeaga
Write about it (page 7):
1. What do you think life was like for Jonathan Dickinson and the other English travelers during their journey to St. Augustine?
   • Answer: (Answers will vary. See individual student essays.)
2. Write a short journal entry from the point of view of one of the travelers. Describe what you see and how you feel. Tell of your concerns and your excitement.
   • Answer: (Answers will vary. See individual student essays.)
The Calusa
Reading Check (page 9):
1. What does Calusa mean?
   • **Answer:** Calusa means “fierce people.” The Calusa Natives were described by the Spanish conquistadors as war-like.
2. What does “Caloosahatchee” mean? Select the best answer.
   • **Answer:** (c) River of the Calusa

The Belle Glade Culture
Reading Check (page 9):
3. Who gave the Belle Glade Culture its name?
   • **Answer:** Archaeologists gave them the Belle Glade Culture name after excavating a site in Belle Glade in 1934.
4. What was the Belle Glade Culture’s primary means of transportation?
   • **Answer:** Canoes were the main means of transportation.
5. Why were shell middens destroyed in the 20th century?
   • **Answer:** Most shell middens/mounds were destroyed to make way for development and the shells used to build roads.

Map Skill (page 9):
1. Identify on a map where the Ais, Jeaga, Tequesta, Calusa, and Belle Glade Culture lived.
   • **Answer:** (See student maps.)

Florida's Early Native Americans Vocabulary
Attachments: Content vocabulary list

Writing Journal Topics
1. Archaeologists have discovered many shell mounds throughout Florida. What are the clues that early Floridians left behind at these shell mounds?
2. Early Native Americans in Florida were able to trap their food. Describe the differences between hunting and trapping?
3. Would you describe Early Native Americans in Florida as thrifty (making the most of what they have) or wasteful? Use examples from the tabloid to explain your answer.

Integrated Activities
Suggestions:
1. Time Line Activity to understand B.C. and A.D.
   Attachments: Florida Natives and Time Periods.

Art Lessons
Attachments:
1. Tapestry Knowledge Squares
2. Clay Vessels

Science
Science Benchmarks:
SC.4.P.9.1: Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
   SC.4.P.9.In.1: Observe and describe properties of materials that have been changed into other materials, such as decayed leaves of a plant.
   SC.4.P.9.Su.1: Indicate differences in materials that have been changed into other materials, such as rust on a can.
SC.4.N.1.4: Attempt reasonable answers to scientific questions and cite evidence in support.
SC.4.N.1.6: Keep records that describe observations made, carefully distinguishing actual observations from ideas and inferences about the observations.
Reading Practice Passages and Questions
Attachments:
1. The Calusa: The Shell Indians
2. Tequesta of Biscayne Bay

Florida’s Early Native Americans Test
Attachments: Reading Comprehension Test and answer key
Native Americans in Florida Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

<table>
<thead>
<tr>
<th>Ais</th>
<th>conquistador</th>
</tr>
</thead>
<tbody>
<tr>
<td>archaeologist</td>
<td>hunter-gatherer</td>
</tr>
<tr>
<td>artifacts</td>
<td>Jeaga</td>
</tr>
<tr>
<td>breechcloth</td>
<td>kitchen middens</td>
</tr>
<tr>
<td>Calusa</td>
<td>personal adornment</td>
</tr>
<tr>
<td>chert</td>
<td>shell mounds</td>
</tr>
</tbody>
</table>
Early Native Americans of Florida and Palm Beach County to European Contact

Integrated Lesson

Reading Material: Florida Natives and Time Periods (Provided in a form that can be duplicated for each student following this lesson plan.)

Lesson Objective: To identify information that characterizes each Native American group.

Materials:
- Florida’s Early Native’s and Time Periods
- Chart
- Use word map from previous section

Introduction:
Copy and distribute a handout of the supplemental reading material, Florida Natives and Time Periods. Read this material with your students as a shared reading activity. Discuss and develop vocabulary maps to clarify boldfaced words.

Activity:
Copy and distribute the chart to each student. Demonstrate how to use the chart to categorize information from the passage. After completing one group together (perhaps on an overhead transparency) have students work in pairs or cooperative groups to complete the chart.

Follow-Up Discussion:
Review the chart with your students, using the answer key to assist you. This material lends itself to the cause-and-effect text pattern. Emphasize how each effect is directly related to a cause. This can be more easily identified by students now that the reading material has been organized on a chart.
Florida’s Early Natives and Time Periods

Over fifty thousand years ago the earth was much different than today. The continent we call North America was half covered with ice and huge glaciers. The most common theory is that between 25,000 and 15,000 years ago, the first people came to North America by crossing a land bridge, called Beringia that stretched from Alaska to Russia. Today, a body of water, known as the Bering Strait covers that ancient bridge. When the first people came across the land bridge, they were following their food sources; large land mammals like the wooly mammoth and mastodon. Another theory some archaeologists believe is early Indians may have come by boat following the coastline to reach the Americas.

These early nomads were hunter-gatherers, which means they relied on hunting and gathering for food. They were always on the move hunting the giant animals that provided food and warm clothing for survival. For several thousand years these hunters followed their prey across Beringia and spread throughout North, Central, and South America.

About 12,000 years ago, the first people began to arrive in Florida. They were still a hunter-gatherer society moving from place to place searching for food and freshwater. This period in Florida’s history is known as the Paleoindian Period from about 10,000 B.C. to 6500 B.C. The Florida that these early people found was very different. Florida was twice the size that is today with a climate that was cooler and drier. That meant that there was little rainfall so freshwater was limited.

During this period, the climate around the world began to change. The Ice Age was coming to an end and the sea levels began to rise as the glaciers melted. As the ice melted the amount of rainfall increased leading to the creation of new rivers and lakes. In Florida, where it was once very dry, the land became lush, moist, and full of freshwater sources.

The changes in precipitation and climate affected many things on earth. The large animals such as the mastodon and the wooly mammoth had not adapted to the changing environment. Therefore, these animals were disappearing from the Earth, which caused the natives to find new food sources. As a result, Native Americans began to rely on smaller animals for food.

At the end of the Paleoindian period, Native Americans entered the Archaic period, which is divided into three periods Early, Middle, and Late, and lasted from 6500 B.C. to 500 B.C. During the Early Archaic (6500 B.C. to 5000 B.C.) the Indians began small settlements near freshwater sources. They were still a hunter-gatherer society with broader use of plant and animal foods. They made larger numbers of stone tools but were of poor workmanship. The environment the Indians lived in included oak and hardwood forests that covered most of the state. Today archaeologists are able to learn more about these first Americans from artifacts found at their ancient campsites such as Windover Pond located in Brevard County. Archaeologists found human bones, animals and fish bones, wood objects, and textiles.
The development of greater varieties of tools used for hunting, gathering, and preparing food and semi-permanent settlements marked the next era in Florida’s Native American history. This period, the Middle Archaic Period, spanned from 5000 B.C. to 2000 B.C. Stone tools such as spearheads found at Middle Archaic campsites were made from a natural Florida resource called chert. The natives had discovered how to mine this rock, sharpen it, and use it for more efficient hunting. By the Middle Archaic, sea levels had also stabilized to about today’s present levels. There were other changes, too. The climate during this period became much like it is today. They also included more shellfish in their diet. After the Indians ate the shellfish, they would toss the shells into piles creating what became known as shell mounds or kitchen middens. At Tick Island, located in the St. Johns River, there are shell mounds from Middle Archaic Period.

As the early inhabitants continued to create tools and other useful items from their environment, they entered the Late Archaic Period (2000 B.C. to 500 B.C.). Their environment changed to an increasingly wet one with more pine trees and mixed forests in Florida. Around 2000 B.C., Florida natives began making pots and containers for food and water. Pottery was the significant development during the Late Archaic Period. The Native Americans created fiber-tempered pottery that included clay and fibrous materials such as Spanish moss, palmetto fibers, and grasses. They then baked the pottery in a kiln, which is a type of oven. Each group used different designs and colors to distinguish their pottery from the other groups. Yet, the fact that the clay recipe for the pottery was basically the same throughout Florida demonstrates that the different groups traded ideas. The people of the Late Archaic consumed large amounts of shellfish like oysters. After the Indians ate the shellfish, they would toss the shells into piles of shell mounds. Today, archaeologists discover and excavate these ancient shell mounds.

As the Florida Natives began to perfect the use of the pottery, they developed the ability to farm. With this major advancement, the Formative, or Woodland Period (500 B.C. to A.D. 1000) began. Natives would grow food and experiment to determine which crops would grow best in the different areas of Florida. As they became successful with raising crops, their settlements grew larger and caused the groups to separate forming mini settlements apart from the main village. The groups remained in contact through visits, marriage, and trade with each other.

The Formative Period ended with the development of mounds for burying the dead during the Mississippian Period (A.D. 1000 to 1500). During this time, many mounds for burial and religious ceremonies were established. Many Florida Indians came to rely more on farming crops such as corn, beans, and squash as a food source. The shell mounds or kitchen middens, which were trash heaps, were still in use during this period. Many of these shell mounds still exist throughout Florida today! By excavating the mounds, archaeologists have been able to learn about everyday Indian life, such as what kinds of food they ate, the tools they used, and other items they made. In some cases, Spanish goods have been found in many of the mounds. Indians obtained these items through trade and from Spanish shipwrecks found along Florida’s coast.

There were thousands of Florida Indians when the Spanish arrived in the 16th century. However, over the next 200 years many of the Native Americans disappeared. Most died from European diseases brought by the explorers, others perished in warfare, and still others were taken away as slaves. The Native Americans had no defense, or
immunity to diseases such as measles, small pox, flu, or the common cold. Attacks between the tribes may also have played a role in their loss of numbers. By the 18\textsuperscript{th} century, the original inhabitants were largely gone and replaced by a group of Native Americans from Georgia and Alabama that would become known as the "Seminoles".
<table>
<thead>
<tr>
<th>Time Periods</th>
<th>Developmental/Significant Characteristics</th>
<th>Food Sources</th>
<th>Climate</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paleo-Indian</td>
<td>Hunter gatherer, limited fresh water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Archaic</td>
<td>6000 BCE-5000 BCE</td>
<td>Smaller animals, new food sources</td>
<td>Winter climate</td>
<td>Ice age ending</td>
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<tr>
<td>Middle Archaic</td>
<td>5000 BCE-2000 BCE</td>
<td>Settlements, more fishing and trapping</td>
<td>More precipitation, more sea levels</td>
<td></td>
</tr>
<tr>
<td>Late Archaic</td>
<td>2000 BCE-5000 BCE</td>
<td>Crops, beginning of growing</td>
<td>Tropical climate</td>
<td></td>
</tr>
<tr>
<td>Formative</td>
<td>500 BCE-1000 AD</td>
<td>Fishing</td>
<td>Wet, lush</td>
<td></td>
</tr>
<tr>
<td>Mississippian</td>
<td>1000 AD-1600</td>
<td>Farming</td>
<td>Mild, wet</td>
<td></td>
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<tr>
<td><strong>A.D.</strong></td>
<td></td>
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<tr>
<td>Time Periods</td>
<td>Native American</td>
<td>Water Climate</td>
<td>Food Sources</td>
<td>Development Characteristics</td>
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<tr>
<td>1000 BCE - 6500 BCE</td>
<td>Paleo-Indian</td>
<td>Late Archaic</td>
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<tr>
<td>500 BCE - 1000 AD</td>
<td>Mississippian</td>
<td>1000 AD to 1500 AD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name _____________________________
Florida's Fossils

Fast Facts

You won't find dinosaur bones in Florida. Florida was covered by ocean water until 35 million years after the last dinosaurs died.

There are so many rich fossil deposits in Florida that most residents live within driving distance of a fossil-hunting club.

Background

Until about 30 million years ago, Florida was covered by water. As climates changed and the sea level fell, Florida became dry land that was soon occupied by terrestrial animals. Because of this geologic history, the oldest fossils found in Florida are of animals and plants that lived in the ocean. These are followed by relatively recent (30 million years or less) fossils of land-dwelling mammals, reptiles, and amphibians.

Most of Florida’s bedrock is composed of limestone that formed when Florida was covered by ocean water. Over many thousands of years, groundwater has carved caves, sinkholes, and solution tubes into this limestone. These caves and other formations harbor many of Florida’s fossils, the oldest being those of the aquatic life forms whose remains became part of the bedrock itself. Later fossils were formed as the remains of animals that lived and died in the caves or that were washed into the caves became part of the sediments on the cave floors.

During the Miocene Epoch, 24 million years ago, more of Florida’s landmass emerged from the sea. Vast grasslands became available for habitation by horses, camels, rhinos, and many other mammal species. Their fossilized remains are found with those of lizards, turtles, snakes, and the oldest alligator species known. Some of the richer Miocene fossil sites in Florida are the Bone Valley formations in Polk County and Hillsborough County, the Love site in Alachua County, and the Hawthorne Formation of North and Central Florida. Petrified wood, as well as other types of plant fossils, are also found at these sites.

Fossils from the Pliocene Epoch, about 2.5 million years ago, are common along the southwest Florida coast, where many fossil shark teeth can be found on the beaches. In some areas the beaches are darkened with fossil material that has been pulverized into black sand.

During the Pleistocene Epoch, dating from about a million years ago to perhaps a few thousand years ago, Florida’s land area was sometimes twice what it is today. Most of Florida’s fossils come from this period. These fossils, including bison, peccaries, horses, mastodonts, giant sloths, and human beings, are commonly found in Florida’s rivers, caves, and quarries. Scuba divers and snorkelers often discover remains and artifacts in Florida’s manv springs.

Fossil hunting has become so popular in Florida that the state requires a permit. The permit covers all vertebrate fossils, including “bones, teeth, natural casts, molds, impressions, and other remains of prehistoric animals.” Shark teeth are so commonly found that the permit does not include them.

Activity

Florida’s Fossils

Materials: Activity Page 47, pencil
Sunshine State Standards GLE

- Knows characteristics that allow members within a species to survive and reproduce

Share the background information with students. Then ask them to read the information, study the pictures, and answer the questions on the activity page. The answers to the questions are as follows: 1. Dinosaurs were extinct by the time these animals lived. 2. Grass probably was the main food source. 3. Accept reasonable answers. 4. horse and dog

Activity Extension

Florida, One Million Years Ago

Materials: encyclopedia, reference books on fossils
Sunshine State Standards GLE

- Works collaboratively to collect, share, and record information for a scientific investigation

Lets students know similar fossil animals lived in the past and compares them to existing species

Write on the board the following list of habitats: freshwater, shallow sea, forest, and prairie. Write the following animals on the board: llama, deer, bison, manatee, whale, crocodile, mastodon, mammoth, tapir, horse, beaver, lion, wolf, panther, saber cat, shark, and marine turtle. Tell students that they have just been transported back in time to the Florida of one million years ago. Their mission is to discover the habitats of the animals listed on the board. Allow students to use reference materials.

After students have finished determining the habitats of the animals, ask each student to write an imaginary letter detailing his or her observations about Florida, one million years ago.
Florida's Fossils

Name ________________________________

Read the following information. Then answer the questions below.

Scientists have discovered many fossils in Florida. These fossils are evidence of animals that lived in Florida during many different times.

About 24 million years ago, long after dinosaurs had become extinct, Florida's land area was bigger than it is today. Grassy plains covered the dry, flat land. The fossils of many mammals that roamed these plains have been found. The pictures below show what some scientists think those animals looked like.

1. Why were no dinosaur fossils found with the fossils of these mammals?

2. These animals were mostly planteaters. What was their main source of food?

3. Think of some animals that live today. Which modern animals might have been able to survive at that time? Why?

4. Which of the animals above have living relatives native to Florida today?
Florida Seashells

cat's paw
coquina shell
green star shell

rough scallop
Florida cone
lion's paw

Atlantic oyster drill
Florida horn shell
ornate scallop

long-spined star shell
fan shell
Florida fighting conch

hooked mussel
sundial shell
Florida button

lightning Venus
Florida top shell
variegated screw shell

sunray Venus
spiny murex
Florida Fossils

Conus
Dibaphimitra florida
bivalve mollusk

gastropod
sea biscuit
sand dollar

Glycimeris
slide water turtle
lower mastodon jaw

Jaguar
alligator
alligator tooth

lemon shark tooth
snaggletooth shark tooth
Carcharhinus tooth fossil

tiger shark tooth
stingray spines

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Activities: Early Native Americans
Tapestry Knowledge Squares

Objective
The students will learn to make tapestry squares using geometrical designs that the early Native Americans used; and, will encompass what they have learned about Native Americans in their individual squares. All of the students’ squares will then be joined to form a classroom blanket of knowledge.

Vocabulary
Tapestry
Geometric shapes

Materials - Examples of geometric designs, construction paper cut in 4x4 squares, pencils, erasers, markers, crayons, and a large piece of paper to mount all of the tapestry squares on.

Directions
1. Discuss the type of clothing Native Americans wore. They wore clothing in vivid colors that were woven to make interesting geometric designs. These designs always had hard edges; they were outlined with a black line. Discuss all types of geometric shapes and show attached examples to students.
2. Have the students practice how to make geometric designs on scratch paper.
3. Discuss with the students that they will be making a tapestry blanket of knowledge. Each student will draw and/or write about the most interesting fact they have learned about Native Americans in their paper squares. Remind the students that all of the squares will be mounted on a big piece of paper to make a blanket; therefore, everyone must try their best.
4. Show the students the attached examples.
5. Pass out the paper squares, pencils, and erasers. Once the students have drawn their design, they may use the crayons and markers.
6. Tell students their assignments will not be completed until the entire square is colored in and outlined in black.
7. The teacher may then have a "Show and Tell" with the class, having the students explain why they made their tapestry square the way they did.

Early Native American Clay Vessels (Clay Pots)

Objective
The students will create a clay vessel using the human form.

Vocabulary
Vessel - A hollow utensil used as a container, especially for liquids.
Utilitarian - From the word utility. The state of being useful; usefulness.
Human form - Qualities of the human body.

Materials - clay, popsicle sticks, marker caps, small bowls of water, plastic wrap, and a small piece of cardboard. (Note: This activity may be done in the art room, as part of the art curriculum. If not, the help of the art teacher, with the use of a kiln to "bake" the vessels, will be necessary.)

Directions
Discuss the vocabulary words with the students. Pass out a small piece of cardboard to each student. The students must keep their clay on this cardboard in order to keep the clay of off their desks as much as possible.
1. Place small bowls of water on every other desk for students to share. Clay must be kept moist while students are working with it.
2. Roll the piece of clay in your hands to make a ball.
3. Once the students have a ball of clay, they should put their thumb in the middle of the ball and press almost all the way to the bottom.
4. Using their fingers, the students should press the sides of the ball to make them thinner, thus opening up the hole and creating a pot.
5. Once the students have created their pots, they may decorate them with the popsicle sticks and marker caps by pressing these items into the clay.
6. The pots must be left to dry for about 3 days. At the end of the 3 days, the pots will be bone-dry. The pots must be handled very carefully at this point, as they are at their most fragile state.
7. The pots are now ready to be put in the kiln.
8. Once the pots are out of the kiln, the students may paint them with a glaze. Using glaze will make the pots able to hold liquids, however, glazed pots must be put in the kiln to bake the glaze in. This will require assistance from the art teacher.
9. The students may paint the vessels with tempera paint or watercolors (if using white clay). Note: These pots will not hold water.
Objective:
The students will be able to identify characteristics of the Calusa Indians and how they differ from other Indian tribes living in Florida.

Sunshine State Standards Benchmarks:

Vocabulary:
- Calusa
- tribes
- salvaging
- explorers
- waterways
- fashion
- marauding
- mound
- archaeologists
- artifacts
- hollowed-out
- fierce

Suggested Activities:
1. Using a map of Florida, identify the southwestern area of Florida. Have the students mark this as the location of the Calusa Indians. Have the students also locate and mark the Caloosahatchee River, Estero Bay, and as many other waterways as possible.

2. Have the students create models of Calusa Indian dwellings using sticks and woven palmetto leaves.

3. Have the students create tools, utensils, and jewelry from shells.

4. Have the students compare and contrast the Calusa Indians to the Tocobaga Indians using three-column notes.

5. Have the students complete a vocabulary map for the vocabulary word “artifacts.”

6. Complete and review questions.
(Note: These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the questions and be permitted to return to the selection for rereading as they answer.)
The Calusa (kah LOOS ah) lived on the sandy shores of the southwest coast of Florida. These Indians controlled most of south Florida. The population of this tribe may have reached as many as 50,000 people. The Calusa men were tall and well built with long hair. Calusa means “fierce people,” and they were described as a fierce, war-like people. Many smaller tribes were constantly watching for these marauding warriors. The first Spanish explorers found that these Indians were not very friendly. The explorers soon became the targets of the Calusa attacks. This tribe was the first one that the Spanish explorers wrote home about in 1513.

How the Calusa Lived

The Calusa lived on the coast and along the inner waterways. They built their homes on stilts and wove Palmetto leaves to fashion roofs, but they didn’t construct any walls.

The Calusa Indians did not farm like the other Indian tribes in Florida. Instead, they fished for food on the coast, bays, rivers, and waterways. The men and boys of the tribe made nets from palm tree webbing to catch mullet, pinfish, pigfish, and catfish. They used spears to catch eels and turtles. They made fish bone arrowheads to hunt for animals such as deer. The women and children learned to catch shellfish like conchs, crabs, clams, lobsters, and oysters.

The Calusa as Shell Indians

The Calusa are considered to be the first “shell collectors.” Shells were discarded into hugeheaps. Unlike other Indian tribes, the Calusa did not make many pottery items. They used the shells for tools, utensils, jewelry, and ornaments for their shrines. Shell spears were made for fishing and hunting.
Shell mounds can still be found today in many parts of southern Florida. Environmentalists and conservation groups protect many of these remaining shell mounds. One shell mound site is Mound Key at Estero Bay in Lee County. Its construction is made entirely of shells and clay. This site is believed to be the chief town of the Calusa, where the leader of the tribe, Chief Carlos lived.

