



OLD DAVIE SCHOOL HISTORICAL MUSEUM

CURRICULUM GUIDE **3rd through 5th Grade**

"We accept and thank you for this splendid building, a building no matter how large and important this community may grow, will ever be the center of its social action and the main cause of progress we may make. The citizens of Davie will take pride in it, will maintain it and cherish it."

C.A. Walsh, May 1918 Schoolhouse Dedication Ceremony

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Mission Statement

The Mission of the Old Davie School Historical Museum is to collect, preserve, interpret and educate people about the heritage, culture, and history of the Davie community and western Broward County.

Basic Information

Address: 6650 Griffin Road – Davie Florida 33314

Phone Number: 954-797-1044

Hours:

Tuesday through Saturday	10am – 4pm
Sunday & Monday	CLOSED

Admission Fees:

Museum Only
\$7 adults
\$5 seniors, children

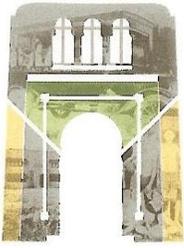
Museum & Historic Houses
\$10 adults
\$7 seniors, children

Step-Back-in-Time School Program
\$7 students
1 chaperone per 10 students required
& admitted at no charge
\$5 Additional Chaperones

Website: www.olddavieschool.org

Social Media:

Facebook www.facebook.com/OldDavieSchool
Twitter www.twitter.com/OldDavieSchool
Instagram www.instagram.com/OldDavieSchool



OLD DAVIE SCHOOL
HISTORICAL MUSEUM

Dear Valued Educators,

Thank you for incorporating the Old Davie School Historical Museum as a resource for your curriculum! Since its construction in 1918, the site has served as a center for educational services—either as a school, school board offices, or now as a museum. Our ongoing goal is to continue to be of use to the community, teachers and students alike.

This curriculum guide serves as a tool to prepare your students for a visit to the Museum, with lesson plans and activities that introduce the new concepts and themes they will encounter. There are also opportunities to reinforce these ideas in the classroom and at home after the visit. Additionally, we would like to invite teachers to visit the site before your class trip to better acquaint yourselves with the exhibits and buildings on our campus. *These site visits are offered at no cost and by appointment only.*

As educators, you serve as a model for your students while visiting the museum and we hope to encourage young students to actively pursue learning about the past! Please let us know how we can be of use to you and your students.

We are looking forward to working with you now and in the future!

Old Davie School Historical Museum Staff

OLD DAVIE SCHOOL CIRCA 1918

6650 Griffin Rd. | Davie, FL 33314 | P. 954.797.1044 | F. 954.797.1047 | www.OldDavieSchool.org
MUSEUM • EDUCATION • EXHIBITS • RESEARCH • COMMUNITY CENTER • RENTAL FACILITIES

Guidelines for Teachers & Chaperones

- We recommend visiting the Old Davie School Historical Museum before your scheduled field trip to familiarize yourself with the content of the exhibits, as well as the layout of the grounds. Pre-visits are available Tuesday-Saturday from 10am-4pm by appointment at no cost for teachers.
- We require one chaperone per ten students.
- We understand a field trip may disrupt the regular schedule of your school day—especially a typical lunchtime. We recommend a snack before the program begins. Keep in mind the program runs from 10am to noon. There are no vending machines on grounds.
- During the program, students will rotate through four activities in groups of no more than 25 each, to be accompanied by at least 2 chaperones. Make sure to have your groups determined before arriving at the Museum.
- As a model for students, we ask for cell phones to remain on silent and away during the program.
- Please stay with your group and provide student supervision throughout the activities. This allows the docents to better lead the program.
- Please provide students with clearly visible nametags to help the docents interact with your group.
- Taking photographs is an exciting part of the visit, but please be mindful during the program and encourage the students to listen first.
- Let us know what you think! Please fill out and return the evaluation included in this guidebook after your visit to the Old Davie School Historical Museum! We have also included a brief survey for students. These enable us to improve our program each year!
- Review the “Guidelines for Students” with your class before your visit.

Guidelines for Students

- While visiting the Old Davie School Historical Museum, we ask students to use “MUSEUM HANDS!” What are Museum Hands?
 - If you have a question, a Museum Hand goes straight in the air and waits for the leader to answer!
 - While visiting the exhibits, your Museum Hands stay to yourself. This is important to protect the artifacts we have to show you about pioneer life. With your help in protecting the items, we will have the artifacts for a long time to come!
 - In the activities, your Museum Hands are hands-on AND helping hands! We will have certain items to touch and activities to join in, but make sure you are listening and ready for the next direction!
- Walking feet are also required throughout the program—our floors are almost 100 years old! Also, remember to stay with your group at all times!
- While taking pictures is an exciting way to remember your visit, make sure that you are listening to the docent—that way you will be able to know what is in those pictures later!

