

HISTORYMIAMI

Tropical Dreams Pre and Post Visit Activities

Introduction:

The following is a list of ideas of how to introduce the history of South Florida to your students. We recommend these ideas be used as pre and/or post-visit lessons for any one of our programs.

Grades: 3-12

Tropical Dreams' PROGRAM's Objectives:

- Demonstrate basic geographic skills as they pertain to Florida and its relationship to the world.
- Recognize the importance of various cultural and ethnic groups to Florida's history.
- Recognize interrelationships among Florida's population, economy, technology and environment. Identify major events and their importance to Florida's history

Vocabulary:

Archaeologist
Archaic
Artifact
Chickee
Document
Ecology
Epidemic
Extinct
Fossil
Fresnel lens
Galleon
Gulf Stream
Homesteader
Immunity
Miccosukee
Mural
Pioneer
Prehistoric
Replica
Seminole
Sharpie boat
Wrecking

Teacher's Background:

First Arrivals

The first humans arrived to North America about 25,000 across a land bridge between Asiatic Russia and Alaska. Some may have also come by boat. They are referred to as prehistoric Native-Americans or Indians. They are called prehistoric because they belong to a time before written history. They are referred to as Indians because Columbus mistakenly

believed he had arrived at the Indies in Asia. Sometimes, they are also called Archaic Indians, “archaic” meaning a much earlier and primitive period. The first archeological evidences of human presence in South Florida dates back to 10,000 to 12,000 years ago. Eventually people developed permanent villages and by the time the Spanish explorers arrived to South Florida, at the beginning of the 16th century, a group of Native Americans, the Tequesta had established a large village at the mouth of the Miami River. They were one of the two major groups of Indians living in South Florida. The other ones were the Calusa on the west coast. Practically all of the Tequesta and the Calusa, as well as other Archaic Indians in Florida, were exterminated in most part by epidemics brought in by the Europeans against which they lacked immunity.

Five Flags

In 1513 Ponce de Leon was the first European that landed in Florida claiming it for Spain. In 1564, the French founded the settlement of Fort Caroline in northeast Florida. As a result, Pedro Menendez was sent to expel the French and take control of Florida. In 1565, Menendez destroyed Fort Caroline and founded St. Augustine, the oldest city in the United States. In 1763 the British, took control of Florida for 20 years. In 1783 Florida was returned to Spain until it was sold to the U.S. in 1821, becoming a state in 1845. In 1861, during the American Civil War, Florida was part of the Confederates States of America, rejoining the union after its defeat in 1865.

Piracy also played an important role in Florida’s history. We can say that in addition to the five flags that have flown over Florida (Spanish, French, British, United States and Confederate States) a sixth flag flew not over Florida but certainly around Florida waters: the “skull and bones”.

Key West

In the 1820’s Key West became one of the richest cities in the United States, thanks to three important industries: Wrecking, sponging and cigar making. Wrecking is the rescue of a damaged or sinking ship and sailors keeping part of the cargo as a reward. Sponging is fishing sponges from the sea. Using small boats, glass bottom buckets and a hook at the end of a long pole, sponges were snatched out of the water. The development of today’s artificial sponges eliminated the demand for natural sponges, preventing the complete extinction of this remarkable animal species. Cigar making is the rolling of cigars by hand from tobacco leaves. The tobacco was imported from Cuba and Cubans came to Key West to make the cigars.

Seminole/Miccosukee Indians

In the early 1700s, groups of Native Americans, called the Creeks, began leaving their homeland in Georgia and Alabama to settle in northern Florida. The Spanish, who ruled Florida at the time, welcomed them. Although they were all called Seminoles by the Spanish, they formed two distinct, but related, groups: Seminoles and Miccosukees. The Miccosukes all speak Hitchiti (also referred to as Mikasuki); some of the Seminoles also speak Hitchiti and others Muskogee. There was also a third group, referred to as the Black Seminoles. They were runaway slaves of African origin who became attached to the Seminoles and allied themselves with them.

Between 1817 and 1858, the United States fought three wars against the Seminoles and the Miccosukees. Following the Indian Removal Act of 1830, which called for the removal of all Indians to the west of the Mississippi most Seminoles were moved to Oklahoma. An unknown number remained behind, hiding in the Everglades.

Pioneers

In 1876, there were fewer than 100 pioneers living on South Florida’s mainland. To encourage pioneers to settle across the United States, Congress passed the Homestead Act in 1862, resulting in the name homesteaders. This law gave 160 acres of land to any person who would live on the property for five years and improve it by building a dwelling, farming or ranching. The free land encouraged people to travel to the wilderness of South Florida and prepare the way for others to follow. At this time the only way to reach South Florida was by boat. Once a week a ship from Key West made its way to Miami for settlers to send their crops, such as comptie, to market or travel to Key West for supplies. Comptie is a small, palm-like plant that grows to a height of about 3 feet. Seminoles learned to extract and produce an edible starch from its root. For this reason, it was often called “Seminole bread.” Seminoles and later pioneers used the starch as corn starch is used today, for thickening and for baking.

