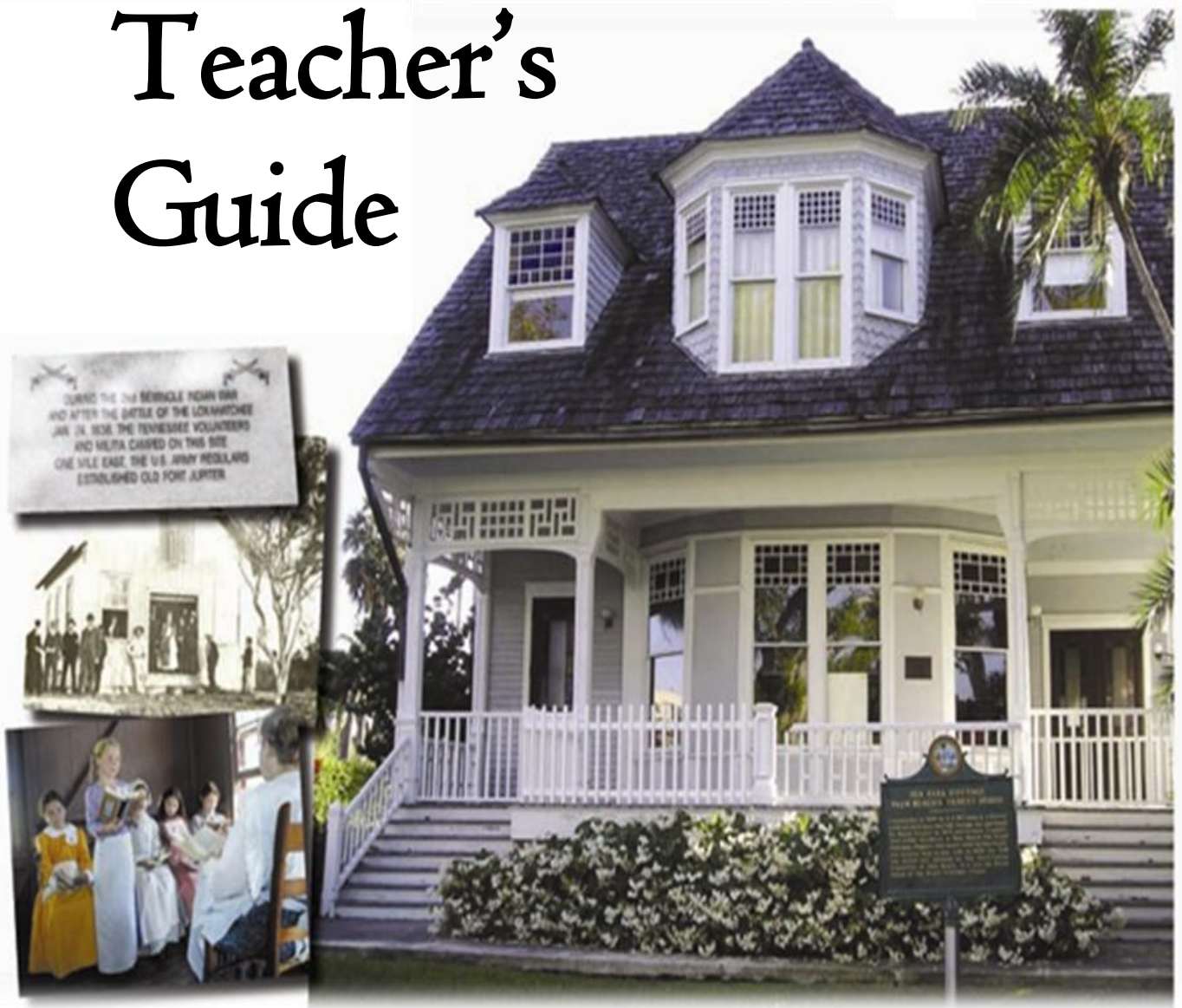


Teacher's Guide



History in Your Own Back Yard

Preservation Foundation of Palm Beach
Historical Society of Palm Beach County

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Introduction to History in Your Own Backyard Program

With the growing population of Palm Beach County, it is recognized that most residents are from out of state and know almost nothing about Florida's long history much less the local history of where they live. With the fast pace of growth Palm Beach County has been experiencing historic sites have been lost forever to make way for new residential communities and business districts. The Preservation Foundation of Palm Beach and the Historical Society of Palm Beach County recognize the need to teach children to understand the importance of preserving our local and state history. As they grow older, we hope they will continue to be active partners in the preservation of our history.