Step Back in Time Program

This interactive program investigates life as it was for pioneers in the early twentieth century. By engaging with artifacts, photographs, and through hands-on activities, students will critically consider the rapid growth and transformation of western Broward County and the town of Davie.



Students and the school bus in 1918.
The Davie School served students through the eighth grade. The school bus provided older students the opportunity to attend the closest high school in Fort Lauderdale.

Themes

- I. To explore the changing community and environment of western Broward County and the town of Davie from its natural foundations, to an agricultural economy, to the modern education hub of today.
 - a. Students will experience firsthand elements of daily life in South Florida in the early twentieth century and compare/contrast to their own lives
 - b. Students will determine the consequences of the Everglades drainage projects by interpreting personal accounts, photographs, and artifacts

- II. To encourage historical literacy and inspire historical empathy
 - a. Students will use analytical skills to better understand the past and make connections using evidence (historical literacy)
 - b. Students will consider the different perspectives and backgrounds of the people and places of the past (historical empathy)

- III. To actively participate in the museum experience
 - a. Students will be introduced to “museum” skills, such as observing and interpreting photographs and properly handling (or not handling!) of artifacts
 - b. Students will make use of the museum resources to learn about the past during their visit, as well as utilizing the pre- and post- activities to reinforce the processes of critical thinking

Step-Back-in-Time Activities

All students will experience the historic classroom & exhibit rooms during the program

CLASSROOM

Find your seat and listen carefully as our teacher takes students back to the classroom on the first day of school in 1918 to practice writing with a dip ink pen and there might even be a pop quiz!

EXHIBIT ROOMS

Take a walk through the history of western Broward! Through photographs, artifacts, and interactive activities, students consider how the town in the Everglades got its start!

Choose 2 additional activities:

PIONEER HOUSE

Building a life in the Davie frontier before modern conveniences was very different in the early twentieth century! Visit the replica tar-paper shack and help with the chores like washing laundry by hand!

FARM ANIMALS (72 STUDENT MINIMUM)

Meet the domesticated animals that resided on local farms! Learn about their role and the hard work required to take care of them!

GARDEN TOUR

Do you have a "green thumb?" Learn about the fruits, vegetables, herbs and more that grow in the Davie soil!

BUTTER MAKING

Buttermaking was an almost daily chore before the introduction of the refrigerator! Follow the steps and enjoy a delicious treat!

SQUEEZING ORANGE JUICE

Davie was well-known for its citrus groves and annual Orange Blossom Festival. You'll learn a little about the history of the orange and squeeze your own juice using an old-fashioned press!

HISTORIC HOMES

Visit one of the homes built in 1912 that were moved to and preserved by the Davie Historical Society! Experience the pre- and post-electric lifestyles and learn about the early Davie families!

OLD FASHIONED GAMES

Once all the chores are done and school is over for the day, there was time for some fun! Play games like the pioneers and maybe you'll recognize some familiar toys!

COMMON CORE STANDARDS

The activities in this guide can be used to meet the standards outlined by the Common Core Initiative.

3rd Grade

Reading: Informational Text

CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Reading: Literature

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Speaking and Listening

CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

4th Grade

Reading: Informational Text

CCSS.ELA-Literacy.RI.4.3 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.

CCSS.ELA-Literacy.RI.4.7 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.

Reading: Literature

CCSS.ELA-Literacy.RI.4.3 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.

CCSS.ELA-Literacy.RI.4.7 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.

Speaking and Listening

CCSS.ELA-Literacy.SL.4.4 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

Writing

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

5th Grade

Reading: Informational Text

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Speaking and Listening

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing

CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Pre-Visit Activities

The following activities have been designed to introduce the ideas and themes students will encounter during their visit to the Old Davie School Historical Museum.

Through the games, worksheets, and group discussions, students will become familiar with the names, vocabulary, and concepts that enables richer investigation and builds connections with the past.



Davie School Second Grade class in 1928.

People to Know



- **Governor Napoleon Bonaparte Broward**

- 19th Governor of Florida from 1905-1909
- Desired to drain the area of the Everglades to create more farmland



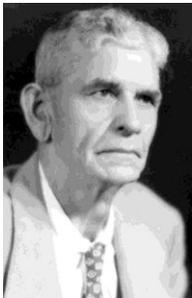
- **R.P. Davie**

- Investor and landowner—bought 28,000 acres of land
- Started the Davie Experimental Farm to determine what could grow in the new farmland of the Everglades
- Namesake for the town of Davie

- **Hamilton & Blanche Forman**



- Moved to the Davie area from Illinois in 1910
- Together they started a potato farm, tended the lock on the North New River Canal, and started the first dairy in Davie, Forman's Sanitary Dairy, where they delivered fresh milk door-to-door for the local community
- They leased their land to the government during WWII to be used as an airfield. Forman Field is now the site of the South Florida Education Center, home to universities and schools today.