Archaeologists have excavated many of these mounds to learn more about these extinct people. Artifacts such as shell tools, weapons, and ornaments are on display in many Florida history museums.

The Calusa as Sailors

Living and surviving on the coast caused the tribesmen to become great sailors. They defended their land against other smaller tribes and European explorers that were traveling by water. The Calooshahatchee River, which means “River of the Calusa,” was their main waterway.

They traveled by dugout canoes, which were made from hollowed-out cypress logs approximately 15 feet long. They used these canoes to travel as far as Cuba. Explorers reported that the Calusa attacked their ships that were anchored close to shore. The Calusa were also known to sail up and down the west coast salvaging the wealth from shipwrecks.

What Happened to the Calusa?

What happened to these fierce sailing Indians? The Calusa tribe died out in the late 1700s. Enemy Indian tribes from Georgia and South Carolina began raiding the Calusa territory. Many Calusa were captured and sold as slaves.

In addition, diseases such as smallpox and measles were brought into the area from the Spanish and French explorers and these diseases wiped out entire villages. It is believed that the few remaining Calusa Indians left for Cuba when the Spanish turned Florida over to the British in 1763.
The Calusa: “The Shell Indians”

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. What does the author mean when he says “The Calusa are considered to be the first shell collectors”? Use details and information from the article to support your answer.

2. Which word best describes the Calusa Indians?
   - A) neighborly
   - B) meek
   - C) aggressive
   - D) peaceful

3. Read this sentence:
   Archaeologists have excavated many of these mounds in order to learn more about these extinct people.
   What does the word excavated mean?
   - F) dug up
   - G) cleaned up
   - H) trampled
   - I) moved

4. The Calusa traveled by canoe to places as far away as
   - A) Georgia.
   - B) South Carolina.
   - C) Cuba.
   - D) Estero Bay.
Objectives:
1. The students will be able to identify characteristics of the Tequesta tribe.
2. The students will be able to compare and contrast this tribe to the Calusa tribe.
3. The students will be able to explain why the Tequesta did not become a large or powerful tribe.

Sunshine State Standards Benchmarks:

Vocabulary:
geraters  sea cow  delicacy  prominent  chisel

Suggested Activities:
1. Have the students identify the southeastern coastal area on a map of Florida. Label Biscayne Bay, the Miami River, and the Everglades. The students can also add pictures of the various plants and animals they used for food.

2. Using a Venn diagram, have the students compare and contrast the types of food eaten by the Tequesta Indians and the Tocobaga (or Calusa).

3. Have the students research more about the Tequesta Indians, such as the type of homes they lived in, the clothes they wore, etc., using the web sites provided.

4. Complete and review questions.
(Note: These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the questions and be permitted to return to the selection for rereading as they answer.)
The Tequesta of Biscayne Bay

The Tequesta (tuh-KES-tuh) were a small, peaceful, Native American tribe. They were one of the first tribes in South Florida and they settled near Biscayne Bay in the present-day Miami area. They built many villages at the mouth of the Miami River and along the coastal islands. The chief lived in the main village at the mouth of the Miami River.

Like the other tribes in South Florida, the Tequesta were hunters and gatherers. They relied mainly on fish, shellfish, nuts, and berries for food. The men caught sharks, sailfish, sea cows, and porpoises in the waters of Biscayne Bay and the Miami River, while the women and children collected clams, conchs, oysters, and turtle eggs in the shallow waters. The sea cow (manatee) was considered a delicacy and served mainly to the chiefs and other prominent leaders.

The Tequesta also gathered palmetto berries, coco plums, sea grapes, and palm nuts to eat. In the Everglades, they hunted bear, deer, wild boar, and small mammals. The Tequesta made flour by grinding up the roots of certain plants. Unfortunately, these food sources were not very plentiful along the southern coast, so the Tequesta never became a large or powerful tribe compared to their western neighbors, the Calusa.

The Tequesta used shells and sharks’ teeth for a variety of tools. These included hammers, chisels, fishhooks, drinking cups, and spearheads. Sharks’ teeth were used to carve out logs to make canoes.

During the 1500s, Europeans began arriving in Florida. At first, the Tequesta did not welcome these new visitors. But before long, the Europeans won their friendship by bringing gifts of colored cloth, knives, and rum.

The Tequesta numbered about 800, but they started to die out as a result of settlement battles, slavery, and disease. By the 1800s, the Tequesta tribe had only a few survivors.
The Tequesta of Biscayne Bay

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. Why didn’t the Tequesta become a large and powerful tribe? Use details and information from the article to support your answer.

   Read this sentence.
   In addition, the Tequesta made flour by grinding up the roots of certain plants. What does *grinding* mean?
   A. stirring
   B. crushing
   C. spinning
   D. cutting

2. In addition to shark, conch, and turtle eggs, the Tequesta also dined on
   A. manatees.
   B. chickens.
   C. corn.
   D. snakes.

3. What event led to the friendship of the Europeans and the Tequesta?
   A. The Tequesta needed food, and the Europeans provided them with some.
   B. The Tequesta needed help fighting the Calusa, and the Europeans assisted.
   C. The Europeans threatened them with slavery.
   D. The Europeans brought them gifts.
Reading Comprehension Questions

Florida’s Early Native Americans

1. The earliest Native Americans of South Florida did not include
   A. the Tequesta
   B. the Calusa
   C. the Seminoles
   D. the Ais

2. The Native Americans of South Florida
   F. developed and ate crops
   G. hunted all of their food
   H. were both hunters and gatherers
   I. were fishers only

3. The Spanish Conquistadors described the Calusa Indians as
   A. kind and gentle
   B. warm and hospitable
   C. fierce and warlike
   D. welcoming and generous
Reading Comprehension Questions

Answers

Florida’s Early Native Americans

1. The earliest Native Americans of South Florida did not include
   A. the Tequesta
   B. the Calusa
   C. the Seminoles
   D. the Ais

2. The Native Americans of South Florida
   
   F. developed and ate crops
   G. hunted all of their food
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3. The Spanish Conquistadors described the Calusa Indians as
   
   A. kind and gentle
   B. warm and hospitable
   C. fierce and warlike
   D. welcoming and generous
Colonial Florida
Colonial Florida

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions.
SS.4.A.3.In.a: Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.
SS.4.A.3.Su.a: Recognize a European explorer who came to Florida, such as Ponce de Leon.
SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
SS.4.A.3.Su.c: Recognize that St. Augustine is an old settlement.
SS.4.A.3.5: Identify the significance of Fort Mose as the first free African community in the United States.
SS.4.A.3.Su.e: Recognize that African slaves went to Fort Mose to be free.
SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
SS.4.A.3.In.g: Identify different nations that controlled Florida, such as Spain or England.
SS.4.A.3.Su.g: Recognize a nation that controlled Florida, such as Spain.
SS.4.A.3.Pa.g: Recognize that different groups of people lived in Florida long ago.
SS.4.A.3.In.i: Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.
SS.4.A.3.Pa.i: Recognize that Florida is part of the United States.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.SL.2.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LAFS.4.SL.2.AP.4a: Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
LAFS.4.SL.2.AP.4b: Elaborate on each fact or opinion given in support of a claim with relevant details.

Visual Arts:
VA.4.F.3.2: Collaborate with peers in the art room to achieve a common art goal.
VA.4.F.3.In.b: Organize and execute individual or collaborative visual art projects having three or more steps.
VA.4.F.3.Su.b: Sequence two or more components related to individual or collaborative visual art projects.
VA.4.F.3.Pa.b: Contribute to a variety of collaborative tasks related to visual art.
VA.4.H.3.1: Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.

VA.4.H.3.In.a: Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts.
VA.4.H.3.Su.a: Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Overview: This section discusses the first and second Spanish period in Florida, the French, and the British periods of colonization. It also includes brief sections on Fort Mose and the American Revolution.

Purpose: To give students an understanding of the different European powers that colonized or occupied Florida before it became a U.S. territory.

Objective:
1. Students will be able to list some of the Spanish explorers that came to settle Florida.
2. Students will be able to identify the time periods of the Spanish, French, and British periods of colonization.
3. Learn who founded St. Augustine and to locate it on a map.
4. Be able to discuss why and who established Fort Mose.
5. Be able to identify on a map the regions of British East and West Florida.

Materials:
- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).
- Map of Florida showing the counties.

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab
The First Spanish Period
Reading Check (page 12):
1. Were the Spanish successful in their first attempts to settle Florida? Why or why not?
   - Answer: The Spanish were not successful with their first attempts to settle Florida. The Native Americans attacked the early settlers.
2. Who was Esteban and why is he important to Florida history?
   - Answer: Esteban was a black explorer slave. He was part of De Narvaez’s expedition and one of the few survivors. During his journey to Mexico, Esteban learned much about the land. He later led Spanish explorers through present-day southwestern United States.

Talk about it (page 12):
1. Why do you think the Calusa attacked the Spanish?
   - Answer: (Opinions will vary. Check student responses.)

Jean Ribault Claims Florida for France
Test Your Knowledge (page 12):
1. Who built St. Augustine?
   - Answer: Menendez built a wooden fort where he landed in Florida. On September 8, 1565, Menendez officially named the place St. Augustine. It became the first permanent city in the United States.

Reading Check (page 12):
1. Why did Menendez go to Florida?
• Answer: The King of Spain wanted Menendez to drive the French out of the state.

**Florida as a British Colony**

**Map Skill (page 13):**

1. On a map, draw where East Florida and West Florida were located.

• Answer: (See student maps.) East Florida stretched from the Atlantic Ocean to the Apalachicola River. West Florida stretched from the Apalachicola River to the Mississippi River, including what is modern day Alabama and Louisiana.

2. To the left is a British map from 1765. Why do you think Florida is shown as many islands and not one land mass?

• Answer: The map depicts the large water ways that formed Florida, including the everglades.

**West Florida**

**Short Answer (page 13):**

1. What other present-day states were part of British West Florida?

• Answer: West Florida included parts of modern day Alabama, Mississippi, and Louisiana.

**The Second Spanish Period**

**Reading Check (page 13):**

1. How did Spain win control of Florida back from the British?

• Answer: On September 3, 1783, the second Treaty of Paris was signed ending the American Revolution. It gave the thirteen British colonies their independence. In addition, this treaty gave Florida back to the Spanish.

**African and African American Studies: Florida History Correlations:**

Unit 4: Florida History: Slavery, Estavanico De Dorantes, Little Steven Explorer


**Colonial Vocabulary**

Attachments: Content vocabulary list

**Writing Journal Topics**

1. Describe the job of a conquistador.
2. Tell about the development of St. Augustine. Why is it important to know about this landmark?
3. How did the United States obtain Florida?

**Integrated Activities**

Suggestions: Map exercise.

Benchmarks: SS.4.A.1.2; SS.4.A.3.1; SS.4.G.1.4

Attachments: Instructions and map

**Art Lessons**

Benchmarks:

Attachments: VA.4.F.3.2; VA.4.H.3.1

1. Drawing ships
2. Painting treasure

**Reading Practice Passages and Questions**

Attachments:

1. The Misadventures of Panfilo de Narvaez and
Nunez de Cadeza de Vaca 1528-1535
Sir Francis Drake 1585-1596

**Colonial Florida Test**
Attachments: Reading Comprehension Test and answer key
Colonial Florida Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

<table>
<thead>
<tr>
<th>Adams-Onis Treaty</th>
<th>La Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Revolution</td>
<td>loyalists</td>
</tr>
<tr>
<td>conquistador</td>
<td>massacre</td>
</tr>
<tr>
<td>Fort Caroline</td>
<td>Matanzas</td>
</tr>
<tr>
<td>Fort Mose</td>
<td>militia</td>
</tr>
<tr>
<td>French and Indian War</td>
<td>patriots</td>
</tr>
<tr>
<td>independence</td>
<td>Treaty of Paris</td>
</tr>
</tbody>
</table>
Colonial Florida
Integrated Lesson

Reading Material: Tab: Section on Colonial Florida

Lesson Objective: To identify on a map countries of the world who claimed Florida during its colonial period. To identify flags of world countries.

Next Generation Sunshine State Standards:
SS.4.A.1.2; SS.4.A.3.1; SS.4.G.1.4

Materials:
Tab
Map of the World
Pencils
Crayons or Markers
Overhead Projector
Overhead Transparency of World Map

Introduction:
Introduce or review the reasons why exploration of the Americas took place. Then show a map and explain the generalities of exploration patterns (Europe west across the Atlantic Ocean and also around the tip of Africa eastward).

Shared Reading:
Read the section on Colonial Florida in the Newspaper Tab as a shared reading. Clarify any difficult vocabulary. Have students develop vocabulary maps to demonstrate their understanding of new words.

Activity:
Following the reading of the information in the Tab, have students highlight the different explorers significant to Florida and the Countries for whom they were exploring. Then put a world map transparency on the overhead projector and distribute a duplicated map for each student. Discuss the location of each of the countries on the world map. Create a map key and color code the explorers' countries. Then draw icons of each county's flag on the map next to the country. Students can transfer these icons to the Tab as quick reference as to where each explorer was from. Then at a glance, students will see the change in occupation of Florida during the Colonial Period.

Extension:
Have students research one of the explorers who was affiliated with Florida or extend the activity to include any explorer important during that time period. They can map out the exploration route(s) of the explorer on a world map and summarize their findings about the person. This can be further extended to writing a complete research report, including maps, pictures, and an essay.
World Map
Activities: Colonial Florida

Drawing Ships

Next Generation Sunshine State Standards:
Visual Art –
VA.4.H.3.1: Discuss how analytical skills and thinking strategies are applied to both art production and problem-solving in other content areas.
   VA.4.H.3.In.a: Compare the use of pattern, line, and form found in visual art with other teacher-selected contexts.
   VA.4.H.3.Su.a: Connect the use of pattern, line, and form found in visual art with other teacher-selected contexts.

Objective
The students will create a drawing of a ship from the colonial times.

Vocabulary
Mast - metal or wooden poles used to suspend the sails on a ship.
Sail - sheets of cloth or fiber used to catch the wind on ships. The wind is used as energy to propel the ship through the water.
Seascape - a drawing or landscape of the ocean.

Materials - 12x18 sheets of white construction paper, pencils, erasers, rulers, and watercolors.

Directions
1. Discuss the vocabulary words with the students.
2. Show students attached examples of colonial ships.
3. Discuss with the students how they can make their ships unique. They can have as many or as little sails as they want. They can have huge masts or thin ones. The color of the water in their drawings may also be different, we all think of water as being blue, but it is sometimes green, teal, etc.
4. Pass out paper, pencils, and erasers. Explain to the students that they will use rulers in this assignment in order to draw their ships as "real" as possible. The students should use their pencils lightly to keep their drawings as neat as possible. The students may trace their ships once they are sure they have their final drawing complete.
5. Pass out watercolors. Have students paint the water in with the watercolors. The students may also paint in their ships, however, the paintings come out really interesting if the ships are left in just pencil and only the water is painted in.

Colonial Florida

Painting Treasure

Next Generation Sunshine State Standards:
Visual Art –
VA.4.F.3.2: Collaborate with peers in the art room to achieve a common art goal.
   VA.4.F.3.In.b: Organize and execute individual or collaborative visual art projects having three or more steps.
   Supported
   VA.4.F.3.Su.b: Sequence two or more components related to individual or collaborative visual art projects.
   Participatory
   VA.4.F.3.Pa.b: Contribute to a variety of collaborative tasks related to visual art.

Objective
The students will create their own treasures (i.e. jewels, broaches, rings, etc), treasure chest, and treasure map.

Vocabulary
Treasure, map, compass.

Materials
Beads, string, yarn, construction paper, glitter, scissors, crayons, shoebox, aluminum foil, and tissue paper.
Directions
1. Discuss vocabulary words with students.
2. Discuss the kinds of treasures colonial ships would be bringing from Europe to North America and vise versa.
3. Each student can create his/her own treasure using materials available. (See attached examples)
4. The teacher may choose to participate in a treasure hunt with the entire fourth grade. Each class will need to create a treasure chest and map. The teacher may pick certain students to make a treasure box out a shoebox, decorating with paint, construction paper, etc. A treasure map will also be needed indicating were clues are located.
5. Once the treasures are done, they may be hidden in the treasure boxes and the treasure boxes hidden somewhere in the school area.
Practice Passages and Questions

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Objective:

1. The students will be able identify Sir Francis Drake and his various exploits.

Sunshine State Standards Benchmarks:


Vocabulary:

- cache
- knighted
- landmark
- vulnerable
- perseverance
- estate

Suggested Activities:

1. On a map of the Caribbean region, locate and label the Dominican Republic, Cartagena, and St. Augustine.

2. Have the students research what it means to be “knighted.” Create a list of people who have been knighted, past and present.

3. Have the students research more about Sir Francis Drake and his trip around the world.

4. Complete and review questions.

(Note: These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the questions and be permitted to return to the selection for rereading as they answer.)
Sir Francis Drake was a soldier and an explorer from England who played a role in the history of Florida. In the late 1500s, England began to claim more land in America. Drake was sent from England in 1585 to attack Spanish settlements. He was selected for this mission because of his successful raid of Panama. He brought back a major cache of gold to England to present to Queen Elizabeth I. Because of Drake's excellent sailing abilities and soldier training, England was sure he would be successful in gaining more land for British control.

Drake sailed to America with 40 ships and more than 2,000 soldiers. He attacked the Spanish ports of the Dominican Republic and Cartagena, Columbia. Next, he sailed north in search of more Spanish settlements to conquer.

In 1586, as he sailed up the Florida east coast, he spied a St. Augustine watchtower. St. Augustine was an important landmark for Spanish settlers and free African Americans. Most of the buildings were made of wood and clay, which made them vulnerable to attacks and raids. Drake attacked St. Augustine. He and his soldiers burned crops and caused major damage to the fort and surrounding area.
He did not burn a neighboring Timucuan village because he thought that the native Floridians might later help the British settle the fort. Many of the Spanish settlers fled to the woods and were able to escape from the soldiers. After Drake and his crew sailed away, the people of St. Augustine returned to the ruins and immediately began to rebuild the damaged parts of the fort. Fort Castillo de San Marcos still stands today as a symbol of perseverance.

Sir Frances Drake returned to England. He got married and lived on a large estate outside of London. In 1596, he was aboard one of his ships, the Defiance. A tropical disease that he probably picked up during his last trip to America struck him. He died and was buried at sea. It was said that he got out of his deathbed early the morning of his death and attempted to put on his suit of armor. He wanted to die as a soldier.
Sir Francis Drake

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. Describe Sir Francis Drake’s attack on St. Augustine. Use details and information from the article to support your answer.

2. Read these sentences from the article.
   Sir Francis Drake was sent from England in 1585 to attack Spanish settlements. Drake was selected for this mission because of his successful raid of Panama.
   What does the word *raid* mean?
   - A. defense
   - B. invasion
   - C. protection
   - D. guard

3. Why did Drake attack the Spanish settlements?
   - F. to steal gold
   - G. to burn crops
   - H. to gain more land for British control
   - I. to befriend the native Floridians

4. What happened after Drake and his soldiers left St. Augustine?
   - A. The Spanish settlers began to rebuild the fort.
   - B. The Timucuan Indians took control of the fort.
   - C. The survivors fled north and built a new fort.
   - D. The fort came under the control of the French.
Objective:

The students will be able to identify the route that Narváez and de Vaca sailed, and the mishaps that occurred during their exploration of Florida.

Sunshine State Standards Benchmarks:


Vocabulary:

peninsula    harbor    rations    barges
fragile     capsize    viceroy

Suggested Activities:

1. Have the students illustrate each of the vocabulary words.
2. Have the students create mini barges using sticks and cloth.
3. Have the students complete a plot diagram based on the expedition of Pánfilo de Narváez.
4. Have the students pretend that they are Pánfilo de Narváez. Make a journal with entries detailing his expedition through Florida. The journals should contain a mixture of facts, thoughts, and feelings.
5. Have the students determine how many miles it is from Tallahassee to Mexico City (the route that de Vaca and the other few survivors traveled).
6. Complete and review questions.

(Note: These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the questions and be permitted to return to the selection for rereading as they answer.)
Pánfilo de Narváez arrived near Tampa Bay with a large army from Spain on April 14, 1528. The Spanish government had given him permission to settle and rule the land along the Gulf Coast from Northern Mexico to the Florida peninsula* and as far inland as he was able to control.

When Narváez landed, he took three hundred soldiers and forty horses with him to explore the interior of the state. The ships, which were carrying food and supplies, were sent ahead to a harbor north of where they had originally landed.

This turned out to be a terrible mistake. Instead of landing at the harbor described by Narváez, the ships landed somewhere else. Narváez and his men waited for the ships at the harbor where Narváez intended the ships to have landed, but the ships could never find him and his men. The ships’ captains searched up and down the coast for almost a year, then gave up and returned to Spain.

Stranded, Narváez along with his treasurer and provost marshal, Nunez de Cabeza de Vaca, led his men northward up the peninsula to the chiefdom of the Apalachee. This would have been near present-day Tallahassee. The Spaniards met hostility and violence in the Apalachee territory. This was not surprising since along their route the Spaniards had seized an Apalachee village, stolen maize and other crops, and even held a chief hostage.

After about a month, Narváez and the Spaniards gave up their hope of ever finding the ships and receiving their supplies. They were getting low on rations and many of the men were weak from illnesses.

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* A peninsula is a piece of land surrounded by water on three sides.
Narváez led his men to a bay on the Gulf (assumed to be present day St. Marks). There they built five barges. The barges were made using pine trees and the pitch from longleaf pine mixed with palmetto fiber to fill in the cracks. The men sewed their shirts together to make sails.