In the History in Your Own Backyard tabloid, students will learn about how an important military camp connected to the Second Seminole War was lost to development and how concerned citizens and county government stepped in to create laws to keep historic sites from disappearing because of development. Other historic sites like the 1886 Sea Gull Cottage and the historic 1916 county courthouse are also discussed. Historic places stand as physical links to our past and provide important information about people and events. They tell us where, how, and why people lived and help define who we are as a community. Knowledge of these places provides insight for the future.

An oral history project is discussed in the program. In this section, there are details about how students can create their own oral history project. This can be one their own, in groups, or as a class project. Students of all learning and comprehension levels can use the oral history process to increase their active involvement in the study of local, state, or U.S. history. Taking someone's oral history is an attempt to preserve a small segment of a relatively recent historical period as viewed through the eyes, experiences, and memories of people who lived during that time. This allows students to the opportunity to experience history firsthand as the participants share their stories with the students.

Living history programs provide students a chance to see history in action and to be a part of it. The Little Red School (operated by the Preservation Foundation of Palm Beach) offers students a chance to experience school in the 1890s. A local resident keeps the memory of southeast Florida's famous mail carriers, the Barefoot Mailmen, alive. Michael Bornstein dresses like the nineteenth century mail carriers and each year walks the beach from Lantana to Miami, retracing the steps of the barefoot mailmen. Bornstein explains the history behind the mail carriers to the people he meets as he walks the beach. In Delray Beach, the Spady House Museum (Spady Cultural Heritage Museum) keeps African American history alive through Spady Heritage Days. The public learns about how pioneer African Americans lived and these things they made such as lye soap and "crackling." Traditional story tellers tell old stories of the pioneer days.

There plenty of activities that are provided in the tabloid and teacher's guide to engage students critical thinking, reading, and writing. The program will help students' awareness and future support for preserving our local heritage.

Information about the Teacher's Guide

The History in Your Own Backyard Teacher's Guide offers teachers a variety of activities to implement with the program. The Teacher's Guide is organized similar to the History in Your Own Backyard tabloid. Within each section 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 Guide is aligned to the social studies benchmarks and grade level expectations at fourth grade.

Vocabulary

Challenging and relevant vocabulary words that are used in the tabloid are also noted in the Teacher's Guide.

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.

NOTE:

Because the *History in Your Own Backyard* tabloid is a consumable, students can underline, highlight, and make notes in the tabloid.

Course of Study

Grade 4 Florida and Local History

Florida Sunshine State Standards Benchmarks for this program

Social Studies: SS.A.1.2.1, SS.A.1.2.3, SS.A.4.2.1, SS.A.6.2

Language Arts: LA.4.1.6.1, LA.4.1.6.2, LA.4.1.6.3, LA.4.1.6.10,
(Reading Process) LA.4.1.7.1, LA.4.1.7.3, LA.4.1.7.4, LA.4.1.7.7,
LA.4.2.2.1, LA.4.2.2.4, LA.4.4.6.1, LA.4.4.6.2

Overview: This program covers heritage preservation of historic buildings and sites in Palm Beach County and how a person or persons can become involved in researching and collecting information about the past by interviewing people. Students will also learn about architectural details and living history programs. Newspaper exercises will engage students through researching articles in the local newspaper.

Purpose: To provide the student with an understanding of the historic preservation and living history projects that are carried out in Palm Beach County.

Objectives

1. To introduce students to heritage preservation in Palm Beach County.
2. To exercise students' skills in reading and in extracting and synthesizing information.
3. To encourage students to help preserve and protect our local heritage.