- **Frank Stirling**

- Studied biology and horticulture and studied the damaging effects of the citrus canker
- Managed orange groves in Davie and grew a variety of roses
- Elected in 1925 as the first Mayor of Davie
- Served in the Florida House of Representatives for Broward County from 1945 until the 1948 term
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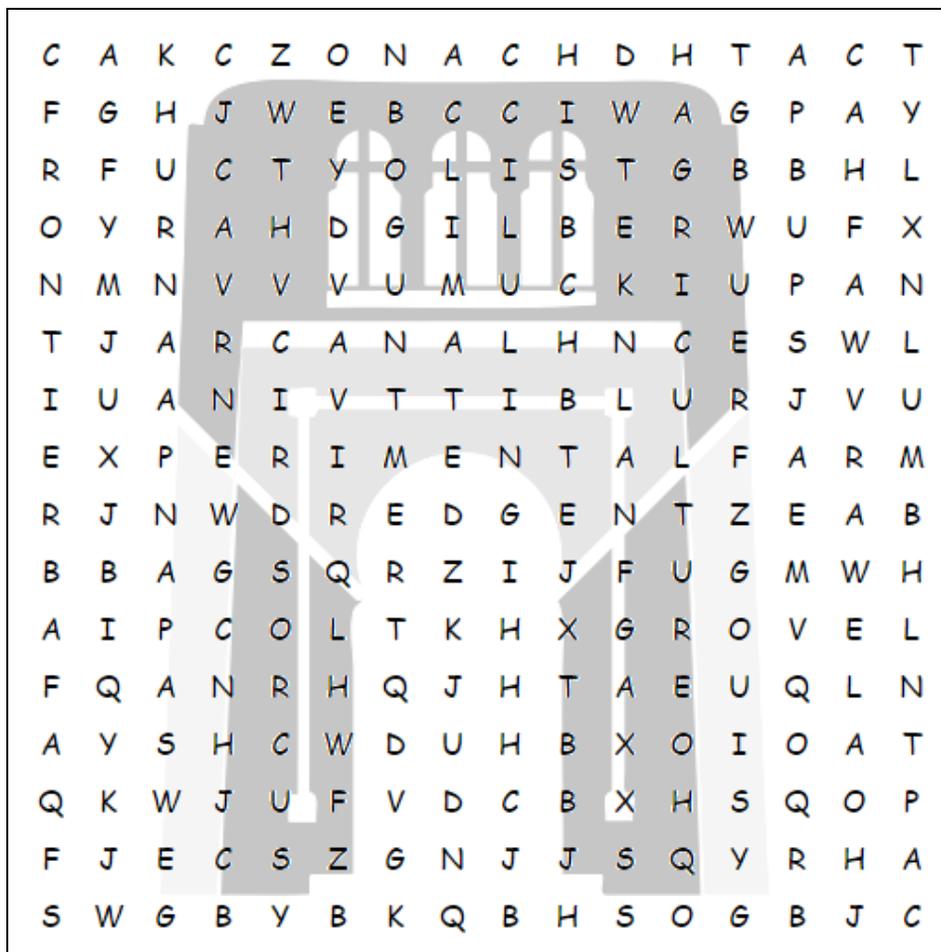
- **Althea Jenne**

- Teacher in Davie from 1912 to 1942, taught in the packing house, two-room school and Davie School until her retirement

Old Davie School Vocabulary Word Search

Can you find these words in the Word Search?

- **Zona**: the first name of the frontier settlement now known as Davie
- **Frontier**: the far edge of a country, where few people live
- **Canal**: a channel that is dug across land so that boats or ships travel between two bodies of water, or so that water can flow from one place to another
- **Dredge**: to scrape the bottom of a body of water to make it deeper or to find or catch something
- **Barge**: a long, flat-bottomed boat that is often towed or pushed by another boat
- **Muck**: anything that is thick and dirty, wet, sticky or slimy, especially mud or manure
- **Experimental farm**: farm used to demonstrate what crops would grow best
- **Agriculture**: the raising of crops and animals
- **Citrus**: an acidic, juicy fruit such as an orange, a lemon or a grapefruit
- **Climate**: the weather typical of a place over a long period of time
- **Grove**: a group of trees growing or planted near one another



KWL Chart

As a class or independently, think about your visit to the Old Davie School Historical Museum and get ready to fill in the chart!