In September 1528, Narváez and approximately two hundred and forty men set sail towards a Spanish Settlement in Mexico on their fragile barges. Unfortunately, a violent storm caused the barges to capsize and many men lost their lives. Fewer than one hundred men finally made it to an island off the coast of Texas. Narváez did not survive, and by spring, de Vaca and the few men who were still alive set off to walk to Mexico City. Seven years later, four of them, including de Vaca, eventually arrived there.

Cabeza de Vaca shared this information of Narváez’s journey with the Spanish Viceroy. This story was read by Hernando De Soto, who was about to make his first journey to Florida.
The Misadventure of Pánfilo de Narváez and Nunez de Cabeza de Vaca

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. When Narváez began his expedition near Tampa Bay he had three hundred soldiers with him. At the end of the expedition there were only four survivors. What happened to the men? Use details and information from the article to support your answer.

2. Read this sentence.
   When Narváez landed, he took three hundred soldiers and forty horses with him to explore the interior of the state.
   What does the word *interior* mean?
   A. outer part
   B. inner part
   C. coastline
   D. bay area

3. What happened when Narváez and his men met the Apalachee Indians?
   F. They shared their supplies with them.
   G. They helped them build barges for sailing.
   H. They seized one of their villages.
   I. They forced them to walk to Mexico City.

4. Why couldn't the ships find Narváez and his men?
   A. They went the wrong direction.
   B. They went to the wrong harbor.
   C. It was too dark.
   D. It was too early.
Reading Comprehension Questions

Colonial Florida

1. **The first Spanish to explore Florida were the**
   
   A. the Calusa  
   B. the Conquistadors  
   C. the Ribault Rebels  
   D. the Menendez De Aviles  

2. **Why did the Spanish give up Florida to the British?**

   F. to divide it up equally  
   G. in exchange for Havana  
   H. to save Ribault  
   I. to build Fort Caroline  

3. **What was the result of the 1783 Treaty of Paris for Florida?**

   A. Florida was returned to the Spanish  
   B. Florida was returned to the French  
   C. Florida was returned to the British  
   D. Florida was returned to the Native Americans  

4. **United States was granted Florida territory as a result of**

   F. the French and Indian War.  
   G. diplomats and conflict.  
   H. the Adams-Onis Treaty.  
   I. the Treaty of Paris.  


Reading Comprehension Questions

Answers

Colonial Florida

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Territorial Florida
Territorial Florida

**Next Generation Sunshine State Standards and Florida State Standards**

**Social Studies:**

SS.4.A.3.8: Explain how the Seminole tribe formed and the purpose for their migration.
  - SS.4.A.3.In.h: Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida.

SS.4.A.3.10: Identify the causes and effects of the Seminole Wars.
  - SS.4.A.3.In.j: Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave.

SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
  - SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

**Language Arts:**

LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
  - LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.

LAFS.4.SL.2.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - LAFS.4.SL.2.AP.4a: Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
  - LAFS.4.SL.2.AP.4b: Elaborate on each fact or opinion given in support of a claim with relevant details.

LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - LAFS.4.W.1.AP.2a: Introduce a topic clearly and group related information in paragraphs and sections.
  - LAFS.4.W.1.AP.2b: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
  - LAFS.4.W.1.AP.2c: Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
  - LAFS.4.W.1.AP.2d: Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
  - LAFS.4.W.1.AP.2e: Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
  - LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.

**Visual Arts:**

VA.4.C.1.2: Describe observations and apply prior knowledge to interpret visual information and reflect on works of art.
VA.4.C.3.3: Use the art-making process, analysis, and discussion to identify the connections between art and other disciplines.
Overview: This section gives a short explanation of the establishment of the Florida Territory. There are overviews about who the Seminoles are, Black Seminoles, and the Seminole Wars.

Purpose: To give students an understanding about the Seminoles, Black Seminoles, and the Seminole Wars.

Objectives:
1. Students will gain an understanding of who the Seminoles are and where they came from.
2. Students will learn how and why the Seminole Wars were fought.
3. Students will learn who the Black Seminoles are and why they came to be known as Black Seminoles.
4. Short biographies are provided for the students to know who to of the leaders were of the Second Seminole War, Osceola and Major General William Jenkins Worth.

Materials: One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab:

The Seminoles

Short Answer (page 16):
1. What is the meaning of Seminole?
   - Answer: The name “Seminole” could have two meanings. From the Creek word “ishti semoli,” Seminole means wildmen. From the Spanish word “cimarrones,” Seminole means runaways.

Talk about it (page 16):
1. Why do you think the U.S. government wanted to move Native Americans west of the Mississippi River? Was this right or wrong? How would you have felt if you were a Native American asked to move from your home?
   - Answer: Opinions will vary, but most will parallel the thought that the U.S. government wanted the land to build upon and in turn profit from. Moving the Native Americans west would allow the government to do that without interference. Unfair.

Reading Check (page 16):
1. Where did the remaining Seminoles go after the end of the 2nd Seminole War?
   - Answer: The remaining Seminoles went to the Everglades in south Florida after the Second Seminole War.

Short Answer (page 17):
1. How many wars did the Seminoles fight against the U.S.?
   - Answer: The Seminoles fought three wars with the U.S.
2. Which war was the most costly?
   - Answer: The Second Seminole War was the most costly of all Indian wars in terms of lives lost and money spent.

Black Seminoles

Reading Check (page 17):
1. Why did runaway slaves come to Florida?
   - Answer: Runaway slaves came to Florida because they could live among the Seminoles and live a life of freedom.
2. Refer to the image caption for John Horse (page 19).
   a. What does the caption tell you about John Horse?
b. Visit the web site about John Horse, [http://johnhorse.com/trail/02/d/25.htm](http://johnhorse.com/trail/02/d/25.htm). Read Jesup’s Proclamation (four slides). What did you learn about Jesup’s Proclamation? Continue to explore the website. Write down two new pieces of information about John Horse that are not in the caption.

- **Answer:** (Student responses will vary.)

3. What is the Creaak word for “people”?

- **Answer:** I-sti means people in Creek/Seminole

4. “Toklan” is the number two in what language?

- **Answer:** Miccosukee.

### African American Studies Florida History Correlations:

#### Unit 7: Florida History: Slavery: Fugitive or Liberator - Luis Pacheco

#### Unit 9: Interdependence: Alliance Between the African Slaves and the Seminoles

#### Unit 10: Early Settlers of Florida and of Fort Negro

### Territorial Florida Vocabulary
Attachments: Content vocabulary list

### Writing Journal Topics

1. Why did the Seminole Indians migrate to Florida?
2. Why was the United States government upset with the Seminoles?
3. Why did Osceola plunge his knife through the treaty he was asked to sign?

### Integrated Activities

Suggestions:
1. Map to color and label the regions of East and West Florida
2. Venn Diagram to compare and contrast East and West Florida

### Art Lessons

Attachments:
1. The Everglades Sketchbook
2. Everglades Landscape drawings

### Word Search Game

Attachments: Word Search Game and answer key

### Territorial Florida Test

Attachments: Reading Comprehension Test and answer key
Territorial Florida Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Cypress Swamp</td>
<td>Miccosukees</td>
</tr>
<tr>
<td>Black Seminoles</td>
<td>midpoint</td>
</tr>
<tr>
<td>Constitutional convention</td>
<td>raiding</td>
</tr>
<tr>
<td>descendants</td>
<td>relocate</td>
</tr>
<tr>
<td>descended</td>
<td>Seminoles</td>
</tr>
<tr>
<td>Everglades</td>
<td>Treaty of Moultrie Creek</td>
</tr>
<tr>
<td>Indian Removal Act</td>
<td>United States territory</td>
</tr>
<tr>
<td>Loxahatchee River</td>
<td></td>
</tr>
</tbody>
</table>
Activities: Territorial Florida
The Everglades Sketchbook
Sunshine State Standards (Art): VA.4.C.1.2; VA.4.C.3.3

Objective
The students will learn to use a sketchbook/journal as a source of reference where they gather information pertinent to them. This art lesson could be used before, during, or after a fieldtrip to the Everglades.

Vocabulary
Sketchbook/journal, vegetation, saw grass, airboat, swamp, climate, nature, landscape,
Foreground - the front of a drawing/picture.
Middle ground - the middle/center of a drawing/picture.
Background - the back of a drawing/picture.

Materials
3 sheets of copy paper, colored pencils, stapler.

Directions -
1. Discuss why an artist uses a sketchbook (i.e. jot down ideas, sketch things they find interesting and might later use in a drawing or painting, etc.)
2. Discuss why a writer uses a journal (i.e. write down ideas, inspirations that they might later use in a poem, composition, book, etc.)
3. Discuss the different vegetation and things the students might see or feel in the Everglades. What do they think they will see? Alligators? Ponds? Birds? Saw Grass? Airboats? How will the climate be? Hot? Cold?
4. Encourage the students to draw and write as much possible while they are at the Everglades, as well as on their way back on the bus. (Note: In order to facilitate the use of this tool throughout the school year, the classroom teacher is encouraged to practice this on a daily/weekly basis with any other sketchbook/journal ideas.)
5. Discuss the three main areas of a landscape, foreground, middle ground, and background. Encourage students to view the Everglades with these aspects in mind, so that they may reproduce their favorite Everglades view in a landscape drawing when they come back.
6. Pass out materials and demonstrate how to fold both pages down the middle and staple them neatly.
7. The students may personalize the front page of their sketchbooks with the colored pencils.
8. When the students are finished, the teacher may want to collect the sketchbooks and give them to the classroom teacher to hold until the fieldtrip day. (Note: The classroom teacher is encouraged to use the Art teacher’s resources to make new mini-sketchbooks throughout the year.)
9. Have a quick review of the vocabulary and of the fact that they will be using this sketchbook as a tool during language arts, when writing a composition, etc. and during art class when drawing their landscapes.
Territorial Florida
Everglades Landscape Drawing
Sunshine State Standards (Art)-VA.4.C.1.2

Objective
The students will use their sketchbook to create a landscape drawing of the Everglades, swamp, and climate, nature, landscape, foreground, and middle ground, background.

Vocabulary
sketchbook/journal, vegetation, saw grass, airboat, swamp, climate, nature, landscape, foreground, middle ground, background.

Materials
1 sheet of construction paper, pencils, erasers, crayons, attached examples.

Directions
1. Review the importance of sketchbooks/journals in assisting artists and writers with their work.
2. Discuss the Everglades fieldtrip with the students. Encourage the students to share their sketchbook. What did they write about? What did they draw or sketch?
3. Discuss what a landscape is. Review landscape vocabulary from previous lesson. Show examples of landscapes and have students point out the foreground, middle ground, and background. Ask the students if they feel these are important aspects of a landscape.
4. Instruct the students to draw a landscape drawing of the Everglades using their sketchbooks as a source of inspiration.
5. Pass out paper, pencil, and erasers. Students may color in their drawings when they have finished sketching.
6. The students may also be encouraged to write about their drawing on the back of their drawing or to leave a space in the front where they can write their thoughts on the Everglades.
Reading Comprehension Questions

Territorial Florida

1. The first event that happened once Florida became an official territory was

A. East and West Florida were united
B. the Indian Removal Act
C. the Seminole War
D. the Second Seminole War

2. Osceola was a leader among the Seminoles, he is famous for his

F. peace making strategies
G. defiant attitude to surrender
H. fearless nature
I. speeches and political success

3. Reasons for conflict between the Seminoles and the Americans included

A. disputes over waterways
B. runaway slaves
C. the Miccosukees
D. tourism and travel difficulties

4. Which of the following caused tension between the Seminoles and new settlers to Florida?

F. Selling crops and assisting slaves
G. Property rights and selling crops
H. Property rights and helping runaway slaves
I. Harming animals and helping runaway slaves

5. Which one of the following statements is not true about Osceola?

A. Osceola fought for the rights of Native Floridians
B. Osceola was a Seminole chief
C. Osceola was tricked into capture
D. Osceola planned an ambush
6. **What do the City of Lake Worth and Fort Worth Texas have in common?**

   F. They were both named after General Worth
   G. They both are home to large lakes
   H. They are both worth a lot of time
   I. They both had the Mexican war

7. **Florida became a United States territory in 1822. Which of the following is a result of Florida becoming a territory?**

   A. Florida became the largest territory
   B. East and West Florida joined
   C. Saint Augustine became the capitol
   D. Florida immediately became a state
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D. Florida immediately became a state
Florida from Statehood through the Civil War
Florida from Statehood through the Civil War

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.5.1: Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.
   SS.4.A.5.In.a: Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
   SS.4.A.5.Su.a: Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.
   SS.4.A.5.Pa.a: Recognize that battles were fought in Florida in the Civil War.
   SS.4.A.5.In.b: Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).
   SS.4.A.6.In.a: Identify Florida's major industries, such as timber, tourism, and citrus.
   SS.4.A.6.Su.a: Recognize major industries in Florida, such as timber, tourism, and citrus.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
   LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
   LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
   LAFS.4.RI.1.AP.3a: Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
   LAFS.4.RI.1.AP.3b: Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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   LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.

Visual Arts:
Overview: This section provides discussions about when Florida became a state and the how and why Florida joined the Confederate States of America during the Civil War. Some of the battles that took place in Florida are mentioned and how Floridians supported the war effort. What Reconstruction is and what the state had to do to re-join the Union. Short Biographies of two important Floridians, Josiah Walls and David Levy Yulee, are included. There is a short history of the Jupiter Lighthouse in Palm Beach County.

Purpose: To give the student an overview of how Florida became a state and its participation in the Civil War and Reconstruction. The student will learn some facts about the oldest structure in Palm Beach County, the Jupiter Lighthouse.

Objectives:
1. The student will be able to understand why Florida had to wait to be admitted to the Union as a state.
2. Students will gain an understanding of why and how Florida was involved in the Civil War and what the state had to do during Reconstruction to be admitted back into the Union.
3. Students will learn about Josiah Walls and David Levy Yulee, two important men in the history of Florida and their contributions to their home state.
4. Students will learn some short, interesting facts about Palm Beach County’s oldest structure, the Jupiter Lighthouse.

Materials:
- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab

Statehood
Reading Check (page 22):
1. Why did Florida have to wait to become a state?
   - Answer: For many reasons, it took Florida twenty-three years to become a state. First, Florida needed a population of 60,000 people in order to become a state. And second, Florida was a slave-holding territory, and the U.S. Congress would not allow Florida to become a state until a non-slave state was ready to enter the Union, too.

The Civil War and Reconstruction
Research (page 22):
1. What does secede mean?
• Answer: Secede means to separate, as when the Southern states separated themselves from the other states under the same government.

Short Answer (page 22):
1. Why did South Carolina and the other southern states secede from the Union?
   • Answer: The election of Abraham Lincoln in 1860 upset the Southern states and it worried them.
2. What event did this action cause?
   • Their actions led to the American Civil War.

Reading Check (page 22):
1. What kind of food did Florida provide to the Confederacy?
   • Answer: They raised crops and cattle to send to the Confederate troops. They also sent pork, fish, fruit, and salt.
2. What state capital, east of the Mississippi River, was never captured by Union forces?
   • Answer: Tallahassee was the only Confederate capital east of the Mississippi River that was not captured by Union forces.
3. Explain sharecropping.
   • Answer: Sharecropping allowed former slaves to pay the plantation owner rent. Rent was paid by a share, or part of the crops grown on that land instead of with money. This system helped both the plantation owners and the freed slaves.

Short Answer (page 22):
1. What did the southern states have to do before rejoining the Union?
   • Answers: Southern states had to re-write their state constitutions and pass the 14th Amendment before they were allowed to re-join the Union.

Jupiter Inlet Lighthouse
Reading Check (page 23):
1. Why was the lighthouse built at Jupiter Inlet?
   • Answer: In 1853, the United States Congress approved money to build a lighthouse at Jupiter Inlet. It was expected to help prevent shipwrecks.

Activity (page 23):
1. Make a drawing or model of the Jupiter Lighthouse.
   • Answer: (See student drawings or models.)

Confederate Blockade Runners
Reading Check (page 23):
1. What did General Winfield Scott recommend to President Lincoln?
   • Answer: General Winfield Scott recommended that Union Naval vessels block southern ports so the Confederacy could not ship or receive goods that would support their war efforts.

Short Answer (page 23):
1. What was the purpose of the Anaconda Plan?
   • Answer: The purpose was to search for Confederate blockade runners and prevent them from sending goods to the war effort.
2. Why was the Anaconda Plan called the “Great Snake?”
• Answer: It was called the “Great Snake” because of how the Union naval vessels cut off Confederate blockade runners.

Reading Check (page 23):
1. What is a blockade runner?
   • Answer: Blockade runners were Confederate-, British-, and Bahamian-owned ships, and those from other countries, who would sail to Bermuda, the Bahamas, and Cuba carrying products such as cotton, molasses, and whiskey in exchange for war materials and soap, coffee, dry goods, salt, flour, and alcohol. When ships returned, they sailed through Jupiter Inlet and up the Indian River to various destinations.

2. Who was Josiah Walls and why is he important?
   • Answer: Josiah Walls was a freed slave who worked as a teacher and eventually served as a U.S. House Representative. In a close race, he won the election and became the first African American in Florida to be elected to U.S. Congress.

African and African American Studies: Florida History Correlations:
Unit 12: Methods of Enslavement: Slave Life in Florida

Statehood to the Civil War Vocabulary
Attachments: Content vocabulary list

Writing Journal Topics
1. What kept Florida from becoming a state?
2. Describe the period of reconstruction in Florida.
3. Explain why salt was an important resource during the Civil War.

Integrated Activities
Suggestions:
1. Map Florida on a grid and plot coordinates to estimate locations of Florida’s lighthouses. Benchmarks: SS.4.G.1.2

Art Lessons
Attachments:
1. Lighthouse Sketches
2. Lighthouse Jigsaw Puzzles

Reading Practice Passages and Questions
Attachments:
1. Florida’s Role in the Civil War

Statehood to the Civil War Test
Attachments: Reading Comprehension Test and answer key
Statehood to Civil War Vocabulary

Content Vocabulary

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Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

anti-slavery groups  pro-slavery groups
compromises  rebels
Confederacy  reconstruction
drafted  secede
Gettysburg Address  sharecropping
navigational aid  Union
neutral  Yankees
perilous
Activities: State of Florida
Lighthouse Sketches
Sunshine State Standards (Art) – VA.4.S.1.3; VA.4.F.1.1; VA.4.H.2.2

Objective
The students will make three sketches of different lighthouses, one of which will be used to make a jigsaw puzzle.

Vocabulary
Lighthouse, jigsaw puzzle, day mark, Fresnel lens.

Materials
8x10 copy paper, pencils, and erasers.

Directions -
1. Discuss the variety of lighthouse designs (See attached).
2. Discuss vocabulary words.
   Day mark - Before sophisticated technology, ships near shore (during the day) would use lighthouses as landmarks; thus, the Lighthouse Board issued an order to have each lighthouse painted in different colors and/or designs. (See attached).
   Fresnel lens - A lens that enabled man to produce an unlimited number of flashing combinations.
3. Explain to the students that they will be drawing three sketches of different lighthouses.
4. Students should draw their lighthouses making sure to draw their day marks and Fresnel lens as interesting and colorful as possible.
5. Once students have completed the sketches, they will pick their most successful sketch and proceed to the following lesson.

State of Florida
Lighthouse Jigsaw Puzzles
Sunshine State Standards (Art) VA.4.S.1.3; VA.4.C.2.3

Objective
The students will draw a lighthouse and make into a jigsaw puzzle.

Vocabulary
jigsaw puzzle, review vocabulary from the lighthouse sketches lesson.

Materials
8x11 construction paper, crayons, pencils, erasers, rulers, scissors, and cardboard.

Directions
1. Review vocabulary from the lighthouse sketch lesson. Discuss the different day marks and Fresnel lens the students drew. You may choose to have a "Show and Tell" with the students.
2. Review what a jigsaw puzzle is.
3. Pass out materials and encourage students to draw their lighthouses lightly with a pencil, using their rulers. The lighthouses could be drawn in a landscape format with a front ground, middle ground, and background to make them interesting. Discuss the variety of terrain that lighthouses can be found in. (i.e. a rocky coast, a high cliff, flat land, etc.)
4. Students should color in their entire drawing in order to have an interesting jigsaw puzzle.
5. Once the students have completed their entire drawing, they should glue the drawing unto a piece of cardboard for sturdiness, if available.
6. In order to make these drawings into puzzles; the students will need to cut the drawing up into nice sized pieces. The students should draw guidelines on the back of their drawings so that the cutting process is successful.
7. The students may then cut their drawing into a jigsaw puzzle.
8. Students may save their puzzle pieces in plastic bags and exchange with other students.
Facts About Florida

Population: 14,653,000  State flower: Orange blossom
Capital: Tallahassee  State bird: Mockingbird
State nickname: Sunshine State
Largest cities: Jacksonville, Miami, Tampa, St. Petersburg
Major land areas: Atlantic Coastal Plain, Everglades, Florida Uplands, Gulf Coastal Plain
Lowest point: Along the Atlantic Ocean, sea level
Highest point: In Walton County, 105 meters (345 ft)
Major rivers: Apalachicola River, Caloosahatchee River, Chattahoochee River, Kissimmee River, Peace River, Perdido River, St. Johns River, St. Marys River, Suwannee River
Major bodies of water: Apalachee Bay, Charlotte Harbor, Florida Bay, Gulf of Mexico, Lake George, lake Kissimmee, Lake Okeechobee, Pensacola Bay, Tampa Bay
Climate: In January temperatures in Miami, in the south of Florida, range from 59°F (15°C) to 75°F (24°C) and in Jacksonville, in the north, temperatures range from 41°F (5°C) to 64°F (18°C). In July temperatures in Miami range from 76°F (24°C) to 89°F (32°C) and in Jacksonville temperatures range from 72°F (22°C) to 91°F (33°C). Yearly precipitation in Miami averages 56 inches (142 cm) and in Jacksonville averages 51 inches (130 cm).
Resources, industries, and products: Tourism, international trade, electronics, printing and publishing, citrus fruits, sugarcane, cattle, fishing, strawberries, melons
History: In 1513 Ponce de León explored Florida, looking for a legendary fountain of youth. He claimed the region for Spain. In 1763 Spain gave the region to England in exchange for Cuba. In 1783 Spain recaptured Florida. Spain gave the territory to the United States in 1819. Florida became the twenty-seventh state in 1845.
Historic sites and other attractions: Kennedy Space Center, Everglades National Park, John Pennekamp Coral Reef State Park, Castillo de San Marcos National Monument
Unusual facts: St. Augustine, founded in 1565, is the oldest city in the United States. Florida has the longest coastline of any state except Alaska. The nation’s first satellite, Explorer I, was launched from Cape Canaveral in 1958. St. Petersburg once had 768 sunny days in a row.
Original American Indian groups: Apalachee, Calusa, Pensacola, Seminole, Timucuan, Tunica

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Practice Passages and Questions

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Objective:
The students will demonstrate an understanding of how Florida played a vital role in the Civil War and contributed to the Confederate Army.