Railway

Henry Flagler began building hotels along the east coast of Florida in the 1880s. He soon realized that the key to developing Florida was a reliable transportation system and consequently purchased railroads merging them into the FEC Railway. The railway and hotels encouraged people to visit and move to Florida.

At this time, some of the early pioneers were Julia Tuttle and the Brickells. Julia Tuttle owned most of the north side of the Miami River and the Brickells had a trading post on the south side of the Miami River. Mrs. Tuttle wrote several letters asking Flagler to extend his railroad, even offering half her land as an incentive. Flagler had built his railroad all the way south to West Palm Beach, but did not see any profit in extending it to Miami. But in the winter of 1894–1895 Florida experienced one its worst freezes. Florida’s citrus crop was lost throughout most of Florida except Miami. Julie Tuttle wrote to Flagler and soon after, he extended his railway to Miami. The arrival of the railroad brought a dramatic increase to South Florida’s population

Gateways

South Florida has become one of the nation’s “gateways” to the world. During the past 50 years South Florida has experienced more changes than during the previous five centuries. It has become complex and diverse, with many ethnic groups and cultures calling it home. Many people coming from other countries to live in the United States settle in or pass through Miami. You either came to this country yourself, or a parent or ancestor came to this country in the past. The United States, especially Miami, is made up mostly of immigrants. When people immigrate they bring with them their customs and beliefs as well as their food, music and dance. Their cultures blend together to form South Florida’s diverse society. This has helped South Florida to become a metropolitan community with increasing international significance in the Americas and the World.

Pre-Visit Conversations

Activity 1: What is in a museum?

Duration of Activity: *40 minutes*

Objectives of activity:

- ❖ To introduce students to collections and in particular those at HistoryMiami.
- ❖ The museum collects within 4 categories, Documents, Fossils, Artifacts and Replicas.

Instructions:

STUDENTS:

Take out a piece of paper

Fold the paper in half (vertically)

Number both halves of the paper from 1-10

Label the upper left side: My Collections and the upper right side: Museum’s Collections

Write down what you collect on the left and what you think the museum collects on the right.

TEACHER:

A book, letter or map (a document), a rock or leaf (can be a fossil someday), an object that is authentic (an artifact like a family heirloom) and an object that is a replica (maybe a piece of costume jewelry)

- After everyone has done this, have students share some of their collections.
- Then have students share their ideas for a museum collection (there is no right or wrong).
 - You can then share with the students the 4 things you put aside.
 - Have them try to put them into categories (documents, fossils, artifacts and replicas)
 - You can share with them that these are the 4 categories the Museum at HistoryMiami collects in.
 - Have the students try to pull 4 similar objects from their person---their textbooks, something from their backpack---they will see how they are carrying collections with them at all times as well.
 - Have students explain WHY those pieces from the collection are in the category they are in.

Key questions for students:

- What is a collection?
- Why do people collect?
- Why do museums collect?

Activity 2: “From Wilderness to Metropolis”

Duration of Activity: *30-60 minutes*

Objectives:

- ❖ Identify prior knowledge through use of art in the classroom.

Instructions:

Read the title of this quilt square aloud to your class, “From Wilderness to Metropolis”.

Prompt students to interpret what this title is referring to.

Key questions for students:

- What do you already know about Florida’s wilderness? Cite specific examples you see in Miami that indicates the city’s ever growing expansion.
- How is Florida’s ecology affected by this economic growth?
- Which industries have been able to flourish in Miami’s short history?

GO GREEN! Use a projector and computer to show images and assignments to your students. OR Print this material on both sides of a sheet of paper!



Activity 4: “Depression Canning” by Louie R. Hamilton

Duration of Activity: *60 minutes +1 homework*

Objectives:

- ❖ To identify the main idea of “Depression Canning”.
- ❖ Describe and apply how this relates to the current situation facing this country.

Instructions:

The article below is one woman’s firsthand account of the Depression and World War II era in Southern Florida. Identify the main idea of the article. Make a propaganda poster illustrating your idea about how to make use of what is available in Miami. Encourage poster viewers that your idea is the best. Present this poster to your peers.

Key questions for students:

- What the main idea of the article is.
- What quotes can you find to support this statement?

Writing Prompt for students:

Imagine today’s economy becomes more difficult to live in. Write a 5 paragraph essay detailing how your family and friends would make use of Miami’s natural resources. Convince the reader that Miami would get through the tough times utilizing resources and man power.

DEPRESSION CANNING

by Louie R. Hamilton



As many as 1,500 cans a day were put up in three shifts as South Florida ladies literally canned everything from soup to nuts during World War II. First canning efforts were a result of the depression.