- In the first column, write what you **KNOW** about pioneer life in Florida.
- In the second column, write what you **WANT** to know about life almost 100 years ago in Davie, Florida.
- After your visit to the Old Davie School Historical Museum, write in the last column what you **LEARNED** and want to remember!

What I **K**now

What I **W**ant to know

What I **L**earned

<p><i>Do you want to learn more about these things during your visit?</i></p>	<p><i>These will be good questions to ask during your visit!</i></p>	<p><i>Were your questions answered? Did you learn more about the items in your K column? How can you learn more?</i></p>
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A PIONEER STORY : THE STIRLING FAMILY

Memories written by Helen Stirling Gill (1922-2001)
Daughter of the first mayor of Davie and Longtime Resident

Frank Stirling used to drive our family to Dania Beach on a dirt road that would later bear his name. My father was born April 13, 1878 in Gallopolis, Ohio. After completing his education there, he traveled to California and lived there for a while. In time, he traveled to Deland where he found his true calling, which was horticulture—he was interested in studying the science of growing flowers, vegetables and fruits, particularly citrus fruit trees, like oranges and grapefruits. He also found his future wife, Bernice. It was there they made their first home and where my brothers, Walter, Hully and I were born.

My father worked with the state plant board advising farmers how to combat plant diseases. In the early 1900s, he came to South Florida, saw how fertile the land was and bought several acres in the Davie area. He bought a large building that had been used for a bean packing plant. This served as our first home until our new home was constructed. In 1924, we moved into our new home. It was a very strong house, built from coquina rock brought in from St. Augustine, and served as a good, safe shelter for our family and other families during some of the devastating hurricanes.



The Stirling Family—Helen, Bernice, Walter, Frank & Hully. 1929

The ground was rich black muck and most anything could be grown in it. Most all families in Davie had gardens and fruit trees and that was where most of our food came from. Many families had a cow and some chickens, so we had plenty of fresh milk, butter, and eggs. My brother, Hully, did a lot of hunting and would come home with deer, quail, and wild duck from the Everglades. We did not have to go far to go fishing because we had a canal in front of our home. We would fish from the canal banks with cane poles. For bait, we found worms just by turning over a few shovels of dirt. We always loved living along side of the canal. We used it all the time for swimming as well as transportation. We kept a boat for our own recreation and the Seminole Indians would pole their canoes up and down the canal. They would use *gigs* to catch gar and frogs. When huckleberries were ripe, they would bring us berries and my mother would bake such delicious pies for us and for them.

We became good friends with some of the Indians, and my mother and Mrs. Frank Stranahan worked together in bringing Christianity into their lives. They got the first Baptist Church built on the reservation. Many times my Indian girl friends and their brothers would come and spend all day. We would play and go swimming in the canal, and in the evenings we would sit out on our front lawn and listen to my father tell stories. When he reached into his hip pocket, we knew he was going to play his harmonica for us and we could sing. We

would chase fireflies. Another game we would play was to get into the canoes and try to pitch each other out into the water. The canoes were dugouts—very long, narrow and shallow. They were already easy to tip over, so we had to have very good balance just to get in.

The families in Davie worked hard, but we had good times too. The kids would meet at the old wooden bridge at the big canal, and jump off, and go swimming. Years later, my own sons would enjoy the same fun. We would get together for picnics with our neighbors and go to the beach for cook-outs. Much activity centered around the Davie church. We attended Sunday school and church every Sunday. One of my fondest memories was getting to church early to help pull the rope that rang the bell in the tower.

In spite of depressions, wars, hurricanes, hard freezes and floods, the Davie people prevailed. It is my opinion, we survived because we took care of each other in hard times and shared as much as we could. We rejoiced with the birth of a new baby and shared in the grief when a friend or neighbor died. Those were simple days and we did struggle to survive, but we were all so much younger then, and dreamed dreams of better times to come, and they did come!

I am so grateful to my parents for coming to Davie and making this our home. Many of us are benefitting from the fruits of our parents hard labor so long ago. Mother and Father and brother Hully are gone now and many other good friends and neighbors have died or moved away to other places. At times I can see visions of all of us together again, and I can imagine myself as a little girl playing with my friends, listening to so many wonderful stories, and hearing the magical sound of their voices and just the faintest sound of the harmonica in the distance.



Helen Stirling on her wedding day, 1945

Now that you have read Helen Stirling Gill's story of growing up in early Davie, answer the following questions.