Sunshine State Standards Benchmarks:
SS.A.A.5.1 - SS.A.A.5.2 - SS.A.G.1.2

Vocabulary:
rural abolish documented skirmishes
drafted bondage disembarked retreated secede

Suggested Activities:
1. On a current map of the U.S. identify the Union States, the Confederate States, and U.S. territories. Create a map key and color the states depending on their classification.
2. Have the students create a story clock illustrating the events that were discussed in this selection.
3. Using a map of Florida, have the students locate and mark the areas where important battles occurred.
4. Have the students research further the role of salt in keeping food from spoiling.
5. Have the students read the Emancipation Proclamation and discuss.
6. Have the students research further on the "Cow Cavalry."
7. Complete and review questions.
(Note: These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the questions and be permitted to return to the selection for rereading as they answer.)
Background Information

Settlers began to move to Florida once it became a United States territory. By the mid 1800s, it was a rural territory with large farms and plantations. In 1845 when Florida became a state, the population was approximately 140,000. Of these, 63,000 were African Americans, most of whom were slaves. The state’s economy was based on cattle and crops. Slavery was practiced in Florida but not all African Americans were slaves. Many bought their freedom or were freed by their owners. Some were Creoles, free descendants of Spanish citizens of African ancestry. When Florida became a state, it was considered a slave state. This was an important factor in Florida’s part in the Civil War.

Many states in the north did not believe in the practice of owning slaves and began to abolish slavery. By 1860, slavery was only found in the southern states and territories. The Presidential election that year was based on two candidates who debated about slavery. Many southern states were upset because Abraham Lincoln discussed stopping the spread of slavery. He did not want slavery in the west and hoped that it would eventually die out in the south. He was elected President on November 6, 1860. South Carolina decided to secede from the Union on December 20th. That meant that it would not recognize the United States as its government and instead would make its own state laws.

On January 10, 1861, Florida seceded as well. It became a separate state from the Union. By February, Florida and six other southern states had formed a new government, the Confederate States of America. Four other states joined a month later. The Confederate states were South Carolina, North Carolina, Virginia, Georgia, Alabama, Mississippi, Florida, Louisiana, Tennessee, Texas, and Arkansas. Jefferson Davis, from Mississippi, was elected President and Montgomery, Alabama was selected as the capital, though it was soon moved to Richmond, Virginia.
The Civil War

BOOM! A shot was fired by U.S. troops at Fort Sumter, South Carolina on April 12, 1861 and the Civil War began. The North fought against the South. The two major issues of the Civil War were slavery and state's rights. Many families lost all or most of the men of the family. Sometimes brother fought against brother or cousin against cousin as families differed in their view on slavery and loyalty to the United States. Not all southerners supported slavery, so they fought for the North, and not all northerners supported the war against the South. The border states between the North and the South had the most difficulties during the war.

The majority of the battles were fought in other states, but two major battles and several smaller skirmishes took place in Florida. The Union sent ships to blockade or occupy Florida ports: St. Augustine, Jacksonville, Key West and Pensacola. This blockade left Floridians unable to participate in their normal sea trade. However, the Union navy was unable to guard Florida's entire long coastline. Smaller ships would slip through the blockade at night and continue to supply goods to the Confederate troops.

People in Florida who worked on farms and plantations raised crops and cattle to send to the troops. They sent beef, pork, fish, fruit and salt. Florida was a large producer of salt. Salt work plants would separate salt from the seawater. Two of the biggest salt works (factories) were at Apalachee Bay and St. Andrews. Salt was an important resource to the army. Because refrigeration had not been introduced yet, it was used to keep the meat from spoiling.

An estimated 16,000 Floridians fought in the war. Most were in the Confederacy, but approximately 2,000 joined the Union army. Some Floridians didn’t want to fight for either side, so they hid out in the woods and swamps to avoid being drafted. The Floridian soldiers were organized into eleven regiments of infantry, two cavalry, and numerous small units. Almost 5,000 Floridian soldiers were killed during the war.

With most of the Floridian men fighting, it was up to the women, children, and slaves to keep the farms working. Money was very tight and most families, even in the cities, had to grow their own food and make their own clothes. Clothing was collected to send to the troops and iron was collected to make swords, guns, and other arms.

By 1863, the Confederate Army was in trouble. The bigger Union Army was decreasing the Confederae's numbers. President Lincoln signed the Emancipation Proclamation, which freed all slaves in the southern states. This angered the Confederacy and the war continued. Many freed slaves joined the Union Army and fought to defeat the south and free their brothers and sisters who were still in bondage.
Battles were fought in the North and the South, but most took place in the South. There were two large battles that took place in Florida and both were won by Confederate troops. On February 20, 1864, the largest Civil War battle in Florida occurred near Lake City. It was called the Battle of Olustee. It was a victory for the Confederacy, but did not help win the war.

The war continued but, with the Confederacy becoming weaker and weaker and most of the southern capitals captured, supply lines to the confederate troops were cut off. On April 4, 1865, Confederate General Robert E. Lee surrendered to Union General Ulysses S. Grant. The war was officially over. Some battles continued for a short period of time, but, once word reached troops who were still fighting, the southern generals surrendered. Florida officially surrendered April 26, 1865. Union troops took over Tallahassee and immediately raised the United States flag. Once again, the states were united.

**Civil War Battles and Troops in Florida**

**Fort Pickens**

Early 1861: Some speculate that the Civil War could have begun in Florida instead of Fort Sumter, South Carolina. In early January of 1861 when Florida joined the other Confederate states and seceded from the Union, there were Union (U.S. Army) soldiers stationed at Fort Pickens on Santa Rosa Island, right off Pensacola. Confederate soldiers demanded that the Union soldiers surrender now that Florida was a Confederate state. The Union soldiers refused to leave the fort. The Union quickly moved in more troops to reinforce the number of soldiers in the fort of Pensacola. A battle began and a standoff lasted over several months.

The Confederate army landed 1,000 soldiers on the island on October 9th to raid a small Union army camp outside of the fort. More Union soldiers were sent from the fort to reinforce their camp and they were able to drive the Confederates off the island. Battles continued throughout the early part of 1862. Finally, by May, the Confederate troops withdrew from the area and the yearlong standoff was over. The Union occupied Pensacola for the rest of the war.

**The Tampa Incident**

June 30, 1862: A small battle took place in the Tampa Bay area over a two-day period early in the Civil War. A Union general sailed into Tampa Bay. Soldiers disembarked, went into town, and demanded Tampa’s surrender to the Union. A small Confederate militia group stationed in Tampa called the Osceola Rangers refused to surrender. The Union gunboat then began to open fire. The Union General warned the soldiers that they would fire again beginning at 6 pm in order to get civilians out of the way. The Osceola Rangers remained steadfast in their refusal to surrender. Gunfire began again and shots rang out most of the next day into Tampa. Eventually, in the late afternoon of July 1st, the Union soldiers stopped firing and the gunboat withdrew. Luckily, there were no casualties in this battle.
The Battle of Olustee

February 20, 1864: One year after the Emancipation Proclamation was signed, the largest Civil War battle in Florida occurred near Lake City. The Battle of Olustee lasted for six hours in the woods close to Olustee station. The Union army launched an expedition inward from the coastline in order to cut off supply lines to the Confederates. They also were searching for African Americans to join their side. Brigadier General Truman Seymour marched 5,000 men toward Lake City. Confederate General Joseph Finegan set up 5,200 men at Olustee to block their advance. Three regiments of African American troops fought in this battle on the Union’s side and many of these men were lost. The Confederate troops defeated the Union Army and sent them back toward Jacksonville. The Battle of Olustee has been described as one of the bloodiest battles in the Civil War. Almost 3,000 men out of the 11,000 who fought were killed.

The Battle of Natural Bridge

March 4, 1865: Another large battle in Florida took place near Tallahassee. Major General John Newton landed U.S. Navy ships at the mouth of St. Marks River. They had trouble getting up the river, so the soldiers marched northeast to Tallahassee. A small Confederate militia group burned a bridge in their path so that the Union soldiers could not cross the river. The Union soldiers pressed on and the two groups met at the Natural Bridge, a place where the river goes underground for a short distance. The Confederates were able to protect the natural crossing and push the Union soldiers back. The Union soldiers quickly retreated to their ships. Once again, the Confederates were victorious in Florida. Because of this victory, Tallahassee was the only Confederate state capital east of the Mississippi River that was not seized during the war.

The “Cow Cavalry”

Small militia groups were formed to protect the inner part of Florida. These units were mostly made up of ranchers and cowhands. They were called the “Cow Cavalry.” Small numbers of Union soldiers would hold cavalry raids in south Florida to capture cattle. The Union Navy would also conduct raids along the coast trying to destroy the salt work plants. It was the mission of the cow cavalry to protect the cattle ranches, salt works, and small towns of south Florida. Numerous small battles occurred as the groups met, but most battles were never documented. Florida’s greatest contribution to the war, besides the 5,000 Floridian men who fought, was food supplies. Florida sent beef, pork, fish, and fruit to the Confederate troops. A vital part of the Confederate strategy was to keep Florida’s inland roads and rivers protected so that the supplies could get safely northward. The soldiers of the “Cow Calvary” helped keep the Confederate army supplied with food from Florida.
Florida’s Role in the Civil War: “Supplier of the Confederacy”

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer:

1. Why was Florida call “the supplier of the Confederacy”? Use details and information from the article in your answer.

2. What does the Olustee monument mark?
   A. the first battle of the Civil War
   B. one of the bloodiest battles in the Civil War
   C. one of the most successful battles in the Civil War
   D. the last battle of the Civil War

3. During the Civil War, Florida
   F. did not fight.
   G. fought for the Union.
   H. fought for the Confederacy.
   I. fought for the north.

4. What was one issue of the Civil War?
   A. women’s rights
   B. education
   C. states’ rights
   D. salt
Reading Comprehension Questions

Statehood to Civil War

1. Florida was a slave holding colony, territory, and state. Which of the following does not tell about the history of slaves in Florida?
   A. The Spanish explorers used Native Americans as slaves
   B. Native Americans helped slaves escape
   C. Slavery became illegal in 1845
   D. Florida entered the union as a slave holding state

2. The 1860 presidential election caused unrest in the southern states resulting in South Carolina seceding from the Union in 1860. The word *secede* means the same as
   F. succeed
   G. join together
   H. break apart
   I. declare war

3. The first African American in Florida to be elected to Congress was
   A. Booker T. Washington
   B. Osceola Bowlegs
   C. Josiah Walls
   D. Millie Gildersleeve

4. Florida has a saltwater fish and a freshwater fish for state symbols. They are
   F. the sailfish and the porpoise
   G. the stingfish and the Penelope
   H. the stingray and the manta
   I. the sailfish and the largemouth bass

5. Florida fought in the civil war from
   A. 1855-1858
   B. 1858-1861
   C. 1861-1865
   D. 1865-1870
Reading Comprehension Questions

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   A. 1855-1858  
   B. 1858-1861  
   C. 1861-1865  
   D. 1865-1870
Pioneer Era
Pioneer Era

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
  SS.4.A.1.In.a: Use primary and secondary resources to obtain information about important people and events from Florida history.
  SS.4.A.1.Su.a: Use a primary and secondary resource to obtain information about a famous person or event from Florida history.
SS.4.A.4.1: Explain the effects of technological advances on Florida.
  SS.4.A.4.In.a: Identify technological advances that affected Florida, such as railroads and steamboats.
  SS.4.A.4.Su.a: Recognize a technological change that affected Florida, such as railroads.
  SS.4.A.4.In.b: Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.
  SS.4.A.4.Su.b: Recognize a characteristic of pioneer life in Florida, such as farming.
SS.4.G.1.1: Identify physical features of Florida.
  SS.4.G.1.Su.a: Recognize selected physical features of Florida, such as bodies of water and landforms.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
  SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
  LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  LAFS.4.RI.1.AP.3a: Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
  LAFS.4.RI.1.AP.3b: Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  LAFS.4.W.1.AP.2a: Introduce a topic clearly and group related information in paragraphs and sections.
  LAFS.4.W.1.AP.2b: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
  LAFS.4.W.1.AP.2c: Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
  LAFS.4.W.1.AP.2d: Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
  LAFS.4.W.1.AP.2e: Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.

**Mathematics:**

MAFS.4.0A.1.2: Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

**Overview:** This section covers pioneer living in what became Palm Beach County in the 1870s-1890s. Short Biographies are details of some of the pioneers that came to this area during the Pioneer Era.

**Purpose:** To provide the student with an understanding of how and why settlers came to Palm Beach County and how they lived.

**Objectives:**
1. Students will gain an understanding of why settlers came to this area.
2. They will understand they types of homes the pioneers built when they arrived.
3. Students will know why the Spanish shipwreck of the *Providencia* was important to the county and the pioneers.
4. Students will learn about the first railroad in southeast Florida.
5. Students will understand why the Barefoot Mailmen were important mail carriers to the pioneers and about the primitive mail system of the day.

**Materials:**
- One copy per student of the Florida and Palm Beach County History Tab (printed by the *Palm Beach Post*).
- A map of Florida with the counties listed.

**Questions, Activities, and Skills in the Florida and Palm Beach County History Tab**

**Early Pioneers of Palm Beach County**

Reading Check *(page 26)*:
1. Why did people come to Florida?
   - **Answer:** People came to Florida because they were interested in the warm climate and the available land.

Short Answer *(page 26)*:
1. Describe the typical house of the settlers.
   - **Answer:** The typical house of most settlers was made from items found at the beach and palmetto thatching.
2. What ship brought 20,000 coconuts? How did the coconuts change our area?
   - **Answer:** The ship, the *Providencia*, brought coconuts to our area.
3. How did the coconuts change our area?
   - **Answer:** The coconuts were planted in groves. They were planning to develop coconuts into a cash crop. It was from these coconut groves that the island, the county, and eventually several towns, got their names. West Palm Beach and Palm Beach earned their names in this way.

Reading Check *(page 26)*:
1. How long was the Jupiter and Lake Worth Railroad? Why was it closed?
   - **Answer:** The Jupiter and Lake Worth Railroad covered 7.5 miles. It stretched from Jupiter to Juno. It was closed in 1895. The railway
went out of business because it could not compete with Henry Flagler’s Florida East Coast Railroad.

2. Why was the Jupiter and Lake Worth Railroad also called the Celestial Railroad?
   • Answer: It was also called the Celestial Railroad because three of its four stops were named for celestial bodies, or planets. They included Jupiter, Mars, and Venus.

Research (page 26):
   1. Go online and visit www.pbchistoryonline.org. Click on “Pioneers” then “Teaching and Preaching.” Read the web page.
      a. What did you learn about Hattie Gale and the first schoolhouse?
      • Answer: (Student responses will vary)

Barefoot Mailman
   Map Skill (page 27):
   1. Using a map, trace the route the barefoot mailmen had to walk from Palm Beach to Miami.
      • Answer: (See student maps.)

Write About It (page 27):
   1. Write a one-page essay about what it would be like to be a barefoot mailman.
      • Answer: (See student essays.)

Math Skills (page 27):
   1. If you made $600 a year as a barefoot mailman, what was your monthly salary?
      • Answer: $50.00 a month.

Millie Gildersleeve
   Reading Check (page 27):
   1. Refer to Millie Gildersleeve. What was the author’s purpose for writing about her?
      • Answer: (Student responses will vary). Millie Gildersleeve was an important pioneer in the early foundational years of Palm Beach County. She was a midwife and medical assistant to Dr. Richard Potter. This short article about her time in history is an important perspective of a former slave who came to Florida and made it her home.
   2. How did Millie contribute to the pioneer community?
      • Answer: Millie worked as a midwife and medical assistant to Dr. Richard Potter. She helped deliver babies in the areas.

African and African American Studies Florida History Correlations:
Unit 15: The Origins of Higher African American Education in Florida
Unit 16: Courage-Mary McLeod Bethune-Trail Blazer
Unit 31: Black Pioneers in Delray: The Founding of a Community
Unit 33: From Linton to Delray: Economics and Education

Found at the following web site:
https://www.palmbeachschools.org/sc/AfricanAmericanStudies/CurriculumUnits

The Early Pioneers Vocabulary
Attachments: Content vocabulary list

Writing Journal Topics
1. How did the towns and cities of south Florida begin to develop during the early pioneer era?
2. How did the early pioneers survive in the wilderness of south Florida?
3. How did 20,000 coconuts come to Palm Beach?

**Reading Practice Passages and Questions**
Attachments:
1. Florida’s Economy Booms

**The Early Pioneers Test**
Attachments: Reading Comprehension Test and answer key
The Early Pioneers Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

adventurous
Celestial
Disston purchase
homestead
Orange Grove House of Refuge
wilderness
Practice Passages and Questions

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Objectives:
The students will be able to show how each significant business or industry impacted Florida's growth.

Sunshine State Standards:
SS.A.A.4.1 – SS.A.A.6.1 – SS.A.A.6.3

Vocabulary:
- resort
- haven
- recuperate
- staple
- boomed
- Crackers
- turpentine

Suggested Activities:
1. Use the KWL strategy with the students to promote comprehension and discussion of passage.
2. Have the students work in cooperative groups to research further the various businesses that helped Florida grow. Each group will present their findings to the class.
3. Contact a local travel agent to obtain brochures on the many resorts located in Florida. Have the students compare/contrast the amenities each has to offer, as well as cost.
4. Complete and review questions.
   (Note: These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)
Florida's Economy Booms

In the late 1800s, resort areas were developed throughout the state of Florida. It became a haven for those who were in need of a vacation and a place to recuperate from illnesses. Because of the state's warm weather and mild winters, it began attracting a variety of people, including the rich and famous. Two of the better-known individuals who came to Florida were Thomas Edison and Henry Ford. They later built their own winter homes in the Fort Myers area. The city of Miami also grew and soon was connected to the railway system.

The citrus industry became important during this time. Because the state had railroads that could quickly transport fruit to other states, the citrus industry became a staple of Florida's economy. This industry boomed until the winter of 1894 when two freezes destroyed crops in the northern and central parts of the state. In contrast, southern citrus growers were unaffected, and the citrus industry continued to boom in the southern part of the state. Using the lessons learned from the freezes, citrus growers developed frost-resistant fruit and renewed citrus groves throughout the state.
Central Florida was home to many. The cattle ranches were not close to ports and so the cattle had to be driven to ports. By using long whips that made a loud cracking noise, these cowhands became known as “Crackers.” The cattle business became very popular and many cattle ranch owners became very rich.

Forest products were abundant. Cedar trees were available and the wood from these trees was used to make pencils and build furniture. Pine trees were equally plentiful and the sap was used to make turpentine.

Phosphate rock mining companies started in Florida when this mineral (prehistoric bones and sea shells) was discovered underground. Phosphate is a key ingredient in fertilizer and was shipped all over the United States and Europe.

In Key West and Tampa Bay, cigar making became a major business. Using tobacco leaves, the cigar was rolled and then packaged and shipped all over the world. Because of the need for skilled workers within this business, many immigrants came from Cuba. Ybor City, in Tampa, became a capital for cigar making.

The success of many different kinds of businesses made Florida more and more popular. Growth continued and Florida became a very important economic place.
Florida’s Economy Booms from 1870 to 1894

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. Describe the development of resort areas in Florida during the late 1800s. Use details and information from the article in your answer.

2. What is a “cracker?”
   - A) forest product
   - B) citrus grower
   - C) cigar
   - D) cowhand

3. What was used to make turpentine?
   - F) cedar wood
   - G) pine sap
   - H) tobacco
   - I) phosphate

4. According to the article, why are Floridians able to grow citrus throughout the state?
   - A) warmer weather
   - B) frost-resistant fruit
   - C) insect control
   - D) freeze-resistant soil
Reading Comprehension Questions

The Early Pioneers

1. How did the early pioneers keep insects out of their homes?
   A. They used bug spray
   B. They used snakes in the rook
   C. They used spiders under the beds
   D. They used ocean water

2. During the pioneer period, greater numbers of people moved south towards the Everglades.
   Which of the following is NOT a reason for this migration pattern?
   F. The Disston purchase
   G. The decision for water
   H. The drainage of the land
   I. The success of crops

3. Houses of Refuge were built to
   A. help shipwrecked passengers
   B. provide refuse to settlers
   C. help people sleep in hotels
   D. provide coconuts to settlers

4. Read the following sentence from the passage:
   A shipwreck occurred on January 9, 1878 when a small Spanish brigantine, the Providencia, wrecked on the shores of Palm Beach with its cargo of 20,000 coconuts.
   Which of the following words has the same meaning as the word cargo?
   F. chariot
   G. freight
   H. scare
   I. galleon

5. The period of Federal Reconstruction took place from
   A. 1866-1877
   B. 1871-1873
   C. 1873-1881
   D. 1885-1912
Reading Comprehension Questions

Answers

The Early Pioneers

1. How did the early pioneers keep insects out of their homes?
   A. They used bug spray
   B. **They used snakes in the rook**
   C. They used spiders under the beds
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   A. 1866-1877
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   C. 1873-1881
   D. 1885-1912
The Flagler Era
Boom to Bust
The Flagler Era Boom to Bust

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
  SS.4.A.1.In.a: Use primary and secondary resources to obtain information about important people and events from Florida history.
  SS.4.A.1.Su.a: Use a primary and secondary resource to obtain information about a famous person or event from Florida history.
SS.4.A.6.3: Describe the contributions of significant individuals to Florida.
  SS.4.A.6.Su.c: Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.
SS.4.A.7.1: Describe the causes and effects of the 1920's Florida land boom and bust.
  SS.4.A.7.In.a: Identify the basic causes and effects of the 1920s Florida land boom and bust.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
  SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.
SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.
  SS.4.E.1.In.a: Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
  LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  LAFS.4.RI.1.AP.2a: Determine the main idea of an informational text.
  LAFS.4.RI.1.AP.2b: Identify supporting details of an informational text.
  LAFS.4.RI.1.AP.2c: Identify how ideas are organized to summarize the text.
LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  LAFS.4.RI.1.AP.3a: Identify events, procedures, ideas or concepts in a historical, scientific or technical text.
  LAFS.4.RI.1.AP.3b: Identify specific causes and effects that relate to events, procedures, ideas or concepts in historical, scientific or technical text.