The great depression of the 1930s hit everyone, but some of us in South Florida were fortunate. My husband, a native-born Pompano man, and I were living on Pompano Beach at that time. We had plenty of fish, Florida lobster, oysters, clams, and sea-turtle steaks for meat and hearts of palm and fresh vegetables of all kinds from the farms. The depression created the need for canning and so the can companies started producing cans for home use.

We moved down to Ft. Lauderdale in 1935 and in 1938, I joined the Ft. Lauderdale Home Demonstration Club. A short time later, a canning kitchen was opened in the former jail just west of

Mrs. Cecil Hamilton has resided in Broward County since 1925.

the present Florida Power and Light Building on South Andrews Avenue, sponsored by the Broward County Commission and the Home Demonstration Agent. The Agent, Olga Kent, and the club ladies ran the operation, to teach the housewives how to can. The ladies got vegetables from the fields after the farmers were through harvesting. We started a very small production using glass jars.

Then there was World War II. Food got really scarce and had to be rationed. Canning got into high gear. The County built a large kitchen next to the old one. The Light Company donated the electricity, the Gas Company furnished the stoves and gas, and the Water Company donated the water, so the housewives could can food to supplement their food stamps which were

allotted each family.

I was one of the supervisors who taught the ladies how to can. We got so busy that we were running three shifts a day, starting at 8 a.m. and finishing at 1 a.m. the next morning. This was really a lively time with some excitement thrown in when we would have air-raid practice in town. Sometimes on the night shift, we would have all of the pressure cookers going, when along would come an air-raid alert and we would have to douse all the lights and turn out all of the fires until the "All Clear" came, then fire up and start all over again.

We were putting up as much as 1,500 cans a day. Everything was canned, from soup to nuts, literally! We canned tomatoes and tomato juice, grapefruit and grapefruit juice, green beans, shell beans, lima beans, sauerkraut, pickles, coconut,

pears and pineapples. Some of the women went to the fields and got their own vegetables and many of the farmers brought their produce into the cannery for those who did not have transportation to the fields. The latter were canned on shares, the farmer got half and the canner got half. Meat was very scarce, but we could get marrow bones from the meat markets, which made delicious stock for the various soups we canned.

The ladies sealed many things in cans to send to their husbands and sons overseas, such as candy, nuts, cookies, ink, lighter fluid, flints, and I even sent some fried clams to a friend in the Pacific War Zone.

The canning center got so popular that people continued using its facilities for a couple of years after the war was over.



Slogans promoting home canning evoked a patriotic feeling among housewives who continued to use community canning kitchens for several years after the war.



<http://www.hmsf.org/publications/update/v3/update-v3-n5.pdf>

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Bicentennial

Post Visit Conversations

Activity 1: Artifacts

Duration of Activity: *30-60 minutes*

Objectives:

- ❖ Reinforce the significance of objects in history.

Instructions:

Divide students into groups. Assign each group a different theme: Transportation, Food, Materials, Culture, and one of your choice. Each group must identify which artifacts in the museum can show how the people in the past lived. Students ought to identify why this artifact was important to the history of South Florida. Afterwards, groups will present what their group identified, and explain to peers what its significance is.

Activity 2: Tasks on the Pioneer homestead

Duration of Activity: *30-60 minutes*

Objectives:

- ❖ Synthesize information learned at the museum to read the Ken Hughes' painting.

Instructions:

Print out Ken Hughes' "Fire on Pioneer Homestead, 1880's" 6 times. Split your students into 6 groups of 5. Place the photo at the center of each group and ask students these lead in questions.

GO GREEN! Use a projector and computer to show images and assignments to your students. OR Print this material on both sides of a sheet of paper!

Key questions for students:

- Name 4 activities happening on this farm.
- What circumstances in this situation are difficult? What would make this situation easy?



(Fire on Pioneer Homestead, ca. 1880's. Credit: Ken Hughes, HistoryMiami.)

Activity 3: Log writing

Duration of Activity: *15 minutes or homework*

Objectives: Students will reflect on their visit and connect with their growth.

Instructions:

After the museum visit, students will spend time on writing a personal log. This will help with retention of information they have gathered.

Key Questions for Students:

- Where and when did you go? –Why?
- What did you see, hear, touch, do?
- What was your favorite part? –Why?
- What new piece of information changed the way you thought about the world? –Why?
- Which words and ideas stood out the most? –Why?
- What do you think about the experience?

THANK YOU!

Thank you again for your participation and we look forward to working with you again soon!

We have many programs available, as well as professional development workshops for object and inquiry based approaches to learning and the Picturing America series.

At HistoryMiami we offer more than 10 different educational programs. These are listed on our website www.HistoryMiami.org and can also be seen in our brochure.

Regards,

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If you need a sign language interpreter, or materials in accessible format, please call 305-375-5379 or email: accessibility@historymiami.org.