1. Why did Frank Stirling move his family to Davie?

2. How did the families in Davie acquire food?

3. What did the children do for fun?

4. What was the relationship like between the new settlers in Davie and the Seminole Indians?



Activity: How Do We Use Electricity?

Lesson Objectives:

- Students will recognize and discuss the many ways we use electricity today
- Students will reflect on how life might have been different before electricity
- Students will discover alternatives to using electricity

Vocabulary:

- Electricity: electrical power that is generated in special, large plants and distributed to all parts of a country through wires
- Convenience: something that makes a job or a situation easier and more pleasant

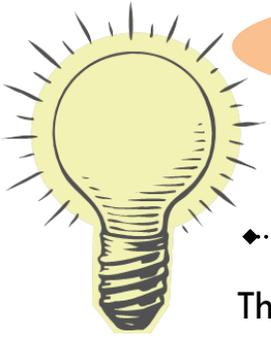
Materials:

- “Electricity” worksheet included in this guide or plain lined paper
 - Option to work together as a class on whiteboard

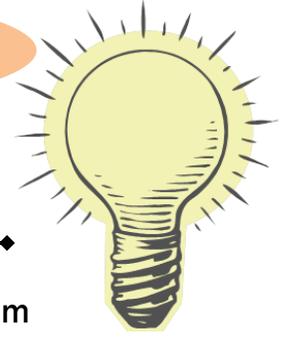
Procedure:

- Step 1. Introduce the concept of *electricity* as a tool we use to make life easier by turning the lights off in the classroom. (You can always turn the lights back on for discussion!)
- Step 2. Show students a picture of the Davie School in 1918 before electricity was installed. Point out the tall windows that let in natural light for the classrooms. Now look around your classroom and discuss other things that use electricity. How might a classroom in 1918 be different? You may also want to point out that the large windows allowed fresh cool air to move into the classroom, because there would not have been air-conditioning!
- Step 3. Using the worksheet in class or as a take-home activity to continue lesson on the next day, have the students list ways they use electricity before, during and after school. These might include watching TV, video games, electric toothbrushes, dishwashers, laundry machines, microwaves, and many more!
- Step 4. As a group, make a list on whiteboard with students contributing their answers and see how many different ways they use electricity during each part of their day.
- Step 5. Explain how electricity helps to simplify and complete certain tasks. Explain the idea of a *convenience*. Ask students for other ways to complete the listed tasks—instead of using a dishwasher, wash dishes by hand; instead of watching the television for news, reading a newspaper (or for entertainment, reading a book!). Could each task be accomplished without electricity?
- Step 6. Have students choose one of the activities without electricity to try for a day! Discuss how the activity effected their day.

ELECTRICITY



is a form of energy that we use to complete many different tasks in our world today!



Think about the things around your home or classroom that use electricity and when you use them.

List the ways you use electricity during each part of your day!

Before School:

During School:

After School:

Think about what life might have been like before electricity.
How would your day be different?

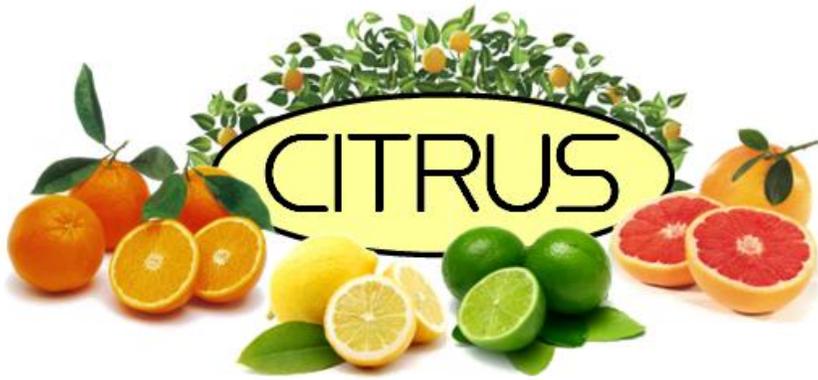
BONUS!

Try to spend a day using as little electricity as you can! Write a story about your experience and share with your class!

DID YOU KNOW??

When the Davie School was built in 1918, it did not have electricity! The building was designed with tall windows to let in light and air! Can you imagine a day in Florida without air-conditioning?





Citrus are types of fruits with a thick skin and juicy pulp like oranges, lemons, limes, and grapefruits!

The United States

WHERE DOES IT GROW?

In the United States, citrus is grown in Florida, California, Arizona, & Texas.

Find these states on the map and color them in!

Why do you think citrus does not grow in New York or Washington?
The warm climate in the south provides the right environment for citrus to grow!