Overview: This section covers Henry Flagler’s arrival in Florida and Palm Beach County. It details why he came and what he accomplished. Following Flagler, the Land Boom and Bust is covered, why it happened and why it failed. Highlight boxes provide information about people and events.

Purpose: To give the students an understanding of Henry Flagler’s impact in Florida and what caused the Land Boom and Bust. Students will understand the impact of the 1928 hurricane that devastated Palm Beach County.
Objectives:
1. Students will be able to list the places where Flagler established his railroads and hotels.
2. Students will understand why the land boom happened and what caused it to fail.
3. Students will gain knowledge of Henry Plant, the developer of the west coast of Florida.

Materials:
- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab

Railroads, Hotels, and Tourism

Reading Check (page 29):
1. What benefits did the Florida East Coast Railroad provide to Palm Beach County?
   - Answer: The railroad was important for bringing more people to south Florida. The railroad brought wealthy visitors and new residents to Palm Beach County. It also shipped farming products more quickly to the northern cities. This helped West Palm Beach make money.

Think about it (page 29):
1. Why do you think Flagler named his first hotel the Ponce de Leon Hotel?
   - Answer: Flagler probably named his first hotel the Ponce de Leon Hotel to honor the explorer. Juan Ponce de Leon was probably the first European explorer to set foot in what is today the United States. He also named Florida.

Land Boom and Bust

Reading Check (page 29):
1. What are some events that led to the 1920s Florida Land Bust?
   - Answer: Housing costs went up in Florida. The railway system could not transport all the building materials needed to build homes and businesses in Florida. Land prices stopped going up so many of the speculators could not sell their property. Suddenly, there were thousands of acres of overpriced land without any buyers. Many landowners lost everything!

Henry Plant

Reading Check (page 31):
1. Who was Henry Plant and what did he accomplish?
   - Answer: Henry Bradley Plant was a developer on the west coast of Florida. He built hotels and brought a train system to connect the northern United States to the west coast of Florida. He also began a steamship trading business with the islands of the Caribbean.

Alligator Joe

Reading Check (page 31):
2. Refer to the “Alligator Joe” article to answer the following questions.
   A. What is the least likely reason the author wrote the article?
      a. To discuss an early tourist attraction.
      b. To let readers know about Alligator Joe.
      c. To share Joe’s contribution to local history
      d. To address early wildlife preservation.
• **Answer: (d)**
  B. Which of the following is an activity mentioned in the article?
    a) Going to Disney World.
    b) Taking in the sights at Munyon Island.
    c) Driving to Sea World.
    d) All of the above

• **Answer: (b)**
C. What is Alligator Joe’s real name?

• **Answer: Warren Frazee**

D. What did a 1903 newspaper account say about Alligator Joe?

• **Answer: The newspaper claimed that Alligator Joe had hundreds of alligators and crocodiles and that his farm was about a mile from the Royal Poinciana grounds on the cycle path.**

E. According to the article, who was Old Jumbo?

• **Answer: He was one of Alligator Joe’s alligators. He was supposedly 2,000 years old and 2,000 lbs.**

**African and African American Studies Florida History Correlations:**
Unit 32: Religion and Social Life in Delray Beach
Found at the following web site:
https://www.palmbeachschools.org/sc/AfricanAmericanStudies/CurriculumUnits/

**The Flagler Era Vocabulary**
Attachments: Content vocabulary list

**Reading Practice Passages and Questions**
Attachments:
1. Florida’s Land Boom

**The Flagler Era Test**
Attachments: Reading Comprehension Test and answer key
Flagler Era Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

- binder
- credit
- land boom
- profit
- railroad empire
- speculators
- The Great Depression
- tourists
- transportation
Practice Passages and Questions

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Objectives:

The students will be able to show how each significant business or industry impacted Florida's growth.

Sunshine State Standards:


Vocabulary:

resort  haven  recuperate

staple  boomed  Crackers  turpentine

Suggested Activities:

1. Use the KWL strategy with the students to promote comprehension and discussion of passage.

2. Have the students work in cooperative groups to research further the various businesses that helped Florida grow. Each group will present their findings to the class.

3. Contact a local travel agent to obtain brochures on the many resorts located in Florida. Have the students compare/contrast the amenities each has to offer, as well as cost.

4. Complete and review questions.

(Note: These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to reread the selection as they answer.)
By 1920, Florida had a population of 968,470 people. Just five years later, the population had grown to 1,263,540. What had caused such a rise in the population?

Following World War I, large numbers of Americans finally had the time and money to travel to Florida and to invest in real estate. Educated and skilled workers were receiving paid vacations, pensions, and fringe benefits, which made it easier for them to travel and to purchase real estate. The automobile was also becoming an indispensable way for families to travel, and Florida was the perfect destination. Many of the people who migrated into Florida were middle class Americans with families. Unlike visitors of the past, these newer arrivals wanted homes and land rather than resorts and hotels.

The “Roaring Twenties” was a time when a person’s wealth and success was measured by what he owned. At the same time, because the economy was prospering, credit was easy to acquire if one had a decent job. People who recognized this economic change and wanted to make money by selling land poured into Florida. These people, known as land speculators, bought land at cheap prices and sold it at a large profit.

During this boom, however, most people who bought and sold land in Florida had never even set foot in the state. Instead, they hired young, ambitious men and women to stand in the hot sun to show the land to prospective buyers and accept a “binder” on the sale. A binder was a non-refundable down payment that required the rest of the money to be paid in 30 days. Many people got rich quick from the commission they made from these sales. With land prices rising rapidly, many of the buyers planned to sell the land at a profit before the real land payments were due. Sometimes land buyers didn’t even have enough money to pay for the land; instead they had just enough money for the binder. They were depending on the prices to continually rise.

Laws were also written to help support the land boom. In order to get people to come to Florida and invest in real estate, the Florida Legislature passed laws that prohibited state income and inheritance taxes. During this time, horse and dog racing also grew in Florida as a way to attract rich gamblers. The railroads continued to grow throughout the 1920s, and Henry Flagler’s railroad that connected Southeast Florida with New York caused other rail routes to be built.
It was during this time that many vacation spots were created and some of our most popular cities were developed. Dave Davis, the son of a steamboat captain, built Davis Island in the Tampa Bay area. Barron Collier started Naples and Marco Island as winter resorts. In addition, Carl Fisher and John Collins bought and developed the mangrove island off the coast of Miami. Miami Beach began to develop into the world-famous city that it is today.

Unfortunately, this land boom did not exist without problems. The demand for housing was so high that the cost of rent soared. Because the speculators had inflated the economy, many Americans who had migrated to Florida could no longer afford to live here. They began to write back home and tell people about their problems. Newspapers began writing stories that advised prospective residents to stay away from Florida.

At the same time, the demand for building materials overwhelmed the railway systems that transported them here. Railroads could not keep up with the needs and began refusing shipments. This acted as a brake on many developments, slowing down the boom's momentum. Once land prices stopped going up, many speculators couldn't sell at high prices. There were suddenly thousands of acres of overpriced land without any buyers.

The boom stopped as suddenly as it had started. An unusually cold winter in 1925 followed by an extremely hot summer frightened away many potential buyers. It also cast doubts on the state's reputation as "heaven on earth." What was to follow was a series of natural disasters (freezes, hurricanes) that would send Florida into a tailspin, causing it to enter a Florida Depression four years before the 1929 stock market crash brought the whole country's economy down in the Great Depression.
Florida’s Land Boom

Answer the following questions after discussing the article in class. You may reread parts of the article as you answer.

1. How did the land speculators in Florida make a huge profit? Use details and information from the article in your answer.

2. What overwhelmed the railway system?
   - the number of tourists
   - the demand for building materials
   - the need for new railroad cars
   - the amount of hot weather

3. Which of the following was NOT a problem of the land boom?
   - housing demand
   - high rent
   - inflated economy
   - vacation spots

4. What laws did the Florida legislature pass to support the land boom?
   - laws that prohibited state income and inheritance taxes
   - laws that outlawed land speculators
   - laws that provided money for tourist attractions
   - laws that increased the price of land
Reading Comprehension Questions

The Flagler Era

1. The Flagler Era is associated with the Boom to Bust era. Which of the following best describes “Boom to Bust”?

   A. Crash to Break
   B. Success to Failure
   C. Debt to Loss
   D. Building to Ground

2. The roaring twenties was a time of plenty. People had money and came to Florida to buy land and sell land. This was a period of Boom. From this statement, we can conclude that during the twenties real estate

   F. was a successful business
   G. did not bring money to Florida
   H. was in a bust
   I. estate involved hurricanes

3. The Great Depression came after the

   A. land boom
   B. land bust
   C. land sales
   D. land fires

4. In 1928 what devastating event caused floods, damage, and deaths throughout Palm Beach County?

   F. A hurricane
   G. A tornado
   H. A tsunami
   I. A sinkhole

5. What did Flagler do to develop Palm Beach County?

   A. Flagler provided transportation to the area
   B. Flagler built various motels throughout South Florida
   C. Flagler built schools throughout South Florida
   D. Flagler built boats to bring visitors to Florida
6. Which of the following is not a major industry in Florida

F. aviation industry
G. citrus industry
H. tourism
I. automotive industry
Reading Comprehension Questions

Answers

The Flagler Era

1. The Flagler era is known as the Boom to Bust era. Which of the following best describes “Boom to Bust”?
   
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G. citrus industry
H. tourism
I. automotive industry
Depression to World War II
The Great Depression to World War II

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
SS.4.A.7.2: Summarize challenges Floridians faced during the Great Depression.
SS.4.A.7.3: Identify Florida's role in World War II.
SS.4.A.7.In.c: Recognize Florida's role in World War II.
SS.4.A.7.Su.c: Recognize that Florida played a role in World War II.
SS.4.A.7.Pa.c: Recognize that people in Florida were involved in a war.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
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LAFS.4.RI.1.AP.2a: Determine the main idea of an informational text.
LAFS.4.RI.1.AP.2b: Identify supporting details of an informational text.
LAFS.4.RI.1.AP.2c: Identify how ideas are organized to summarize the text.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LAFS.4.W.1.AP.2a: Introduce a topic clearly and group related information in paragraphs and sections.
LAFS.4.W.1.AP.2b: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
LAFS.4.W.1.AP.2c: Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
LAFS.4.W.1.AP.2d: Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
LAFS.4.W.1.AP.2e: Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.
LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LAFS.4.W.3.AP.7a: Follow steps to engage in a short research project (e.g., determine topic, generate research questions, locate information on a topic, organize information related to the topic, draft a permanent product).
LAFS.4.W.3.AP.7b: Build knowledge on topics through continued engagement in research investigation.

Visual Arts:
VA.4.S.1.2: Explore and use media, technology, and other art resources to express ideas visually.
VA.4.S.1.In.a: Experiment with tools and techniques as part of the art-making process.
VA.4.S.1.Su.a: Explore the use of art tools, processes, and media.
VA.4.S.3.3: Follow procedures for using tools, media, techniques, and processes safely and responsibly.
VA.4.S.3.In.b: Follow directions for safety procedures and explain their importance in the art room.
VA.4.S.3.Su.b: Demonstrate the safe use of a variety of visual art tools, media, techniques, and processes.
VA.4.S.3.Pa.b: Demonstrate the safe use of selected visual art tools and media.

Overview: This section covers the years of President Franklin D. Roosevelt and his New Deal Programs that helped pull Florida and the nation out of the Great Depression. The impact of World War II is discussed and the effects it had on Florida.

Purpose: To give students and understanding of the programs that the government developed to help get the economy running during the Great Depression. Students will understand the effects World War II had on Florida.

Objectives:
1. Students will understand and list the programs President Franklin D. Roosevelt instituted to help the United States during the Great Depression.
2. Students will be able to list how people and places in Palm Beach County contributed to the war effort.

Materials:
- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).

Questions, Activities, and Skills in the Florida and Palm Beach County History Tab
Florida in the Great Depression
Reading Check (page 33):
1. What occurred in October 1929?
   • Answer: The stock market crashed, and the entire nation went into the Great Depression.

The New Deal
Reading Check (page 33):
1. What did the Civilian Conservation Corps (CCC) do for Florida?
   • Answer: The CCC gave jobs to more than 40,000 young men in Florida. Some people were put to work to help preserve natural resources. The CCC planted over thirteen million trees in Florida. They created many state parks and wildlife preserves. In addition, the people working with the CCC replaced the Overseas Railroad with the Overseas Highway.
2. Who was Zora Neale Hurston?
   • Answer: Zora Neale Hurston was an Anthropologist, folklorist, and novelist, who travelled the south collecting stories and writing about rural areas.
3. Go online and research Hurston. Write a one-page report about her and her contributions.
   • Answer: (student responses will vary).

World War II
As You Read (page 33):
1. List and explain the various ways the people and places of Palm Beach County helped the war effort.
• Answer:
  ✓ More than 250,000 Floridians joined the United States Armed Forces.
  ✓ Many military bases were established in Florida, which helped train pilots and soldiers.
  ✓ Morrison Field became an official military airbase and the Army opened another airbase in Boca Raton.
  ✓ Hotels in the state were used for military housing and hospitals. (Boca Raton Club and the Breakers)

**Morrison Field**

Reading Check *(page 35)*:
1. When did Morrison Field open?
   • Answer: 1940

Short Answer *(page 35)*:
1. Explain what "flying the hump" was.
   • Answer: Military aircrafts flew between Morrison Field and India, from which they made trips to China. This trip over the Himalayan Mountains, nicknames “flying the hump,” took over two weeks each way.

Think About It *(page 35)*:
1. An airplane from the 55th Squadron, 1st Air Weather Group, made a special flight in October 1946. What kind of airplane was it and what did it do for the first time?
   • Answer: They flew a B-29 over a hurricane for the first time from Morrison field with two photographers and a public relations officer on board to cover the event.

**Boca Raton Army Air Field**

Reading Check *(page 35)*:
1. What school was at Boca Raton Army Air Field?
   • Answer: the Air Corps’ Radio School No. 2
2. The word *radar* is an acronym. What does it stand for?
   • Answer: Radio Detection and Ranging

Think About It *(page 35)*:
1. Why did the government take away people’s land to build Boca Raton Army Air Field?
   • Answer: The land was needed for the Army Air Field, and the US. Government forced them to sell their land under the Second War Purpose Act.
2. Why do you think African American soldiers were segregated from the white troops?
   • Answer: World War II was during Jim Crow laws, when African Americans were considered second class citizens and it was against the law to be associated with whites.

**Belle Glade POW Camp**

Reading Check *(page 35)*:
1. What does POW stand for?
   • Answer: Prisoner of War.

Short Answer *(page 35)*:
1. Why did the prisoners at Belle Glade POW Camp go on strike?
   • Answer: Prisoners initiated a strike when their cigarette rations were reduced.
2. What kind of work did the prisoners-of-war do?
   • Answer: They worked in a bean-canning factory, help build the Lake Okeechobee Dike, and harvest sugarcane.
The Great Depression to World War II Vocabulary
Attachments: Content vocabulary list

Art Lessons
Attachments:
1. Commemorative Stamp

The Great Depression to World War II Test
Attachments: Reading Comprehension Test and answer key
Depression to World War II Vocabulary

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

<table>
<thead>
<tr>
<th>aviation</th>
<th>The Great Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>cargo</td>
<td>The New Deal</td>
</tr>
<tr>
<td>CCC</td>
<td>United States Armed Forces</td>
</tr>
<tr>
<td>Civil Air Patrol</td>
<td>WPA</td>
</tr>
<tr>
<td>deter</td>
<td>wildlife preserve</td>
</tr>
<tr>
<td>natural resources</td>
<td></td>
</tr>
</tbody>
</table>
Activities: Depression Era and World War II
Commemorative Stamps

Objective
The students will create commemorative stamps depicting important events in Florida’s history during the Depression Era.

Vocabulary
U-boats, Morrison Army Base, the storms of 1926 and 1928, Palm Beach Community College.

Materials
8x10 copy paper, pencils, erasers, markers, crayons, and color pencils.

Directions
1. Discuss with students the variety of stamps that the U.S. Postal Service creates every year. Ask the students why they think certain people, symbols, scenes, etc, are depicted on stamps.
2. Instruct the students to create their own stamp depicting what they think would most represent Florida history during the Depression Era.
3. Discuss the importance of U-boats, the Morrison Army Base, the storms of 1926 and 1928, Palm Beach Community College, and other relevant subjects regarding Florida history. (Contact your local post office and see if a guest speaker would come to talk to the students regarding this or if the students’ drawings may be put on exhibit at the post office)
4. Pass out materials, encourage students to sketch some ideas out first. They can then pick out their best sketch to draw and color.
*The art teacher may also have the students make these stamps as a printmaking lesson.
Reading Comprehension Questions

The Great Depression to World War II

1. The purpose of the WPA was to
   A. provide artwork to parks with local artists
   B. provide palm trees to settlers without coconuts
   C. provide employment to the unemployment
   D. provide the CCC with the trees to plant

2. Florida regained economic strength through its involvement with
   F. The Great Depression
   G. The growth of crops
   H. World War II
   I. World War I

3. The most devastating hurricane of the century occurred in
   A. 1925
   B. 1928
   C. 1927
   D. 1929

4. One industry that helped bring tourism to the state was
   F. automobiles
   G. aviation
   H. writing
   I. Farming

5. The state reptile is the
   A. crocodile
   B. alligator
   C. gecko
   D. toed sloth
Reading Comprehension Questions

Answers

The Great Depression to World War II

1. The purpose of the WPA was to
   A. provide artwork to parks with local artists
   B. provide palm trees to settlers without coconuts
   C. provide employment to the unemployment
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   G. aviation
   H. writing
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   B. alligator
   C. gecko
   E. toed sloth
Post World War II to the Present
Post World War II to the Present

Next Generation Sunshine State Standards and Florida State Standards

Social Studies:
  SS.4.A.6.In.b: Identify contributions of immigrants to Florida, such as language, food, or customs.
  SS.4.A.6.Su.b: Recognize contributions of immigrants to Florida, such as language, food, or customs.
SS.4.A.8.2: Describe how and why immigration impacts Florida today.
  SS.4.A.8.Pa.d: Recognize a characteristic of tourism in Florida, such as people.
SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
  SS.4.A.9.In.a: Complete a timeline to sequence important events in Florida history.

Language Arts:
LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  LAFS.4.RI.1.AP.1a: Refer to details and examples in a text that are relevant to explaining what the text says explicitly.
  LAFS.4.RI.1.AP.1b: Refer to details and examples in a text that are relevant to drawing basic inferences from an informational text.
LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  LAFS.4.RI.1.AP.2a: Determine the main idea of an informational text.
  LAFS.4.RI.1.AP.2b: Identify supporting details of an informational text.
  LAFS.4.RI.1.AP.2c: Identify how ideas are organized to summarize the text.
LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
  LAFS.4.RI.2.AP.6a: Determine if information in a text is firsthand or secondhand.
  LAFS.4.RI.2.AP.6b: Compare and contrast a firsthand and secondhand account of the same event or topic.
LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  LAFS.4.W.1.AP.2a: Introduce a topic clearly and group related information in paragraphs and sections.
  LAFS.4.W.1.AP.2b: Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples related to the topic.
  LAFS.4.W.1.AP.2c: Include formatting (e.g., headings), illustrations and multimedia when appropriate to convey information about the topic.
  LAFS.4.W.1.AP.2d: Link ideas within categories of information, appropriately using words and phrases (e.g., another, for example, also, because).
  LAFS.4.W.1.AP.2e: Use increasingly precise language and domain-specific vocabulary over time to inform about or explain a variety of topics.
  LAFS.4.W.1.AP.2f: Provide a concluding statement or section to support the information presented.
LAFS.4.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

LAFS.4.W.1.AP.3a: Orient the reader by setting up the context for the story and introducing a narrator and/or characters.

LAFS.4.W.1.AP.3b: Sequence events in writing that unfold naturally.

LAFS.4.W.1.AP.3c: When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.

LAFS.4.W.1.AP.3d: Use a variety of transitional words and phrases to manage the sequence of events.

LAFS.4.W.1.AP.3e: Use concrete words and phrases and sensory details to convey experiences and events.

LAFS.4.W.1.AP.3f: Provide a conclusion (concluding sentence, paragraph or extended ending) that follows from the narrated experiences or events.

LAFS.4.SL.2.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.4.SL.2.AP.4a: Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.

LAFS.4.SL.2.AP.4b: Elaborate on each fact or opinion given in support of a claim with relevant details.

Visual Arts:

VA.4.S.3.1: Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

VA.4.S.3.In.a: Manipulate two- and three-dimensional art materials and refine techniques to create personal works.

VA.4.S.3.Su.a: Practice skills and techniques to create with two- and three-dimensional media.