Materials

One copy of the History in Your Own Backyard Tabloid (printed by *The Palm Beach Post*).

Vocabulary

Attachments: Content vocabulary list

Program Evaluation

Evaluation sheets are at the end of the guide. Please follow the instructions and fill them out. These will help us evaluate the program. Your input is appreciated.

PRE-READING STRATEGIES

Below are a few start-up strategies aimed at **preparing students for almost any social studies reading assignment**. Some pre-reading questions/prompts are included in the *History in Your Own backyard* tabloid.

Anticipating the Main Idea

When distributing a reading assignment, ask students to skim the text for a minute or so, then write a sentence in which **they predict, or anticipate, the author's main idea**. Encourage them to consider such clues as (a) the item's title, (b) its paragraph headings, (c) any repetition of a particular name or term, (d) any cluster of terms that might indicate the writer's focus. (Example: The terms "GDP," "exports," and "deficit" could suggest that the writer's focus is economic.) Review students' predictions, and plan to review them again in the post-reading stage. (Which skim-reading clues proved helpful? Which were not?)

Making Connections

Experts suggest that, before reading, **students ask, "What do I already know about this topic?"** In this world of rapid change, it might be more realistic to have them ask, "What do I *think* I know about this topic?" Either way, starting with the feeling that a topic that is familiar tends to make students more interested and interactive readers.

Previewing Vocabulary

Rather than have students interrupt their reading to look up terms in a dictionary, give them a chance to **preview an article's critical "academic terms."** Many of these terms are already denoted by a darker/bold print. To set up the preview, you might arrange to have a committee of "wordsmith" students research such definitions a day or so earlier, then post them on the chalkboard or classroom computer before the assignment begins.

Focusing on Questions

The best kind of pre-reading question has to be one that students raise about the assigned topic. Why? Curiosity will make them more attentive readers. But some teachers also prepare their own questions — **a guided-reading outline, tailored to the reading material**. While such guides tend to be content-oriented, they can target reading skills, too. Thus, you might ask more advanced readers to **find and paraphrase the main idea** of a particular paragraph or article. With less-skilled readers, you can state the main idea yourself, then ask students to **identify details by which the writer supports that idea**. This information was provided by: <http://www.learningenrichment.org/reading.html>.

Vocabulary

Abundant	A large number of something
Annex	A building joined to or associated with a main building
Archaeologist	A person who studies the remains of buildings, tools, pottery, and artwork of past human cultures
Architecture	The style of buildings; the profession of designing buildings and open areas
Avocational	A hobby or minor occupation
Bias	Prejudice for or against one thing or person
Census	An official register of citizens and their property for purposes of taxation and population
Demolition	To tear down, destroy, destruction
Epidemic	A widespread disease or illness in a community that happens at the same time
Fads	A widespread but short lived enthusiasm for something
Florida Cracker cowboy	Cow herders that gathered the free roaming cattle in Florida. They received their nickname “Cracker Cowboys” from the ten to twelve foot long braided leather whips they used to herd cattle. The whips made a loud “crack” when used.
Florida Cracker horse	These horses are descendants of the first horses brought to Florida by the Spanish explorers. The Cracker horse is a small and sturdy animal well suited for herding cattle on the Florida cattle ranges. They are a rare breed with about 2,000 Cracker horses in the world. They are also called Seminole pony, prairie pony, marsh tacky, and Florida cow pony.
Florida Cur dog	A breed of dog use by Florida cowboys to herd cattle
Heritage	Something, artifacts or traditions, that are passed down from generation to generation and maintained in the present for the benefit of the future