Produced by the Dept. of Geography
The University of Alabama

People use citrus for many different things.

Unscramble these words to discover some different uses!

C I J E U _____

A M R A L D M A E _____

R E U P M F E _____

N Y A D C _____

E C A N L R E _____

O I C O G N K _____

There were more than 20 different orange groves in Davie, each with trees planted on 10 to more than 100 acres of land each!

**DID
YOU
KNOW?**



The orange blossom flower grows on the orange tree and is the state flower of Florida! Many farmers in Davie kept beehives in their orange groves to harvest honey. The bees collected the pollen from the orange blossom and made a very sweet variety of honey!



Flamingo Groves, now known as Flamingo Gardens, 1920s

Activity: Wild or Domestic?

Lesson Objectives:

- Students will differentiate between domestic and wild animals
- Students will determine what role domestic animals play in the home and on a farm
- Students will recognize the resources animals need to survive and how they are acquired

Vocabulary:

- Domesticate: to tame an animal so it can live with or be used by people
- Wild: living in natural conditions and not controlled or cared for by humans
- Resource: something that is of value or use

- Materials:
- Crayons/markers
 - Plain paper
 - Whiteboard
 - Tape
 - "Animals in the Everglades" worksheet provided with this guide

Procedure:

- Step 1. Ask students to draw a picture of an animal—maybe one they have seen on their way to school or their personal favorite.
- Step 2. On your whiteboard, make a chart by drawing a line down the middle and write "WILD" on one side and "FARM OR HOME" on the other.
- Step 3. Invite your students one at a time to display their picture to the class and then choose where that animal lives—either jungle, desert, plains, ocean, lake or anywhere else in the wild; or on a farm or in the home. Tape the picture under the title. Continue with each student's picture.
- Step 4. Ask students what is different about the animals in the wild from the animals that live on the farm/home. These could include how they acquire the *resources* (food, water, shelter) they need to survive, how closely they live to or with people, or their role in their environment. This can also be an opportunity to introduce the Venn Diagram and discuss what the animals have in common!
- Step 5. Discuss the term *domesticated*. Domestic animals live closely and depend on people to survive. They also perform "jobs" with humans, as well—cows provide milk and beef; horses and mules pull wagons and can be used for transportation; this may be difficult to think of house pets having a job, but consider companionship or security! Some domesticated animals have *wild* cousins—dog and wolf; zebra and horse; cat and lion! Do any animals on your list have a wild or domesticated cousin? What jobs do your domesticated animals have on the farm or home? (This is also an opportunity to discuss how wild animals would not make good pets!)
- Step 6. Use the worksheet as an additional activity in class or as a take-home activity to introduce the animals found right here in the Everglades—these are animals that a student in 1918 might have seen on their way to school! Identify each animal and draw a line to whether it is wild or domesticated.

Animals in the Everglades

Pioneers encountered animals everyday in the Davie frontier.

Some of these animals lived on the farm and needed the farmers to take care of them—these are called DOMESTIC animals. Other animals lived in the wilderness and survived on their own without the help of people. As pioneers moved further into the Everglades, there was always a chance to cross paths with a wild animal!

Identify the animals and draw a line connecting it to their home!



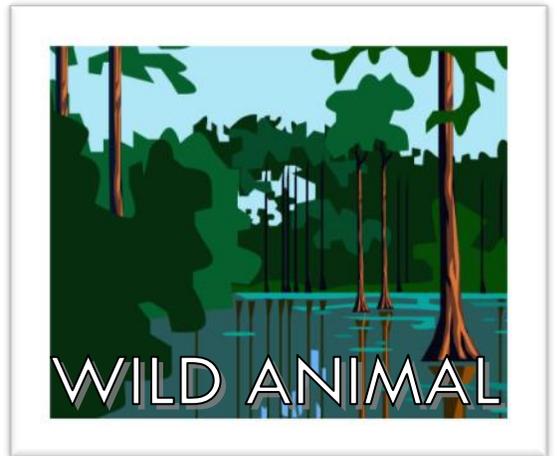












Domesticated animals help the farmer perform jobs on the farm. What jobs do these animals have?



Post-Visit Activities

The following activities have been designed to reinforce the activities students participate in before and during their visit to the Old Davie School Historical Museum.



Students gather together at the Davie School in 1938.