VA.4.F.2.2: Identify the work of local artists to become familiar with art-making careers.

Mathematics:

MAFS.4.NBT.2.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Overview: This section covers the rapid growth of Florida and Palm Beach County in years following World War II. The diverse population that makes up Palm Beach County is discussed. The section also covers the state’s modern economy.

Purpose: To give students an understanding of the changes that have taken place after World War II and the diverse populations that have grown and impacted Florida and Palm Beach County. And how the economy has changed to keep pace as Florida enters the 21st Century.

Objectives:

1. The students will learn the Florida is made up of a diverse population.
2. Students will learn and be able to list the diverse populations that make up Palm Beach County.
3. Students will be able to list and explain some of the state’s modern businesses and industries that contribute to Florida’s economy.
4. Students will be able to list some of the important people that contributed to the history of Palm Beach County.

Materials:

- One copy per student of the Florida and Palm Beach County History Tab (printed by the Palm Beach Post).
Questions, Activities, and Skills in the Florida and Palm Beach County History Tab

Florida’s Population

Reading Check (page 38):
1. What is Florida’s rank in population in the U.S.?
   • Answer: Florida is the fourth most populated state in the United States.

Palm Beach County’s Diverse Population

As You Read (page 38):
1. In the text, highlight the names of the groups that are part of Palm Beach County’s diverse population.
   • Answer: (See student tabs for highlighting.)

African Americans

Reading Check (page 38):
1. Make a list of names and occupations of the African Americans mentioned in this section.
   • Answer:
     ✓ Haley Mickens - He ran a wheelchair business in Palm Beach. He was also an important member in founding the Payne Chapel A.M.E. Church.
     ✓ Hazel Augustus – He is thought to be West Palm Beach’s first African American architect. He designed many of the houses and churches in Freshwater. He designed his own home at 615 Division Street. He also designed Payne Chapel A.M.E. Church. He created the plans for the El Verano Hotel.
     ✓ Dr. Thomas LeRoy Jefferson – He was the first African American medical doctor to come to West Palm Beach.
     ✓ Dr. Warren Hale Collie was one of the first African American dentists to practice in the county.
     ✓ Dr. Joseph Wiley Jenkins - He and his wife, Roberta, opened the Economical Drug Store.

2. Look at the Population Chart. In which decade did Palm Beach County have the most population growth? In which decade did Florida have the least population growth?
   • Answer: Palm Beach County had the most population growth in 1980-1990. Florida had the least population growth in 1910-1920.

The Yamato Colony

Reading Check (page 39):
1. Where did the people of the Yamato Colony come from? What happened to them?
   • Answer: The people from the Yamato Colony came from Japan. By World War II, most of the Yamato colonists had returned to Japan or left for other states. The colony ended when the few remaining farmers were forced to leave. Their land was going to be cleared for an Army base.

The Hispanics of Palm Beach County

Map Skill (page 39):
1. Using a world map, identify the countries that the different Hispanic groups are coming from.
   - Answer: (See student maps.)

The Haitian American Community
Reading Check (page 39):
1. Where is the largest Haitian population located in the United States?
   - Answer: The largest Haitian population in the U.S. is located in Delray Beach.

Palm Beach County’s Jewish Heritage
Reading Check (page 39):
1. What types of contributions have people of Jewish Heritage made in Palm Beach County?
   - Answer: Jews have made many contributions to the county including the establishment of businesses. In West Palm Beach, the residents elected Joseph Mendel as the city’s first Jewish mayor. The Jewish community founded its own newspaper in the 1930s. Others have and continue to serve in various leadership roles. These roles include mayors and city and county commissioners. County commissioner, Burt Aaronson, has been in office since 1992. For many years, Jews have been involved in helping communities in the county. They have donated millions of dollars to support many different cultural arts organizations. They have also supported educational institutions and agencies providing help to the less fortunate.

Add it up (page 39):
1. What is the difference between the number of Jews in Palm Beach County in 1950 compared to 1980?
   - Answer: 89,000 minus 3,000 equals 86,000.

Pioneer Women in Palm Beach County
Imagine that (page 39):
1. Write a fictional story about the Pioneer Era with either Lillie Pierce Voss or Susan DuBois as one of the main characters.
   - Answer: (See student stories.)

Modern Economy
Short Answer (page 42):
1. List some of Florida’s modern industries.
   - Answer: Tourism, agriculture, construction, real estate, aeronautics, computers, plastics, and medical research.

Map Skills (page 42):
1. Using a map of Florida, find Cape Canaveral.
   - Answer: (See student maps.)

The Fanjul Family
Reading Check (page 42):
1. Who are the Fanjuls? Where are they from? What kind of business do they operate? What crops do they grow?
   - Answer: The Fanjuls are a family of farmers that came to the United States from Cuba. They are sugar cane farmers, and have one of the largest farms. They also grow rice as a rotating crop when not growing sugar.
Palm Beach County Today and in the Future
Think About and Discuss (page 42):

1. How will residents of Palm Beach County and Florida deal with continued growth?
   - Answer: (student answers will vary) Discuss the many choices Floridians and residents of Palm Beach County have for living space, food resources and demand for water. Talk about the stresses population growth has on the environment and future generations.

African and African American Studies Florida History Correlations:
Unit 30: African American Entrepreneurs in Palm Beach County
Unit 34: EPOCH: Expanding and Preserving
Found at the following web site:
https://www.palmbeachschools.org/sc/AfricanAmericanStudies/CurriculumUnits/

Post World War II to the Present Vocabulary
Attachments: Content vocabulary list

Activity
FAMOUS PERSON -- WHO AM I?

OVERVIEW: This is a review activity to be used at the end of a unit or any quarter, semester or at the end of the year.

PURPOSE: The purpose of this activity is to review various historical personalities studied.

OBJECTIVES: Students will be able to:
   1. Identify the important contributions of each individual.
   2. Formulate questions of a very specific nature.

ACTIVITIES: Each student will have a 3"x 5" note card taped to their back with the name of an historical personality the class has studied written on it. The student will not know the name of this person. Their goal is to try to identify "who they are" by asking questions that can be answered with a "yes" or "no" answer. Some simple rules to follow: no more than two questions at a time can be asked of any one person, the student must figure out who he/she is within 20 questions. Everyone who does this is a winner but the person who figures out who he/she is in the least number of questions is the grand winner. It might help if each student started with a paper numbered from 1 to 20. After each question, a number is erased (or checked) off. To prevent wild guesses, a penalty of three numbers. When everyone has completed the activity a sheet with all of the personalities on it can be assigned for each student to make a general statement about.

RESOURCES/MATERIALS NEEDED:
   - 3"x 5" note cards
   - tape
   - lists of historical personalities

TYING IT ALL TOGETHER: This has proved to be a very enjoyable way the review a unit. It is different and the students love it. It will probably take about 20 minutes to complete.
Art Lessons
Attachments:
1. Florida Industry Ads
Benchmarks: VA.4.S.3.1, VA.4.F.2.2

Post World War II to the Present Test
Attachments: Reading Comprehension Test and answer key
World War II to the Present

Content Vocabulary

The following vocabulary correlates to this section of the tabloid. Content words are listed as they appear. These terms may be used to teach strategies for deriving the meaning of a word in context. Many of the words are also accompanied by clues to the word's meaning.

Vocabulary Strategies
Interactive word study is effective at the intermediate grades for drawing connections and building knowledge. Using graphic organizers for words and concepts helps map out their meanings. By using these on an overhead projector, teachers are able to model the thinking process for attacking content words.

Through thinking aloud and shared experiences interactive word study allows the teacher to voice the ways they make meaning of an important content term. If the student begins to use these strategies, they will learn more vocabulary on their own. They need to see how we do it...they may not have any idea, other than sounding it out to figure or derive meaning, they may make these connections unconsciously, but certainly deserve to be given the advantage to see an expert do it.

Look it Up Last
Teach students that before you look up a word in the dictionary, there are sometimes clues in the text to determine its meaning.

Vocabulary

diverse
exponentially
immigrants
incorporated
land boom
migration

NASA
opportunity
pharmacist
snowbirds
Styx
Yamato
**Activities: Post World War II Florida**

**Industry Ads**

*Sunshine State Standards (Art)* - VA.4.S.3.1, VA.4.F.2.2

**Objective**
The students will create advertisements depicting Florida's major industries.

**Vocabulary**
Advertising, industry, graphic design.

**Materials**
Sketch paper, construction paper in a variety of colors, pencils, erasers, markers, and crayons, pens in a variety of colors, etc.

**Directions**
1. Discuss the Florida's major industries (See Fast Facts)
2. Ask the students if they have seen any advertisements for these industries/cities/sites. Could they make better ads or maybe different?
3. Discuss the vocabulary words. Have any of the students thought of becoming a graphic designer? Web designer? Do the students have a favorite Florida advertisement?
4. Pass out materials and ask students to come up with an ad for one of Florida's industries. (Students may work in groups, they may choose the industry they want to make an ad for or the teacher may assign these.)
5. Students should have time to research the industry/city/site that they are making the advertisement for. Tell students an ad should always have accurate information and have pictures or sayings regarding the subject matter being advertised.
6. The classroom may be converted into a Florida Information Center; other grade levels may come visit the center. Students should be prepared to answer questions regarding the particular industry they have made advertisements for.
Reading Comprehension Questions

Post World War Two to Present

1. The second land boom in Florida ranges from about
   A. 1920 to 1930
   B. 1930 to present
   C. 1950 to present
   D. 1960 to 1990

2. A population explosion occurred when
   F. the population decreased between 1920 and 1930
   G. the population increased between 1940 and 1980
   H. the population doubled between 1950 and 1960
   I. the population tripled between 1950 and 1960

3. Read the following passage.
   As more people come to Florida the population becomes more diverse. Floridians now include people from all over the United States and the world.
   The word diverse is most like the word
   A. varied
   B. similar
   C. populated
   D. comparable

4. The Apollo XI launched from Cape Canaveral in
   F. 1896
   G. 1969
   H. 1970
   I. 1987
Reading Comprehension Questions

Answers

Post World War Two to Present

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   G. 1969
   H. 1970
   I. 1987
Florida History
Time Line Lessons, Activities,
Places to Visit,
and
Trivia Questions
Time Lines
Lessons and Activities

The time line component includes:
• a Florida Time Line Banner that may be displayed on a classroom wall
• a web page resource with a vertical time line
• Timeliner software at each school site

Time Line Banner
Using a time line in the classroom

How to Use the Florida Time Line Banner
The banner style time line has been developed in a format that is segmented by decades. It is suggested that the banner be displayed, adding information as the unit of study progresses. The style of the blank banner time line allows for students' interaction.

"Sketch to Stretch" Understanding
The eight eras of Florida History may be illustrated on the time line. One method for using the time line is to begin sketching the big ideas and key concepts on the time line after a read aloud or shared reading activity. Summarized concepts with simple pictures, symbols and icons should be discussed and demonstrated. This activity helps students to summarize and paraphrase the main ideas of the content area. The visual form allows for students to see connections over time. The following list includes possible topics for "sketch to stretch" activities and lessons with the banner time line.
Timeline | What
--- | ---
1513 | Juan Ponce de Leon arrives in Florida
1521 | Ponce de Leon mortally wounded by Calusa Indians at Charlotte Harbor
1528 | Panfilo de Narvaez arrives in Florida
1539 | Hernando de Soto arrives in Florida
1562 | Jean Ribault lands near the mouth of the St. John’s River
1564 | French build Fort Caroline at the St. John's River
1565 | Pedro Menendez de Aviles captures Fort Caroline and establishes St. Augustine
1696 | Jonathan Dickinson is shipwrecked near the Jupiter Inlet
1715 | Spanish Plate Fleet sinks of east coast of Florida
1750 | Seminoles start arriving from Georgia and Alabama (part of the Creek Nation)
1763 | Great Britain takes control Florida. In return, Great Britain returns control of Havana to Spain
1783 | Spain wins Florida back at the end of the American Revolution
1818 | First Seminole War. General Andrew Jackson captures Pensacola
1819 | Spain cedes Florida to the United States
1821 | Andrew Jackson appointed first military governor
1822 | Florida officially becomes a U.S. territory
1824 | Tallahassee established as the capitol of Florida
1825 | Territorial government granted $23,000 to build road from Pensacola to St. Augustine
1828 | Florida’s first bank organized in Tallahassee
1832 | Jacksonville incorporated
1835 | First railroad in Florida, the St. Joseph to Lake Wimica Railroad
1835 1842 | Second Seminole War
1838 | 56 officials from Florida’s 20 counties met in St. Joseph to draft constitution for statehood
1845 | Florida becomes the 27th state. David Levi Yulee, Florida’s first Jewish U.S. Senator is elected. He also built Florida’s first cross-state railroad
1855 1858 | Third Seminole War
1861 1865 | Florida joins the Confederacy during the Civil War
1865 | Battle of Natural Bridge. Defeat of Union troops keeps Tallahassee
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1866</td>
<td>Federal Reconstruction begins</td>
</tr>
<tr>
<td>1871</td>
<td>Josiah Thomas Walls, first elected African American U.S. Representative</td>
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<tr>
<td>1879</td>
<td>First telephones installed in Jacksonville</td>
</tr>
<tr>
<td>1881</td>
<td>Governor Bloxham drains part of Everglades</td>
</tr>
<tr>
<td>1885</td>
<td>Hamilton Disston buys 4 million acres of land</td>
</tr>
<tr>
<td>1887</td>
<td>Henry M. Flagler develops the east coast of Florida and constructs railroads from St. Augustine to Key West while Henry B. Plant engages in same activities on the west coast of Florida</td>
</tr>
<tr>
<td>1888</td>
<td>The African American community of Eatonville is incorporated. It is the country's oldest African American town</td>
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<tr>
<td>1889</td>
<td>Phosphate is discovered in Florida</td>
</tr>
<tr>
<td>1894</td>
<td>West Palm Beach is incorporated</td>
</tr>
<tr>
<td>1895</td>
<td>Sever frost almost destroys entire citrus industry in Florida</td>
</tr>
<tr>
<td>1896</td>
<td>Miami is incorporated</td>
</tr>
<tr>
<td>1898</td>
<td>Spanish-American War</td>
</tr>
<tr>
<td>1904</td>
<td>Mary McLeod Bethune establishes a school for African American girls in Daytona Beach. The school later becomes Bethune-Cookman College</td>
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<tr>
<td>1905</td>
<td>Greek divers are brought to Tarpon Springs to exploit the sponge industry. They are still there today</td>
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<tr>
<td>1914</td>
<td>First airplane passenger service from Tampa to St. Petersburg began by Tony Janus</td>
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<tr>
<td>1923</td>
<td>The African American Community of Rosewood is destroyed by whites because of racial unrest</td>
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<tr>
<td>1925</td>
<td>Height of Florida Land Boom</td>
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<tr>
<td>1926</td>
<td>Hurricane severely damages Miami and breaks dike at Lake Okeechobee killing many in Moore Haven</td>
</tr>
<tr>
<td>1928</td>
<td>Hurricane devastates Palm Beach County. Breaks dike at Lake Okeechobee and kills between 1800-3000 people. Tamiami Trail (US 41) is completed, connects Miami to Florida's west coast. Ruth Bryan Owen, first woman elected from Florida to the U.S. Congress</td>
</tr>
<tr>
<td>1929</td>
<td>US Sugar Corporation begins operations in the Everglades</td>
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<tr>
<td>1933</td>
<td>David Sholtz elected as Florida's first Jewish governor</td>
</tr>
<tr>
<td>1935</td>
<td>Florida Keys Labor Day Hurricane. It destroys Flagler's Overseas Railroad to Key West and kills hundreds</td>
</tr>
<tr>
<td>1941</td>
<td>World War II</td>
</tr>
<tr>
<td>1942</td>
<td>Four German saboteurs are captured in Florida</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
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<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1942</td>
<td>German U-boats attack cargo and supply ships off the Florida east coast</td>
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<tr>
<td>1947</td>
<td>The Everglades National Park is established</td>
</tr>
<tr>
<td>1953</td>
<td>Largest migration of Puerto Ricans to the U.S. mainland with 69,124 emigrating to Florida, New York, and New Jersey</td>
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<tr>
<td>1955</td>
<td>Florida's Turnpike construction begins</td>
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<tr>
<td>1957</td>
<td>Seminole tribe legally incorporated</td>
</tr>
<tr>
<td>1959</td>
<td>The theme park Busch Gardens opens</td>
</tr>
<tr>
<td>1962</td>
<td>The Miccosukee tribe legally incorporated</td>
</tr>
<tr>
<td>1964</td>
<td>Martin Luther King leads civil rights demonstration in St. Augustine</td>
</tr>
<tr>
<td>1967</td>
<td>Betty Mae Tiger Jumper, of the Seminole tribe, becomes one of the nation’s first women to lead a Native American tribe</td>
</tr>
<tr>
<td>1968</td>
<td>Joe Lang Kershaw, first African American elected to Florida legislature since Reconstruction</td>
</tr>
<tr>
<td>1969</td>
<td>Apollo XI lifts off from Cape Canaveral to land on the moon</td>
</tr>
<tr>
<td>1970</td>
<td>Gwendolyn Sawyer Cherry is the first African American woman elected to Florida House of Representatives</td>
</tr>
<tr>
<td>1971</td>
<td>Disney World opens</td>
</tr>
<tr>
<td>1980</td>
<td>The peak of mass migration of Cuban refugees. Paula Hawkins, first woman elected to serve in the U.S. Senate</td>
</tr>
<tr>
<td>1982</td>
<td>Ileana Ros-Lehtinen, first Hispanic woman elected to state legislature</td>
</tr>
<tr>
<td>1987</td>
<td>Bob Martinez becomes the first Hispanic American governor of Florida</td>
</tr>
<tr>
<td>2000</td>
<td>Because of voting irregularities, PBC plays pivotal role in Presidential Election</td>
</tr>
<tr>
<td>2004</td>
<td>Hurricane Charley strikes Gulf coast, central, and northeast Florida causing about $15 billion. Within weeks Hurricanes Frances, Ivan, and Jeanne strike Florida causing more damage. The last time three hurricanes hit Florida so closed together was in 1964.</td>
</tr>
</tbody>
</table>
Art and Historic Museums to Visit in Palm Beach County

**Boca Raton Museum of Art**  
501 Plaza Real,  
Boca Raton, FL 33432  
Phone: 561-392-2500  
Email: info@bocamuseum.org  
Web site: http://www.bocamuseum.org

**Boca Raton Historical Society**  
71 North Federal Highway  
Boca Raton, FL 33432  
561-395-6766  
Email: info@bocahistory.org  
Web site: http://www.bocahistory.org  
The following is operated by the BRHS:  
- Florida East Coast Railway Passenger Station  
- 747 South Dixie Highway  
- Boca Raton, FL 33432

**Burt Reynolds and Friends Museum**  
100 N. U.S. Highway 1  
Jupiter, FL 33477  
Phone: 561-743-9955  
Email: info@burtreyoldsmuseum.org  
Web site: http://www.burtreyoldsmuseum.org

**Children’s Museum-Singing Pines**  
498 Crawford Boulevard  
Boca Raton, FL 33432  
561-368-6875

**Delray Beach Historical Society**  
51 North Swinton Avenue  
Delray Beach, FL 33444  
561-274-9578  
The following are operated by the Delray Beach H.S.  
- Cason Cottage Museum  
  5 NE 1st St  
  Delray Beach, FL 33444  
  (561) 243-0223
  
  Delray Beach F.E.C. Railway Station  
  200 NE 1st Street  
  Delray Beach, FL 33444

**Flagler Museum**  
One Whitehall Way  
Palm Beach, FL 33480  
561-655-2823  
Email: mail@flaglermuseum.us
Web site: http://www.flagler.org

Hibel Museum of Art
5353 Parkside Drive
Jupiter, FL 33458
561-622-5560
Email: hibelmuseumjupiter@excite.com
Web site: http://www.hibel.org

Historical Society of Palm Beach County
139 North County Road, Ste. 36
Palm Beach, FL 33480
561-832-4164
Email: info@historicalsocietypb.org
Web site: http://www.historicalsocietypb.org

Jenkins House & Cultural Arts Center
815 Palm Beach Lakes Blvd
West Palm Beach, FL 33401
561-841-0404

Lawrence E. Will Museum
Belle Glade Public Library
530 South Main Street
Belle Glade, FL 33430
561-996-3453
Web site: http://www.pbclibrary.org/lew.htm

Loxahatchee River Historical Society
805 N. US Highway 1
Jupiter, FL 33477
561-747-6639
Email: visit@LRHS.org
Web site: http://www.lrhs.org
The following locations are operated by the LRHS:
  Jupiter Inlet Lighthouse
  DuBois Pioneer Home
  Loxahatchee River Historical Museum

Morikami Museum and Japanese Gardens
4000 Morikami Park Road
Delray Beach, FL 33446
(561) 495-0233
Email: morikami@co.palm-beach.fl.us
Web site: http://www.morikami.org

Museum of the City of Lake Worth
414 Lake Avenue
City Hall Annex
Lake Worth, FL 33460
561-586-1700
Norton Museum of Art
1451 South Olive Avenue
West Palm Beach, FL 33401
561-832-5194
Email: museum@norton.org
Web site: http://www.norton.org

Old School Square
51 North Swinton Avenue
Delray Beach, FL 33444-2631
561-243-7922
Web site: http://www.oldschool.org/

Preservation Foundation of Palm Beach
356 South County Road
Palm Beach, FL 33480
561-832-0731
Fax: 561-832-7174
The PFPB operates the Little Red Schoolhouse

Schoolhouse Children’s Museum
129 East Ocean Avenue
Boynton Beach, FL 33435
561-742-6780
Web site: http://www.schoolhousemuseum.org

The S.D. Spady Cultural Arts Museum
170 N.W. 5th Ave.
Delray Beach, FL 33444
561-279-8883
Web site: http://www.spadymuseum.org

Yesteryear Village: Bink Glisson Historical Museum
South Florida Fair Grounds
9067 Southern Blvd
West Palm Beach, FL 33421-0367
561-795-6402/795-3110
Historical Markers in Palm Beach County

**Jupiter area**

1. **Fort Jupiter and Jupiter Lighthouse**
   Located on the west side of U.S. 1 in front of the Jupiter/Tequesta/Juno Beach Chamber of Commerce 800 N. U.S. Highway One. It is across from the Loxahatchee River Historical Museum in Jupiter.