Homestead	A dwelling or place to live in including the property or land
Horticultural	The art or practice of gardening
Itinerant	Traveling from place to place
Landmark	A building or site that is associated with an historical event or place
McGuffey	Name of reading books used in 1800s-early 1900s
Moral	A practical lesson
Mortality	A number of deaths in an area or period or from a common cause
Neo-Classical style	A type of architecture. These kinds of buildings are usually box-like shapes with classical features, like Greek columns.
Nostalgic	Sentimental longing for things of the past
Oral history	The collection and study of taped recorded information from the speaker's personal knowledge about the past
Ordinance	This is a type of a law that local governments use
Preservation	To preserve, to keep as is; to maintain a structure in its original or existing condition
Rallied	To come together
Restoration	To restore a structure to the way it originally was built
'rithmetic	Arithmetic
'riting	Writing
Rockledge	A town in Florida founded on the banks of the Indian River in 1887
Scholar	A student; pupil
Spencerian script	A system of penmanship characterized by clear, rounded letters, slanting right

Transcribed	To put someone's words on paper
Victorian style	A style of architecture, furniture, and decorations between <i>ca.</i> 1849-1900
Wilderness	Wild, wooded area

Time Line

- 1513 Ponce de Leon discovers Florida
- 1696 Jonathan Dickinson is shipwrecked near the Jupiter Inlet on way to Philadelphia
- 1819 Florida acquired from Spain
- 1835-1842 Second Seminole War
- 1836 Dade County created
- 1837 Battle of Okeechobee
- 1838 Battles of Loxahatchee, Fort Jupiter built
- 1845 Florida becomes 27th State
- 1860 Jupiter Lighthouse lit
- 1861-1865 Civil War
- 1861 Jupiter Lighthouse is darkened by Confederate sympathizers to aid blockade runners
- 1870 First settlers in Palm Beach, known then as the Lake Worth settlement
- 1878 Wreck of *Providencia* with a cargo of coconuts; leads to the names Palm Beach and Palm Beach County
- 1880 Coconut Grove House ~ 1st hotel in Palm Beach
- 1885 Barefoot Mailman route begins until 1893
- 1886 First Schoolhouse (Little Red Schoolhouse) and Sea Gull Cottage built
- 1889 The Jupiter and Lake Worth (Celestial) Railroad, first in south Florida, opens, spanning 7.5 miles from Jupiter to Juno
- 1893 Henry Flagler purchases Sea Gull Cottage
- 1894 Royal Poinciana Hotel opens (demolished in 1934-1935)
Flagler's railroad, Florida East Coast Railroad, arrives in West Palm Beach
The Town of West Palm Beach is incorporated
- 1895 Railroad bridge to Palm Beach opens
- 1896 Palm Beach Inn (it was later renamed Breakers Hotel) opens

- 1901 The Little Red Schoolhouse closes
- 1902 Henry Flagler's residence, Whitehall, is completed
- 1903 The Breakers Hotel I burns down
- 1909 Palm Beach County separates from Dade County
- 1911 Palm Beach forms town charter
- 1913 Henry Morrison Flagler dies, buried in St. Augustine
Sea Gull Cottage moved to the Breakers Hotel property
- 1916 The Neo-classical style Palm Beach County Courthouse is completed
- 1918 Addison Mizner, architect, arrives in Palm Beach
- 1925 The Breakers Hotel II burns
- 1926 The Breakers Hotel, new Italianate style, opens
Solomon D. Spady House built in Delray Beach
- 1928 Hurricane strikes Palm Beach County
- 1941-1945 World War II
- 1942-1943 German U-boats attack allied shipping along east and Gulf coasts
- 1984 Sea Gull Cottage is moved and restored
- 1994 West Palm Beach celebrates 100 years as a city
- 1995 Florida celebrates 150 years as state
- 2000 The Millennium celebration
- 2001 Anthrax in Palm Beach County
Spady Cultural Heritage Museum (Spady House) opens in Delray Beach
- 2002 Restoration of 1916 county courthouse begins
- 2004 Hurricanes Francis and Jeanne strike Palm Beach, Martin, and St. Lucie
Counties
- 2005 Hurricane Wilma strikes Palm Beach County

Uncovering History: Preserving Second Seminole War Sites in Palm Beach County

For the teacher: These reading prompts and questions are in the tabloid and are provided for you here. Students may answer these questions differently.

Map skills:

On a map find the locations of where the archaeological digs took place.