Activity Prompts

- You are an investor, like R.P. Davie, selling Everglades land for farming in South Florida. Design an advertisement that describes the land and opportunity and persuades new families to move to Davie.
- Choose one of the following subjects you learned about on your visit to the Museum—agriculture, transportation, animals in the Everglades, electricity, or others. Build a KWL chart and fill out the K and W columns—what you know now that you’ve visited the museum, what would you like to learn more about or what questions you still might have. Find at least two different books at your school or local library about the subject and fill in the L column of your chart. Compare your chart with a partner or group.
- Pretend you and your family have just moved to Davie to start a dairy farm. Write a letter to a friend describing your travels and what life is like on the Florida frontier.
- Using a piece of paper to represent an acre of land in Davie, plan where and what vegetables you would like to grow on your farm! Why did you choose those vegetables? How many of each would you plant and why? Research one of them and write a paragraph explaining to a friend how to plant, grow and harvest your vegetable!
- Choose one of the forms of transportation you learned about at the Museum—ferry boat, dugout canoe, train or even walking along the canal! Which would be your favorite way to travel? Write, draw or make a diorama to illustrate your trip to school on your favorite form of transportation!
- Create a skit with a group and act out one of the hardships of pioneer life in Davie—encountering wild animals, preparing the black muck soil for crops, an approaching hurricane! Research and demonstrate how the pioneers might have dealt with these situations.
- After discovering the many different wild and domestic animals that lived in the Everglades, research *invasive species*, like the wild hog and Burmese pythons. Discuss with a group or present your findings to the class. How are they different from native Florida species and why do they cause such problems throughout the state?

Remember When?

Timeline of Davie History

Things have changed in Davie over the last 100 years! Cut out the boxes from the additional page and paste them in the correct order!

1906

1910

1914

1918

1988



Timeline of Davie History

Cut out the boxes from this page and paste them in the correct order on the worksheet!



When families first arrived in Davie to farm, they held school in a packing house and then at the General Store! This building was also a post office, icehouse, and loading dock for boats!



90 students attended the first day of class at the new Davie School! The tall windows let in light and air before the school had electricity!



Governor Napoleon Bonaparte Broward wanted to drain the Everglades. By building canals, the water would drain off the land and could be used for farming.



The school was placed on the National Register of Historic Places, a list of places that are important to the history or culture of a community.



Students attended school in a two-room wooden building. The classrooms became very crowded as new families continued to move to Davie to farm.

Recipes from Davie Pioneers

Now that you've learned about life in Davie, enjoy delicious local recipes together as a class or encourage your students to try them at home with an adult!

Orange Dessert

Ingredients

- 1 cup orange juice
 - 16 marshmallows
 - ½ cup whipped cream
1. Melt marshmallows in orange juice until dissolved.
 2. Chill until thickened
 3. When cooled and thickened, as ½ cup whipped cream.
 4. Put in refrigerator. Serve in sherbet glasses.

Lemon Poppy Seed Muffins—makes 1 dozen

Ingredients:

- 2 ½ cup flour
 - ½ cup sugar
 - 2 egg whites
 - 1 Tbsp. baking powder
 - ¼ cup margarine, melted
 - 1 Tbsp. grated lemon rind
 - 2 Tablespoon (Tbsp.) poppy seeds
 - 1 ¼ cup skim milk
1. In a large bowl, combine flour, sugar, poppy seed, and baking powder and set aside.
 2. In a small bowl, combine milk, margarine, egg whites and lemon peel. Stir into flour mixture just until moistened.
 3. Spoon batter into 12 lightly greased muffin pan.
 4. Bake at 400 degrees for 20 minutes or until lightly browned.

Cowboy Cookies—makes 11 dozen.

Ingredients:

- 2 cups sifted flour
 - 1 teaspoon baking soda
 - 1 tsp. salt
 - 1 cup shortening
 - 2 eggs
 - 1 tsp. vanilla
 - 1 cup sugar
 - 1 cup brown sugar
 - 1 package semi-sweet chocolate chips
 - ½ teaspoon (tsp.) baking powder
 - 2 cups rolled oats
1. In a small bowl, combine flour, baking soda, salt, and baking powder and set aside.
 2. In a large bowl, blend together the shortening and sugars. Add eggs and beat until fluffy.
 3. Add the flour mixture to the large bowl and mix well.
 4. Add the rolled oats, vanilla, and chocolate chips until dough is crumbly
 5. Drop by teaspoonful on to greased cookie sheet
 6. Bake at 350 degrees for 12 to 15 minutes.

Recipes can be found in the Davie Historical Society's Generations of Home Cooking cookbooks

**What recipes have been passed down through the generations of your family?
Are they similar to these recipes? How are they different?**

Teacher Evaluation Survey

Thank you very much for choosing the Old Davie School Historical Museum as a part of your curriculum this year.

Please complete this survey and return by mail or fax to ODSHM.

We also have an online survey that will be sent by email following your program!