   Inscription: Fort Jupiter was located three miles west on Loxahatchee River, erected January 1838 by troops commanded by Major General Thomas S. Jesup, establishing base for operations in the Seminole Indian Wars. Jupiter Lighthouse, approximately one mile northeast first lighted July 10, 1860, darkened during the War Between the States, was relighted on June 28, 1866. 1960.

2. **Jupiter Inlet Midden 1**
   Marker located at 19075 DuBois Road, DuBois Park in Jupiter.

   Inscription: Jupiter Inlet Midden 1 is an ancient shell mound built by Indians known as Jeaga. A description of these Indians by Jonathan Dickinson was first published in 1699. This shell mound is the site of the village of Hobe where the Dickinson shipwreck victims were held captive by the Jeaga Indians in 1696. Site research by the Loxahatchee Historical Society, recorded in the National Register of Historic Places, 1979. Placed by Palm Beach County Parks and Recreation Department.

3. **Jupiter Lighthouse**
   Marker is located on the grounds of the lighthouse at the Coast Guard Station at Lighthouse Park, 500 Capt. Armour's Way in Jupiter.


4. **The Tennessee Volunteers and Militia Camp**
   Marker is on the site of the Tennessee Volunteers and militia camp, Second Seminole War on Winding Lake Drive in Jupiter.

   Inscription: During the 2nd Seminole Indian War and after the Battle of Loxahatchee Jan. 24, 1838, the Tennessee Volunteers and militia camped on this site. One mile east, the U.S. Army Regulars established Old Fort Jupiter.

5. **U.S. Jupiter Life Saving Station**
   The marker is on the west side of A1A in Carlin Park at 400 S.R. A1A in Jupiter.

   Inscription: Erected by the Seminole Chapter, D.A.R., November 1960, to mark the location of the U.S. Jupiter Life Saving Station, 1886-1896, as a memorial to those gallant men who manned it, of which the following remained and founded families in this locality: Captain John R. Carlin, John H.
Grant, Charles W. Carlin, Harry DuBois, Graham King, Daniel Ross, Fred Powell.

**Juno Beach area**

6. Celestial Railroad  
Marker on west side of Ocean Drive on the fence line in Loggerhead Park, about a half-mile south of Juno Beach-Jupiter line.

Inscription: Erected by the Seminole Chapter of the N.S.D.A.R. February MCMXXXII [1932] as a memorial to the pioneers of this section of Florida. On this spot the Celestial Railroad, once connecting Jupiter with Juno, is crossed by the Federal Highway. Juno at the north end of Lake Worth was the county seat of Dade County, then including Palm Beach County 1889-1899. Jupiter was the first town site.

**Palm Beach Gardens area**

7. Old Dade County Courthouse  
Marker located in Oakbrook Square, Palm Beach Gardens. It is 2/10 of a mile north of the intersection of PGA Blvd and U.S. Highway 1 on the east side.

Inscription: About three hundred feet east of this marker, stood the Dade County Court House at Juno. The county seat from 1890 to 1900. Juno – Since abandoned – was the southern terminus of the “Celestial Railroad” from Jupiter to Juno, and the northern terminus of the boat and connecting stage coach line to Miami. Erected by the Seminole Chapter, D.A.R., 1938.

**Lake Park area**

8. Lake Park Town Hall  
Marker is in front of town hall at 535 Park Avenue, Lake Park.

Inscription: Boston entrepreneur Harry S. Kelsey founded Kelsey City in 1921. He envisioned his town as a resort mecca and winter retreat for wealthy northerners. The Town hall was designed by architect Bruce Kitchell in 1927 and was built by Arnold Construction Company. Construction of stuccoed brick and clay tile, this Mediterranean Revival jewel has stylistic features reflective of the late Italian Renaissance, including a rusticated frontispiece, decorative window surrounds and a water table supported by brackets. The Town Hall originally housed the Police and Fire Departments, Town Administration, Library, and Municipal Courtroom. The land boom collapse in the mid 1920s and the hurricane of 1928, in which the Town Hall served as a shelter for residents, nearly devastated the city. Service organizations provided diversions for those who remained. The Fire Department sponsored dances here in the Mirror Ballroom on the second floor. The ballroom was used for many other social events, such as theatrical performances by the Palm Beach Junior College, which occupied the Town Hall in the 1950s. In 1939 the town changed its name to the Town of Lake Park. Lake Park Town hall was listed in the National Register of Historic Places in 1981. Florida Heritage Site, sponsored by the Town of Lake Park and the Florida Department of State, 1999.

**Palm Beach area**

9. Duck's Nest  
Marker is located at 545 North Lake Trail. The house is next door to the Old Bethesda-by-the-Sea Episcopal Church.
Inscription: The oldest standing house in Palm Beach built in 1891 by Henry Maddock for his home. Parts of the house were assembled in New York and brought by barge to Palm Beach, as this was the only means of transportation. Marker placed by the Town of Palm Beach. 1967.

10. Episcopal Church of Bethesda-By-The-Sea
Located on the church grounds at Barton Avenue and North County Road in Palm Beach.

Inscription: The original church constructed in 1889 on the eastern shore of Lake Worth was the first Protestant church building in southeast Florida. The present edifice, erected in 1926 as a monument to international friendship, has served all races, nations, and creeds. This plaque was placed by the Palm Beach County Historical Society to commemorate the 75th anniversary of the church, in recognition of the historic role of Bethesda-by-the-Sea in the life of the community. Florida Board of Parks and Historic Memorials, 1964.

11. First Post Office in Palm Beach
Located on Lake Trail north of Plantation Road.

Inscription: Just to the east is the site of the first post office between Fort Jupiter and Miami. Originally known as the Lake Worth Post Office, it was succeeded by the Palm Beach Post Office, and the earlier title was later taken by the community to the south, present day Lake Worth. It was in the home of the first postmaster Valorus O. Spencer, who was appointed in 1880. Erected by Santa Margarita Chapter of the Daughters of the American Colonists.

12. Old Bethesda-by-the-Sea Episcopal Church
This is the second Episcopal Church which is now a private residence. The marker is on North Lake Trail, north of Tangier Avenue in Palm Beach.

Inscription: East of this marker is the Episcopal Church of Bethesda-By-The-Sea built in 1894. Last service held Easter Sunday April 12, 1925. Most of the worshippers came by boat as there was no roadway to the church which was bordered on the east by an extensive marsh. The original Bethesda-By-The-Sea edifice built nearby in 1889 was the only church building within a radius of 130 miles. Marker placed by Seminole Chapter, Daughters of the American Revolution, 1967.

13. Royal Poinciana Chapel
The marker is on the north side of the chapel at 60 Cocoanut Row, Palm Beach.

Inscription: This interdenominational Chapel earliest church organization in Dade County (of which Palm Beach County was a part). The chapel was formed in 1884 under the auspices of the Home Missionary Society of the Congregational Church by Rev. A.B. Dilley. The first school house in the county was built also to accommodate the Sabbath worshippers. The present church building, erected on a site donated by Henry M. Flagler and later enlarged, opened in December 1895. Dr. S.M. Lindsay, the minister, calls the chapel “One of God’s service stations on the highway of life.” Placed by Seminole Chapter, Daughters of the American Revolution, 1975.

14. Royal Poinciana Hotel
Marker located on Cocoanut Row between the Palm Beach Towers and Royal Poinciana Plaza, south of the Flagler Memorial Bridge in Palm Beach.
Inscription: The Royal Poinciana Hotel, built by Henry M. Flagler, was opened February 11, 1894. One of the largest wooden structures in the world at the time, the hotel cost over $1 million. Its rooms accommodated 2,000 guests and its dining room seated 1,600. The sprawling six-story structure, painted yellow and white, faced Lake Worth and was surrounded by gardens. The hotel was in use until the 1929-1930 season. It was demolished in 1936. Florida Board of Parks and Historic Memorials, 1961.

15. Sea Gull Cottage-Palm Beach’s Oldest House
Marker at 58 Cocoanut Row next to the Royal Poinciana Chapel in Palm Beach.

Inscription: Constructed in 1886 by R.R. McCormick, a Denver railroad developer, Sea Gull cottage was purchased by Henry Flagler in 1893 and became Flagler’s first winter residence in Palm Beach. The Royal Poinciana, Flagler’s first resort hotel in Palm Beach, was located next to Sea Gull. In 1984 Sea Gull was moved and restored by the Preservation Foundation of Palm Beach. It is now the Parish House of the Royal Poinciana Chapel. Sponsors: Sponsored by the National Society of Colonial Dames of America in cooperation with the Florida Department of State.

16. Site of the Palm Beach Pier
Located on the east side of South Ocean Boulevard at the foot of Worth Avenue.

Inscription: Erected and opened to the public in 1925, the pier extended out 1,095 feet from this point. For over forty years, it was a favorite town attraction, featuring a coffee shop, cocktail lounge, restaurant, tackle shop and fishermen’s lockers. A series of successive storms and hurricanes gradually eroded the structure, causing it to be removed in 1969. A commemorative donation by The Palm Beach Board of Realtors, 1991.

West Palm Beach area
17. Clematis Street Commercial Historic District
Marker located in at 522 Clematis Street west of Dixie Highway in West Palm Beach.

Inscription: For over 100 years, Clematis Street (named after the Clematis flower) has been the primary retail street in West Palm Beach. It was a shell-topped road in 1893, when Henry Flagler (1830-1913) began to develop West Palm Beach as the commercial district for his resort community of Palm Beach. The face of Clematis Street was changed in 1904 with paving and the installation of sidewalks and streetlights. The eastern end of Clematis Street developed first, but by 1916, as the population grew, the business district began to expand to the west. During the real estate boom of the 1920s, new buildings were erected to house a variety of retail establishments in the 500 block of Clematis Street. Among the contributing buildings in the district are the Hotel Clematis and Gruner’s Department Store at 512-516 Clematis Street; James Rooming House at 518-20 Clematis Street; Sewell’s Hardware at 528-530 Clematis Street; and the Sirkin Building at 533 Clematis Street (designed by local architect Harvey and Clarke) all built between 1920 and 1928. The 500 block of Clematis Street has the highest concentration of historic buildings in the downtown retail area. In 1998 it was placed on the National Register of Historic Places. A Florida Heritage Site. Sponsored by the City of West Palm Beach and the Florida Department of State, 2002.

18. Dade County State Bank
The marker and building are located at the corner of Flagler Drive and 4th Street in West Palm
Beach.

Inscription: Dade County State Bank, 1893, donated to the City of West Palm Beach through the West Palm Beach Bicentennial Committee in 1976 by Mrs. Crystal Eggert in memory of her late husband Johnny.

19. El Cid Neighborhood
Located at the intersection of Pershing and Flagler Drive in West Palm Beach.

Inscription: In 1876, Benjamin Lanehart homesteaded land that is now the north end of El Cid. Soon afterward, Elizabeth Wilder Moore settled on the shores of Lake Worth, just south of Lanehart. Lanehart started the first commercial pineapple operation in the area, and this fruit soon dominated the local agriculture. But by the turn of the century, competition and plant diseases ruined the pineapple business. However, the population of West Palm Beach continued to grow. The El Cid Neighborhood was a product of the 1920’s Florida Land Boom era. Pittsburgh socialite John Phipps (1874-1958), the son of Andrew Carnegie’s partner in U.S. Steel, assembled these old pineapple fields to develop the district. Beginning in 1921, independent builders sold expensive Mediterranean Revival and Mission-style homes on most of he available lots. Its proximity to downtown and the shore of Lake Worth attracted affluent business, political, and social leaders who dominated the city’s development in the 1920’s and 1930’s. Phipps named his development El Cid after the celebrated medieval Spanish hero, Rodrigo Diaz de Vivar. His Moorish enemies called him Cid, an Arabic word meaning lord. The El Cid District is listed on the National Register of Historic Places. Sponsors: El Cid Historic Neighborhood Association and the Florida Department of State, 1998.

20. Flagler Park
Marker is at the corner of Clematis Street and Flagler Drive in West Palm Beach.

Inscription: Flagler Park, formerly known as City Park, has been an important public space in West Palm Beach since the founding of the community. The town site for West Palm Beach was laid out in 1893 as a grid pattern of streets running north - south and east - west. The only variation was at the eastern end of Clematis Street, where two angled, short streets branched off to create a triangular, public common area. Over the years, the site has seen a variety of uses. Downtown merchants organized impromptu ball games on the park-like grounds when business was slow. In 1900, a two-story, frame building was donated for use as a reading room and transported across Lake Worth from Palm Beach. It was placed on the southeastern portion of the parcel. The Woman’s Christian Temperance Union dedicated a drinking fountain in the Park in 1907. In 1915, a Woman’s Club was placed on the parcel. Other amenities were also added to the park, including a shuffleboard court and a bandstand for outdoor concerts. As the City’s population expanded during the 1920’s, the facilities of the Reading Room were outgrown and a library was built in 1923. It opened in January 1924, as the Memorial Library, named to honor the dead of World War I. It too was outgrown and was replaced by another library in 1962. In 1994, the library was remodeled and the plaza in front of the library was redesigned, incorporating a triangular, in-ground fountain. This forecourt has become the center of downtown activities, continuing the traditional use of this important civic space. Sponsors: City of West Palm Beach and the Florida Department of State, 1999.
21. Flamingo Park
Marker located at Park Place and Dixie Highway in West Palm Beach.

Inscription: This site was originally the southeast corner of an eighty-acre parcel purchased by George L. Marsteller of Charleston, South Carolina, in 1884 for $100. Two blocks to the north, between South Dixie Highway and South Olive Avenue, the Lakeside Cemetery Association had platted the Lakeside Cemetery in 1893. It operated as a racially integrated facility, unusual for the time. In 1902, the Association purchased these two acres from West Palm Beach to serve as a separate cemetery for African Americans. The Association platted 190 lots and interred approximately 100 people by 1913. The cemetery never had an official name: maps of the era simply called it “Colored Cemetery.” The City’s efforts to repossess and resell the cemetery in 1916 were blocked by the Florida Supreme Court. By 1921, unable to maintain the cemetery, the Association donated it to the City without restrictions. No further burials took place. The City converted the cemetery to a public park known as Dixie Playground and later renamed Flamingo Park. Citizens’ protests in 1966 and in 1991 thwarted subsequent attempts to sell the park for commercial development. Florida Heritage Site. Sponsored by the City of West Palm Beach and the Florida Department of State, 1999.

22. Flamingo Park Historic District
A marker was placed at the intersection of Georgia Avenue and Flamingo Drive in West Palm Beach.

Inscription: There are 501 contributing structures within the Flamingo Park subdivision, which was officially platted on May 17, 1921, with more than 76 building permits issued in 1923. Built on the highest of all coastal ridges between downtown West Palm Beach and Miami, with an ocean view, Flamingo Park was home to many of the most prominent citizens of the time. The Florida Land Boom era is represented here in a concentration of architecturally significant homes in Mission and Mediterranean Revival and Frame Vernacular styles, constructed between 1921 and the mid-1930s. Numerous Masonry Vernacular, Art Moderne, American Foursquare, Colonial Revival and Craftsman/Bungalow residences are found here. The Alfred Comeau House at 701 Flamingo Drive was built in 1924. Comeau was a prominent businessman, who also built one of the first West Palm Beach skyscrapers in 1925. The Flamingo Park Historic District is listed on the National Register of Historic Places. Sponsors: Flamingo Park Neighborhood Association and the Florida Department of State, 2001.

23. Hurricane of 1928 Mass Burial Site- West Palm Beach
Site and marker are located at 25th Street and Tamarind Avenue in West Palm Beach.

Inscription: On September 16, 1928, a hurricane came ashore near the Jupiter Lighthouse and traveled west across Palm Beach County to Lake Okeechobee. This deadly hurricane destroyed hundreds of buildings and left millions of dollars in property damage. Many of the 1,800 to 3,000 fatalities occurred when the Lake Okeechobee dike collapsed, flooding the populated south side of the lake. Approximately 1,600 victims were buried in a mass grave in Port Mayaca in Martin County. In West Palm Beach, 60 white victims were placed in a mass grave in Woodlawn Cemetery and approximately 674 black victims were buried in a mass grave in the City’s pauper’s burial field at Tamarind Avenue and 25th Street. Many others were never found. On September 30, 1928, the City proclaimed an hour of mourning for the victims, with memorial rites conducted simultaneously at each of the burial sites. Two thousand persons attended the ceremonies at the
pauper’s cemetery, where noted black educator and activist Mary McLeod Bethune (1875-1955) read the Mayor’s proclamation. The mass brave at Woodlawn Cemetery was subsequently identified with a marker. This burial site was not again recognized until 1991, when Yoruba (Nigerian religious) ceremony was held here. A Florida Heritage Landmark. Sponsored by the City of West Palm Beach and the Florida Department of State, 2001.

**24. Old St. Ann’s Church**
310 N. Olive Avenue, West Palm Beach. Marker is mounted on a cement base between St. Ann’s Parish Office and St. Ann’s Church and across the street from the Palm Beach County Government Building.

Inscription: Dedicated March 15, 1898, on the southeast corner of Rosemary and Datura Streets. In 1902, it was moved to this site donated by Henry Flagler and served the Catholic community until 1913, when the new church was dedicated. The old church was then used as the forerunner of St. Ann’s School built in 1925. St. Ann’s Church is the oldest Catholic church and parish in the Diocese of Palm Beach. It was developed by the fathers of the Society of Jesus. Marker placed by Seminole Chapter, Daughters of the American Revolution, 1986.

**25. Palm Beach Junior College**
First community college in Florida. Marker located at the West Palm Beach PBCC campus at 812 Fern Street, West Palm Beach.

Inscription: This Mediterranean Revival style building housed Palm Beach Junior College, Florida’s first public community college, when it was established here in 1933. The college outgrew these facilities after the Second World War and moved in 1948 to Morrison Field, a U.S. Army Air Base, renovated to accommodate the influx of students in peace time. In 1955 the college relocated to its present site in Lake Worth. Among the civic leaders responsible for promoting the concept of the junior college were Palm Beach County Superintendent of Schools Joseph A. Youngblood and Palm Beach High School Principal Howell L. Watkins. The college served as a model for the statewide system of Junior Colleges. Three students were in the first graduating class of 1936. In 1936 John I. Leonard became the first president of the Palm Beach Junior College. William Manly King (1886-1961), a noted West Palm Beach architect, designed this building in the Mediterranean Revival style so popular in Florida in the 1920's. The design complemented the adjacent Palm Beach High School campus and this building was occupied in 1927. As architect for the Palm Beach County Board of Public Instruction he designed numerous school buildings throughout Palm Beach County. Mr. King also designed hotels in West Palm Beach, the National Guard Armory (1939), the Hibiscus Garden Apartments (1926) and the seal for the City of West Palm Beach. In June, 1991 the building was listed in the National Register of Historic Places. The Mediterranean Revival classroom building continued to serve the needs of the School Board and in November 1991 it was returned to Palm Beach Community College. The College Foundation undertook the challenge of restoring the building for the continuing education of citizens in our community. This historical marker is dedicated to commemorate the 60th Anniversary of Palm Beach Community College, 1933-1993. Sponsors: Sponsored by the Palm Beach Community College Foundation in Cooperation with the Florida Department of State.
26. Pioneer Memorial Park
Located at Jefferson Road and Dixie Highway behind (west side) the Norton Art Museum. A marble monument is located next to the marker with a bronze plaque containing the names of the male pioneers who settled on the shores of Lake Worth between 1873 - 1893.

Inscription: The Lakeside Cemetery Association (LCA), formed in 1891, was composed of a group of the earliest pioneer families of what is today Palm Beach County (part of Dade County until 1909). In 1895, the LCA purchased this site to be used as a private cemetery. From 1895 until approximately 1920, the pioneer families buried their dead in this cemetery. Over two hundred of Dade and Palm Beach County’s earliest and most prominent citizens were buried here, including many of the earliest public officials, landowners, and business owners. Initially, both African-Americans and white pioneers were buried here, which was very unusual for the time. In 1902, the LCA purchased two acres located two blocks to the south to serve as a separate cemetery for African-Americans (today known as Flamingo Park). In 1914, Henry M. Flagler donated to the City of West Palm Beach the land immediately to the west of this site, on which Woodlawn Cemetery was created as West Palm Beach’s municipal cemetery. In 1921, the LCA donated this site to the City of West Palm Beach for public park purposes. In 1940, upon the request of the City of West Palm Beach, the LCA released a series of deed restrictions encumbering the property allowing the Norton Gallery and School of Art to be built, provided that this site shall forever known as “Pioneer Memorial Park.” Most of the pioneers buried on this site were exhumed and re-interred in Woodlawn Cemetery. However, as many as forty pioneers were not removed and remained buried on this site today. Research provided by the Lake Worth Pioneers Association. Funding provided by the Norton Museum of Art, 2002.

27. Seaboard Air Line Station (railroad)
Located at 203 South Tamarind Avenue in West Palm Beach. The marker is in the station courtyard.

Inscription: The Seaboard Air Line Railway Station has played an important role in the history of West Palm Beach and Palm Beach County. It is a unique example of early 20th century railroad architecture in the Mediterranean Revival style. The Station opened with the arrival of the Orange Blossom Special on January 25, 1925. It was the flagship station of the entire Seaboard line running from Coleman to Homestead. Harvey & Clarke, the largest architectural firm in Palm Beach County in the 1920s, created this new symbol for the City of West Palm Beach in the prevailing architectural style of the period. The Historic American Buildings Survey documented the station in 1971 and the station was listed on the National Register of Historic Places in 1973. The AMTRAK System began passenger service here in May 1971 and the Tri-County Commuter Rail Organization began passenger service from here to Miami in January 1989. The Seaboard Station was restored with substantial funding by the Florida Department of State and rededicated in April 1991. Sponsors: Sponsored by the Palm Beach Town Committee of the National Society of the Colonial Dames of America in Cooperation with The Florida Department of State, 1994.