Vocabulary Check: Using a reference book or the internet, investigate what an avocational archeologist is?

Avocation(al) An activity taken up in addition to one's regular work or profession, usually for enjoyment; a hobby. A minor occupation.

Someone who becomes involved in archaeology part-time while still working in their full-time job.

Reading Check: What type of research is Richard Procyk involved with?

Richard Procyk was involved with searching for and finding the Tennessee Volunteer Militia camp and the Battles of Loxahatchee.

Activity: Compare and contrast where you live with how it would have looked 150 years ago.

Answers will vary

Pros and Cons:

Identify the Pros and Cons about saving important historical sites.

Vocabulary Check: Use a dictionary to practice looking up the boldfaced words on this page. Make a note of the guide words at the top of the page. Be sure to include the following: pronunciation of words, parts of speech, and the definition.

Students answers may vary slightly depending on the dictionary used or online dictionaries.

Reading Check: Brainstorm with a peer why people should get involved to save our past.

Answers will vary



Map showing the areas where the archaeological digs took place.

What Will You Save?

For the teacher: These reading prompts and questions are in the tabloid and are provided for you here. Students may answer these questions differently.

Sea Gull Cottage: The Oldest Existing House in Palm Beach

Reading Check: How many years old is the Sea Gull Cottage?

121 years old

Activity: Create a timeline of the oldest existing house in Palm Beach, from when it was built to present day.

Have students create the timeline on a separate piece of paper

Vocabulary Check: Illustrate the boldfaced words to identify the unknown words.

Restoring the 1916 Palm Beach County Courthouse

Write about it: Create critical thinking questions that begin with who, what, when, where, how or what if about the courthouse. After writing your question, give it to a peer. But, you cannot give your questions unless you know the answers!

Questions/answers developed by students will vary

Reading Check: What information is significant and important about the Palm Beach County Courthouse?

Answer may vary

Write about it: Research the buildings that have been saved from destruction by using the Internet and reference books.

Teachers can assign this. Students can search the Internet for some of the answers

History of the Future

For the teacher: This activity is in the tabloid and is provided for you here. Students may answer this exercise differently.

Take a look through your newspaper. Can you find signs of an earlier era in today's paper?

1. Read the local obituaries for several days. Pick out one of the oldest people.

When was he or she born? _____

Where? _____

2. Write down three interesting facts about this person's life:

a. _____

b. _____

c. _____

3. Name at least three important historical events that he or she must have lived through:

a. _____

b. _____

c. _____

4. If you could have asked this person three questions, what would they have been?

a. _____

b. _____

c. _____

5. What places, if any, are associated with this person?

a. _____

b. _____

c. _____

6. Can you find any other references to history in the paper? For example, is an old firehouse being refurbished or torn down? Is there a controversy about building a shopping center on the site of a graveyard? Something else? Keep a log for several days. Then write down at least three subjects with historic references:

a. _____

b. _____

c. _____

Get on the Case: Eight Ways to Be a Backyard Detective

Here are some activities to go along with this section.

House Biography Activity

Buildings come in many different shapes, sizes and colors. Just like people, houses are dressed or decorated in different styles. These styles show the fashion of the time the house was built. In this section of the tabloid, you will find a chart with the names for many different house styles, but even without knowing names you can learn a lot about buildings just by looking carefully. Your street or neighborhood has a wonderful mixture of buildings waiting for you to observe and read just like a biography. Pick a building that you would like to get to know better. It can be your own house or a friend's. Walk all around it and observe it carefully.

What size and shape is the house? (Circle the best descriptive words.)

Tall Short Wide Long Rectangular Square

What other shapes do you see? (Circle the best descriptive words.)

Circles Squares Triangles Cones Rectangles Cubes

Other (in your own words): _____

What is the main color? _____ What other colors do you see? _____

What do you think covers the outside of the house? (Circle the best answer.)

Wood Brick Stucco Shingles Stone

Other (in your own words): _____

Does the house have anything else on it? (Circle the best descriptive words.)

Columns Porches Towers Awnings Balconies Shutters

Other (in your own words): _____

What materials are on the roof? _____

What kind of roof does it have? (Circle the best answer.)

Wood shingle Red clay tile Flat white cement tile

Other (in your own words): _____

Does the roof look like a gable roof or a mansard roof? (Refer to the diagram on page 8 in your tabloid for the roof types)

On another sheet draw in the front of the house.

How many doors are there? _____ Are they all the same? _____

How are they different: (Size, shape, color, frame) _____

How many windows are there? _____ Are they all the same? _____

How are they different: (Size, shape, color, frame) _____

Draw the front door (include the frame).

Draw one of the windows (include the frame).

How do buildings make you feel? Activity

This activity can be done in class out loud, in groups, or on paper.

1. Can you think of the names of buildings which make you feel:

Private _____ Exposed _____

Tense _____ Relaxed _____

Fearful _____ Safe _____

Happy _____ Sad _____

Excited _____ Calm _____

Lonely _____ Crowded _____

2. Can you think of places that are:

Frightening _____ Magical _____

Futuristic _____ Secretive _____

For Sitting and relaxing _____

3. Places I dislike: _____

4. Places I like: _____

5. On another piece of paper sketch or draw a building that would make you feel good.

History of the Future

For the teacher: This activity is in the tabloid and is provided for you here. Students may answer this exercise differently.

You can look through newspaper archives to learn about events that took place many years ago. You also can look at today's newspaper to identify what future historians may consider important.

1. What stories in today's newspaper seems most important to you? Pick at least one national story and one local story. Describe them briefly here:

2. Where exactly did the national story take place?

If you were going to preserve a site related to that story, what would it be? Why?

Which important people were involved in the story?

If you were going to preserve places or buildings related to one of these people, what would you choose (e.g., birthplace, place where they grew up, etc.)?

Would the places you preserved help people in the future understand more about our time? How?

If you created a time capsule about the world today, what five things would you put in it?

3. Where exactly did the local story take place?

If you were going to preserve a site related to that story, what would it be? Why?

Which important people were involved in the story?

If you were going to preserve places or buildings related to one of these people, what would you choose?

How might the places you preserved help people in the future understand more about our time?

If you were going to preserve places or buildings related to one of these people, what would you choose (e.g., birthplace, place where they grew up, etc.)?

If you created a time capsule about your town or school, what five things would you put in it?

More Spade Work: Get Out Your Notebook and Dig!

For the teacher: These reading prompts and questions are in the tabloid and are provided for you here. Students may answer these questions differently.

Reading Check: Using the context clues in the passage, explain the vocabulary word transcribed.

Writing a person’s word down

Talk about it: Discuss with a peer questions you would like to ask a relative.

Students and be paired to complete the exercise

Short Answer: Research what a German U-boat is and explain why small civilian airplanes were searching the ocean for them.

A good web site to visit is www.uboat.net. It has a lot of information about U-boats.

Also visit www.caphistory.org to find out more about why small civilian airplanes were used for anti-submarine patrols.

Interview Activity: See the “Check it out: Interview,” and have students complete this project.

Check It Out: Interview!

For the teacher: This activity is in the tabloid and is provided for you here. Students may answer this exercise differently.

Newspaper interviews are a lot like oral histories. They both involve talking to people about their interests and experiences. To get an idea of what it’s like to be a reporter (or an oral historian), try this: Search the newspaper for a story about someone you find interesting. Make sure it contains plenty of quotes. Then write down five questions that the reporter must have asked in order to get this information. Students could used the standard Who, What, When, Where, How and Why for this exercise.

1. _____

2. _____

3. _____

4. _____

5. _____

Next, think of five questions that you'd like to ask that might not have been addressed directly in the interview. What are they?

1. _____

2. _____

3. _____

4. _____

5. _____

How do you think the person would answer your questions? Would he or she feel comfortable with what you're asking—or avoid answering? Write down the responses you imagine and underline any parts of the newspaper interview that support them.