28. Stubs Canal Turning Basin
Marker located in Howard Park on Parker Avenue, south of Okeechobee Boulevard in West Palm Beach.

Inscription: The Stub Canal Turning Basin represents an important link between West Palm Beach and the agricultural communities adjacent to Lake Okeechobee. In the late 19th century, Florida
began draining the Everglades/Lake Okeechobee basin to provide water transportation routes and to create farmland from swamps. When the Board of Drainage Commissioners authorized the construction of a canal network in 1905, a connection to West Palm Beach was not included. In 1911, local businessman George Currie, on behalf of the Chamber of Commerce, petitioned Governor Albert Waller Gilchrist (1858-1926) for a canal from Lake Okeechobee to Lake Worth. Known as the West Palm Beach Canal, the forty-mile channel was authorized in 1913, and completed in 1917. By 1918, an extension, or stub, was constructed to bring the canal directly into the West Palm Beach business district. The City built shipping facilities and this Turning Basin. The Stub Canal served as a dependable route for passenger travel and for the shipment of produce from, and provisions to, the western agricultural communities until 1925, when improved railroad and highway connections provided other means of transportation. Sponsors: City of West Palm Beach and the Florida Department of State, 2001.

**Lake Worth area**

29. **First Schoolhouse - Lake Worth**
Marker is located at 414 Lake Avenue at the city hall annex in Lake Worth. The City of Lake Worth Museum is also in this building.

Inscription: Site of the first schoolhouse erected in the Town of Lake Worth in 1912 – a frame building twenty-four by thirty-six feet. Initial enrollment was twenty-four pupils. In February 1916, building was replaced on this site by a concrete building – the present City Hall.

30. **First Town Hall - Lake Worth**
Marker located on 7 North Dixie Highway at the city hall in Lake Worth.

Inscription: Site of building erected in 1915 as the first Town Hall of Lake Worth, chartered in 1913. Civic and social affairs before 1915 were conducted in a wooden building nearby, known as the Club House or Auditorium. J.W. Means served as in mayor in 1913, and on May 2, 1914, James M. Love became the first elected mayor.

31. **Palm Beach Junior College**
Marker is at the current Administration Building, Palm Beach Community College, 4200 Congress Ave, Lake Worth at 6th Avenue South and Congress Avenue.

Inscription: The earliest junior colleges in Florida were established under private auspices, beginning in 1907 with Palmer College at DeFuniak Springs. The first public junior college was instituted by the Palm Beach County school board during the Depression years to make college opportunities available to those local high school graduates unable to meet the expenses of attending school away from home. Palm Beach Junior College admitted its first students in 1933. Its first goal was to provide two years of acceptable college work. Soon it also offered career or vocational education for persons desiring to work after graduation and adult education programs. In 1939, state legislation provided legal status for the junior college program by authorizing county school boards to organize and maintain such institutions using county school funds. In 1947, Palm Beach Junior College began to receive state assistance under new legislation. Beginning in the 1950s the junior college program in Florida began to expand, aided by the long-term plans of the Community College council created in 1955. The educational goals of Palm Beach Junior College served as a model for Florida’s developing community college program. Sponsors: sponsored by Palm Beach Junior College in cooperation with Department of State,
1976.

**Manalapan area**

32. **Lofthus** (shipwreck-underwater archaeological park)
The wreck is located 175 yards off shore of Manalapan and about ¾ of a mile north of Boynton Inlet at latitude 26-33.776 N and longitude 80-02.309 W.

Inscription: Built in England in 1868, this 222-foot, three-masted barque originally was christened Cashmere. Acquired by a Norwegian firm and renamed, Lofthus was sailing with a cargo of lumber from Pensacola when she wrecked in 1898. The crew was saved, but the vessel was a total loss. State Underwater Archaeological Preserve. A Florida Heritage Site. (2004)

**Boynton Beach area**

33. **Boynton Woman’s Club**
The building and marker are located at 1010 South Federal Highway (U.S. Highway 1) in Boynton Beach.

Inscription: The Boynton Woman’s Club was designed in Mediterranean Revival style by the famous Palm Beach architect Addison C. Mizner. The Woman’s Club is significant for both its architectural merit and contributions to the cultural development of Boynton Beach. The Club was built in 1925 as a memorial to the founder of the town, Major Nathan S. Boynton. Along with providing a social and civic center for the community, it served as the town’s first public library and the first meeting place for several local churches and service organizations. The second floor features a grand ballroom and stage. The building was listed in the National Register of Historic Places in 1979. Sponsored by the Palm Beach Town Committee of the National Society of the Colonial Dames of America in cooperation with the Florida Department of State, 1995.

**Delray Beach area**

34. **Delray Beach Historic Sites**
Marker located on the east side of NW 5th Avenue just north of Atlantic Boulevard in Delray Beach. It dedicates five historic sites in the Delray Beach area.

Inscription: City of Delray Beach, In recognition of these Organizations’ contributions to the cultural development of Delray Beach, the City Commission designated these locations as historic sites on April 11, 1989.

- 1895 NO. 4 Delray Colored, located at this site [5th Ave NW]
- 1896 Greater Mt. Olive Missionary Baptist Church, 40 Northwest Fourth Avenue
- 1897 St. Paul African Methodist Episcopal Church, 119 Northwest Fifth Avenue
- 1898 Free and Accepted Masons, Lodge 275, 85 Northwest Fifth Avenue
- 1911 St. Matthew Episcopal Church, 404 Southwest Third Street

Late in the 19th century, a group of black settlers established a community in this area that became part of the Town of Linton and later the City of Delray Beach. These hardy pioneers established the cultural organization necessary to foster education, fellowship and spiritual needs, despite difficult environmental conditions and isolation.

This historic marker was dedicated by the Delray Beach Historic Preservation Board on February 25, 1990.
35. Delray Wreck
The marker is on the city’s municipal beach on A1A, south of Atlantic Boulevard at the intersection of A1A and Casuarina Drive in Delray Beach.

Inscription: The old shipwreck known as the Delray Wreck rests at the bottom of the ocean in 25 feet of water about 150 yards offshore the south end of Delray's municipal beach. The wreck is broken and scattered into five sections and has long been one of the most popular diving spots in South Florida. The S.S. INCHULVA was grounded and wrecked by a fierce hurricane on September 11, 1903. Under the command of Captain G.W. Davis, the 386 foot steelhulled British steamship was bound for Newport New, Virginia from Galveston, Texas carrying wheat, cotton, lumber and a crew of 28 men. The storm struck about 5 p.m., tossing the ship and causing the cargo to shift. Steering became impossible, so Captain Davis put out both anchors, but to no avail. The anchors parted and the INCHULVA grounded and was ripped apart. Nine crew members were lost. Dawn revealed to the battered crew that land and a town were just a short distance away. By noon, all the men except Captain Davis and two mates had landed on shore in a small hastily-built raft. They found hot food and coffee at the Chapman House, a local hotel, where many of Delray’s residents had taken shelter during the storm. The nine seamen who lost their lives were buried on the ridge overlooking the ocean where the ship had gone down. The surviving crew members were treated, paid and sent to New York. Before leaving for their homes, each crew member signed the guest register of the Chapman House. Under their names they wrote, "Shipwrecked in the S.S. INCHULVA, September 11, 1903, landed on a raft September 12th and received every kindness and attention at the hands of Mrs. Chapman." Captain Davis, his Chief Officer, a 2nd Officer and a seaman from the ship were brought before the Naval Court held at the British Vice Consulate at Jacksonville on September 19th. The Court exonerated the Captain and the crew from all blame. Sponsors: sponsored by the Historic Palm Beach County Preservation Board in cooperation with the Florida Department of State.

36. Florida East Coast Railway Station
Marker is at 200 NE 1st Street in Delray Beach.

Inscription: This 40' freight section is all that remains of the old railroad station constructed in 1896 by the Florida East Coast Railway Company. The station originally stood on the east side of the tracks, one block south of Atlantic Avenue. The original 100' long Stick style building contained ground level waiting rooms and a raised freight area. The station was expanded by 96 feet in the 1920s, and another addition was constructed in the 1940s. Passenger service was discontinued in the 1960s, and the station was scheduled for demolition. The passenger area was razed but public outcry to save the station stopped total destruction of the building. In 1968 the remaining freight section was split into two sections and moved. The 1920s portion was destroyed by fire in 1984, but the original 40' area of the 1896 station was moved and used for several years as an office and for storage at a nursery west of town. In 1994, this surviving section of the historic station was purchased by the Delray Beach Historical Society, which had the building moved to its present location and rehabilitated. Sponsors Florida heritage site sponsored by the National Society of the Colonial Dames of America and Florida Department of State Sandra b. Mortham, Secretary of State, 1997.

37. Orange Grove House of Refuge No. 3 1876-1927
This marker is on A1A north of Atlantic Boulevard across from the Berkshire Rentals at 126 A1A in
Inscription: One of several built by Treasury Department between Cape Canaveral and Cape Florida for rescue and sustenance of shipwrecked. Named for wild sour orange grove nearby, H.D. Pierce, first keeper, arrived with family May 1876. Here August 15, 1876, was born the first white girl between Jupiter and Miami -- (Mrs.) Lillie Pierce Voss. Stephen N. Andrews was last keeper, from September 1877 to October 1, 1896. Area's first post office, Zion, was located in House from 1888 to 1892. Mrs. Annie E. Andrews postmaster. House burned March 2, 1927. Sponsors: Jonathan Dickinson Chapter National Society, Daughters of the American Revolution In Cooperation With The Florida Historical Society and the Florida Board of Parks and Historic Memorials, 1967.

**Boca Raton area**

**38. Barefoot Mailman**
Located on the west side of A1A in Spanish River Park in Boca Raton.

Inscription: Along this beach in the 1880’s and early 1890’s walked United States mailmen on their sixty-six mile journey between Palm Beach and Miami. The trip required three days each way and they passed this spot the second day. They walked barefoot at the wet surf line, the hardest surface, with their mail bags and shoes slung over their solders. One of them, James E. Hamilton, drowned trying to cross Hillsborough Inlet. Sponsored by Esstahakee Chapter National Society Daughters of the American Revolution in cooperation with the Florida Historical Society and Department of State, Bureau of Historic Preservation, 1971.

**39. Boca Raton Town Hall**
71 North Federal Highway in Boca Raton. The Boca Raton Historical Society is located there.

Inscription: Designed in the Mediterranean Revival style by the architect Addison C. Mizner and completed by the architect William E. Alysmeyer, the Boca Raton Town Hall opened in April 1927 as the city's first municipal building, fire station and police department. The Cramer & Cramer Construction Company developed architectural plans with an elaborate front entrance, a gilded dome atop the bell tower and interior finishes with products of the Mizner Industries. The Woman's Club opened Boca Raton's first public library here in 1927 and the second floor served as a private residence of the fire chief for a number of years. In the early years, the Council Chamber/Court Room was the only public meeting room in Boca Raton and was used by numerous social groups, as well as providing a polling place for city voters. In 1975, the city declared that the building should become a museum and in 1976 the Boca Raton Historical Society located its office here. In recognition of its historic and architectural significance, the Boca Raton Town Hall was listed in the National Register of Historic Places as "Old City Hall" in 1980. Several municipal offices occupied the building until 1983 and the Town Hall was restored to its original architectural design by the Boca Raton Historical Society in 1984 for use as a local history museum and archives. Sponsors: Sponsored by the Palm Beach Town Committee, National Society of Colonial Dames in cooperation with the Florida Department of State, 1991.

**40. Florida East Coast Railway Depot Boca Raton**
747 South Dixie Highway in Boca Raton.

Inscription: The rails of Henry Flagler's Florida East Coast Railway first reached Boca Raton in 1895.
providing an essential link in the extension of the railroad system south to Miami and the Florida Keys, and fostering the tourism and agricultural development around which the community of Boca Raton was founded and grew to prosper. The 1930 railway depot on this site was not the first station in Boca Raton. While the F.E.C. was crucial to the opening of the area, it was during the era of the 1920s and 1930s that Boca Raton received its unique architectural character, due largely to the influence of the architect and developer Addison Mizner. In 1928, following the collapse of the explosive Boom Era in southeast Florida, Mizner lost his extensive holdings in Boca Raton. Clarence A. Geist, a self-made man who began his career as a brakeman in New Jersey and rose to become a utilities magnate in Philadelphia, bought the bankrupt development. Geist, too, had vision, and set out to build on Mizner's achievements. His plans included the construction of a passenger depot on the F.E.C. line to provide service for guests of the exclusive Boca Raton Club, the crown jewel of Mizner's plans for Boca, and to provide a gracious entrance to the showplace community. In order to ensure the station would be designed in a style to complement the Club, Geist donated the necessary land and rights to the F.E.C. and is reputed to have made a considerable investment in the railway at the time. Built in 1930, the station was designed by F.E.C. architect Chester G. Henninger in the Mediterranean Revival style of architecture with a gently pitched gable roof, stuccoed walls and arched loggias with delicate spiral columns. This distinctive style, generally associated with the work of Mizner, contributed richly to the unique physical character of Boca Raton which remains visible today. The F.E.C. Railway Passenger Station in Boca Raton was operated until 1968 when passenger service along the line was discontinued. A living testament to the Boom Era in Florida history, the station was listed on the National Register of Historic Places in 1980, and was restored in 1989 by the Boca Raton Historical Society with the generous assistance of the Count and Countess de Hoernle and the widespread support of the community. Sponsors: Sponsored by Phi Alpha Theta, Xi Omega Chapter, Florida Atlantic University in cooperation with the Florida Department of State, 1991.

**Canal Point area**

41. Frank Bryant
Located on south side of U.S. Highway 98 at Mill Road in the community of Bryant. Marker is between two U.S. Sugar Corporation buildings. Bryant is southeast of Canal Point.

Inscription: Frank Bryant, 1872-1945. Here in 1921 Mr. Bryant established AZUCAR and began the development of sugar production in the Everglades, remaining active in the development of the area throughout the years. His foresight and courage, vision and fortitude were largely responsible for the successful development of the upper Glades. His qualities as a leader and humanitarian will always be remembered by those who knew him. As an inspiration for those who follow the name was changed to Bryant.

42. Conners Toll Highway
Located on U.S. 441/U.S. 98 in Canal Point.

Inscription: Prior to 1923, travel into or out of the Lake Okeechobee Area was accomplished only by boat or canoe. In the early 1920's, W. J. Conners, a New York winter visitor bought 4000 acres of undeveloped muck land near this site. Development required that this property be accessible by land. Being a man with financial and executive ability, he was not long in achieving his desire. After obtaining approval from both houses of the State Legislature in the record time of 2 hours and 20 minutes, he set about building the W.J. Conners Toll Road. Although the terrain was unknown, Conners and his engineer, R.Y. Patterson, constructed the road using dredges. A
temporary railroad installed on the roadbed hastened construction. First work began on October 16, 1924 and the highway was completed on June 25, 1925, 8 months later. The final cost of the 52 mile road was $1,800,000. The road was hailed as an engineering marvel of the time and contributed greatly to the growth of this area. Although the toll was only $.03 a mile, the average daily toll gathered was $2000. After Conners' death on October 5, 1929, the road ultimately was sold to the State of Florida for $660,000. This memorial is in tribute to his accomplishments.

Sponsors: sponsored by the Glades Historical Society in cooperation with the Department of State.
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Did You Know…

- Wellington was once called the Flying COW Ranch. COW are the initials of the former landowner C. Oliver Wellington, who was also a pilot.

- The Community of Lake Clarke Shores was once a pineapple plantation.

- The first firefighters in West Palm Beach were called Flagler Alerts.

- Lantana’s first two mayors were women.

- Henry Flagler’s Royal Poinciana Hotel, once the largest wooden structure in the world, had 1,200 employees to take of the guests that stayed at the hotel.

- In 1962, Iris Hunter was the first African American student at Jupiter High School.

- Lake Ida is named after Ida Linton, wife of Delray Beach founder, William S. Linton.

- During the February 1895 freeze, the temperature dropped to 27 degrees Fahrenheit.

- In the early 1920s, the first sugar mill in the Glades area opened near Canal Point.

- In 1911, the first plane was flown over the Palm Beaches by James McCurdy.

- The original name for Riviera Beach was Oak Lawn.

- In 1981, the first personal computer was developed in Boca Raton by IBM.

- In 1873, Hiram F. Hammon filed the first homestead claim in the Lake Worth area (Palm Beach).

- In 1911, George Green was the first African American to run for political office in Delray Beach.
Trivia Questions

and

Answers
Trivia Questions

1. What’s Florida’s largest county in area, including water?

Palm Beach County, at 2,578 square miles, it’s half the size of Connecticut. The dimensions figure in the county’s share of Lake Okeechobee.

2. What’s Florida’s largest lake?

Lake Okeechobee. It’s more than 700 square miles.

3. Lake Worth, Fla., and Fort Worth, Texas, are named for whom?


4. Why is the town of Tequesta, in North Palm Beach County, named for the wrong Indians?

The Tequesta lived down in the area of what is now Miami but the developer liked the name; even after local historians explained the mix-up, he wouldn’t budge.

5. How did Hobe Sound and Jupiter get their names from the same source?

Local Indians first called the Jupiter area “Hobe” pronounced HO-bay. Spaniards thought they were saying “Jove” -pronounced HO-vay- the Spanish pronunciation of a Roman name for the Greek god Zeus. The British preferred Jove’s more common name Jupiter.

6. How did a town get a name like “Boca Raton,” Spanish for “mouth of the mouse?”

Many thought it was because the inlet is shaped like a mouse’s mouth or because sailors were referring to sharp, dangerous rocks. Historians say the real Boca Raton was a dangerous inlet at Miami Beach, and a mapmaker inadvertently placed it where it is now.
7. What Palm Beach County lake was originally called Hypoluxo, which means “water all around, can’t get out?”

Lake Worth. Before inlets were dug, the body of water separating Palm Beach and West Palm Beach was completely closed in. Now it’s part of the Intracoastal Waterway.

8. What South Palm Beach County town was originally named Linton and is now named for a neighborhood of Detroit?

Delray Beach. After a hard freeze, residents accused developer Col. William Linton of overstating the land’s worth and renamed the town.

9. What South Florida town is named for a lost continent?

Atlantis.

10. Where will you find the Palm Beach County towns of Bean City, Chosen, and Okeelanta?

You won’t. The farm towns near Lake Okeechobee were devastated by the 1928 hurricane and faded away.

11. What’s responsible for 2,700 holes in Palm Beach County?

It had 150 golf courses as of 1993, the most in any county in Florida.

12. What political distinction does tiny Indian Key hold?

Miami is the Dade County seat now, but the first county seat—established February 4, 1836—was this island, still accessible only by boat and now a state park. (Remember at this time Palm Beach County was part of Dade County in 1836)

13. Juan Ponce de Leon is credited with introducing what animal to Florida?

The cow. On his second expedition, in 1521, he brought Andalusia cattle,
relatives of the Texas longhorns. They were the ancestors of Florida’s booming beef industry.

14. For what did Apalachicola Dr. John Gorrie receive a patent on May 6, 1851?

An ice-making machine. Now used most to cool beverages, it was originally designed to control the area’s malaria epidemic.

15. What’s bigger, Lake Okeechobee or Rhode Island?

At some 700 square miles, the second largest freshwater lake wholly within the continental United States is two-thirds the size of Rhode Island.

16. Why did Quaker settler Jonathan Dickinson and his family have to walk from the Jupiter area to St. Augustine in 1696?

They had been shipwrecked.

17. Who came first to Florida: Seminoles or Europeans?

The Seminoles were an offshoot of the Creek tribes of Alabama who migrated down to Florida in the 1700s, long after the Europeans’ arrival.

18. During the Civil War, the Jupiter Lighthouse was seized by Confederates who stole something and hid it. What did they take?

The lighting equipment, so Confederate merchant ships could get past the Union blockade. After the war, the mechanism was recovered and returned to use.

19. What cargo did the *Providencia* spill when it wrecked on what is now Palm Beach?

The ship, loaded with 20,000 coconuts bound from Trinidad to Spain, ran aground January 9, 1878. Residents bought the coconuts at the salvage price of 2 ½ cents each and planted them. Within a decade, the area was filled with palm trees, inspiring the name Palm Beach.
20. Why was West Palm Beach originally established?

As a railroad depot for the wealthy part-time and permanent residents of Palm Beach and as a place for their workers and servants to live.

21. Henry Flagler’s 1,500-guest Royal Poinciana Hotel on Palm Beach was reportedly so big that bellhops used what unusual mode of transportation to deliver messages?

They reportedly rode bicycles down the hallways of the hotel, opened in February 1894 as the world’s largest wooden hotel.

22. When the Dade County seat was moved from Juno Beach to Miami in 1899, what parts of the city’s jail were shipped by barge with their contents still inside?

The cells were loaded on barges with the prisoners still in them.

23. What was unusual about Conner’s Highway, built in 1924-1925 from the Palm Beach County coast to the Everglades farming areas?

New York businessman and South Florida winter visitor W.J. Conner built the road-now State Road 80- with his own money and charges tolls. He had bought 4,000 acres of muck land, accessible only by boat, and because development required that the property be accessible by land, he built his own road. He pushed a bill through the state legislature in two hours and 20 minutes and used dredges to build the 52-mile road in eight months for $1,800. At three cents per mile per vehicle, he collected $2,000 a year; after he died in 1929, the road was sold to the state for $660.

Trivia questions provided by Pineapple Press, Inc.

Teacher Resource Guide

NOTES