1. _____

2. _____

3. _____

4. _____

5. _____

Oral History Bonus Points:

On a separate piece of paper, write down at least 10 questions that you will ask in your oral history project.

Do Something to Keep the Past Alive

For the teacher: These reading prompts and questions are in the tabloid and are provided for you here. Students may answer these questions differently.

Talk about it: Why do you think it's important for Floridians to keep Florida history alive?

Answers may vary

Reading Check: Why did the cracker cowboys use the Florida Cracker horse breed?

Have students answer this from the reading or from the vocabulary list

Short Answer: Explain how you would feel if you were one of the Barefoot Mailmen that walked from Lake Worth to Miami.

Answers may vary

Reading Check: What is "crackling"?

Fried pork skin

Talk about it: What is something your family does to keep your heritage alive?

Answers may vary

Talk about it: Compare the differences between schools in 1890 versus today?

Answers may vary

What game do we play at recess today that is similar to "Steal the Bacon"?

This was a typical period playground game. The children would divide themselves into two groups and then line-up and face each other. The "bacon," something like a handkerchief, ball, etc... would be placed in the center between the lines. The players would be numbered. When a number, such as "2" was called out the two opposing players would run out to get the bacon and try to return to his or her line before the opposing player could tag them.

Take a minute to think about your own town. What three places or memories would you like to see preserved?

1. _____

2. _____

3. _____

For each of them, think of three things you could do individually—and three things you could do as part of a class or group—to help.

Individually	As Part of a Group
1. a. _____ _____ _____	_____
b. _____ _____ _____	_____
c. _____ _____ _____	_____
2. a. _____ _____ _____	_____
b. _____ _____ _____	_____
c. _____ _____ _____	_____
3. a. _____ _____ _____	_____

b.	
c.	

HISTORY IN YOUR OWN BACKYARD

TEACHER POST EVALUATION

Date _____

Name (optional) _____

School _____

This questionnaire will assist in future revisions of the components (tabloid and teacher's guide) of the curriculum. Therefore, each teacher is asked to complete and return the form. It can be sent through Pony Express to Heather McCarroll, Social Studies/Content Literacy Instructional Specialist, Department of K-12 Curriculum, Adult and Community Education, who will forward it to the Historical Society of Palm Beach County and Preservation Foundation of Palm Beach. Or you can mail it to Richard Marconi, Historical Society of Palm Beach County, 139 N. County Road, Ste. 25, Palm Beach, FL 33480 or Janice Owens, Preservation Foundation of Palm Beach, 311 Peruvian Avenue, Palm Beach, FL 33480. The completed form can be emailed to rmarconi@historicalsocietypbc.org or janiceowens@palmbeachpreservation.org. It is not necessary to include your name but please write the name of your school in the space provided. Please accept our thanks for evaluating the History in Your Own Backyard Program.

Please answer the following:

1. The most meaningful thing I learned from this tab was...
2. I now understand...
3. I would like to know more about...
4. One thing I would change or add...
5. What would you like to see as a follow up to this specific tab?
6. What will you change in your day-to-day work and workplace as a result of using this tab?

Additional comments are appreciated, thank you! (Please continue on an additional sheet if necessary)

HISTORY IN YOUR OWN BACKYARD

STUDENT POST EVALUATION

Date_____

Name (optional)

School_____

Please answer the following:

1. The most meaningful thing I learned from this tab was...
2. I now understand...
3. I would like to know more about...
4. One thing I would change or add...
5. What would you like to see as a follow up to this specific tab?
6. What will you change in your day-to-day work and workplace as a result of using this tab?

Additional comments are appreciated, thank you!

Teacher: Please forward Student Evaluation to: Heather McCarroll, Social Studies/Content Literacy Instructional Specialist, Department of K-12 Curriculum, Adult and Community Education. Or you can mail it to Richard Marconi, Historical Society of Palm Beach County, 139 N. County Road, Ste. 25, Palm Beach, FL 33480 or Janice Owens, Preservation Foundation of Palm Beach, 311 Peruvian Avenue, Palm Beach, FL 33480.