1. How would you rate your visit to the Old Davie School Historical Museum?



2. What was YOUR favorite part of the Step Back in Time program?

3. What was your STUDENT'S favorite part of the Step Back in Time program?

4. What were the goals for your group's visit to ODSHM?

5. Did the program meet the needs/expectations of your group? YES NO

6. What do you think we can improve on for your next visit to ODSHM?

7. How did you heard about the Step Back in Time program?

8. Was this Curriculum Guide an effective tool for your preparation and how can it be improved?

9. Would you be interested in other outreach programs from the ODSHM? YES NO

10. Would you recommend your school to visit again next year? YES NO

Student Evaluations

We value your student's opinion of their experience
at the Old Davie School Historical Museum.

Please allow your students five minutes to complete our survey
after visiting, so we can improve on and ensure a successful program
for our treasured audience of learners.

The surveys will remain anonymous, however we ask for you
to please include your student's grade level.

Send your responses to:

**Old Davie School Historical Museum
Education Department
6650 Griffin Road
Davie, FL 33314**

Thank you very much!

STUDENT SURVEY— TELL US WHAT YOU THINK!

MY FAVORITE PART OF THE OLD DAVIE SCHOOL HISTORICAL MUSEUM WAS...

BECAUSE _____ .

I WOULD LIKE TO LEARN MORE ABOUT...

THREE WORDS TO DESCRIBE MY VISIT TO THE OLD DAVIE SCHOOL ARE...

_____, _____, AND _____ .

**CIRCLE THE SENTENCES
THAT ARE TRUE FOR YOU:**

I want to learn
more about the
history of Davie!

The things I learned at the Old
Davie School connect to what I
learned in my classroom!

I would like to visit the Old
Davie School Historical
Museum
again soon!

**COLOR IN HOW MANY STARS
YOU WOULD GIVE YOUR VISIT!**



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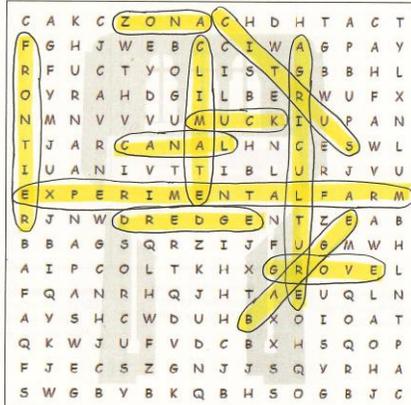


Activities Answer Key

Old Davie School Vocabulary Word Search

Can you find these words in the Word Search?

- **Zona**: the first name of the frontier settlement now known as Davie
- **Frontier**: the far edge of a country, where few people live
- **Canal**: a channel that is dug across land so that boats or ships travel between two bodies of water, or so that water can flow from one place to another
- **Dredge**: to scrape the bottom of a body of water to make it deeper or to find or catch something
- **Barge**: a long, flat-bottomed boat that is often towed or pushed by another boat
- **Muck**: anything that is thick and dirty, wet, sticky or slimy, especially mud or manure
- **Experimental farm**: farm used to demonstrate what crops would grow best
- **Agriculture**: the raising of crops and animals
- **Citrus**: an acidic, juicy fruit such as an orange, a lemon or a grapefruit
- **Climate**: the weather typical of a place over a long period of time
- **Grove**: a group of trees growing or planted near one another



Citrus are types of fruits with a thick skin and juicy pulp like oranges, lemons, limes, and grapefruits!

WHERE DOES IT GROW?

In the United States, citrus is grown in Florida, California, Arizona, & Texas.

Find these states on the map and color them in!

Why do you think citrus does not grow in New York or Washington? The warm climate in the south provides the right environment for citrus to grow!



People use citrus for many different things. Unscramble these words to discover some different uses!

- C I J E U JUICE
- R E U P M F E PERFUME
- E C A N L R E CLEANER
- A M R A L D M A E MARMALADE
- N Y A D C CANDY
- O I C O G N K COOKING



DID YOU KNOW??
The orange blossom grows on the orange tree and is the state flower of Florida! Bees collect the pollen from this flower to make a very sweet variety of honey!



Remember When? Timeline of Davie History

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1906



Governor Napoleon Bonaparte Broward wanted to drain the Everglades. By building canals, the water would drain off the land and could be used for farming.

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When families first arrived in Davie to farm, they held school in a packing house and then at the General Store! This building was also a post office, icehouse, and loading dock for boats!

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Students attended school in a two-room wooden building. The classrooms became very crowded as new families continued to move to Davie to farm.

1918



90 students attended the first day of class at the new Davie School! The tall windows let in light and air before the school had electricity!

1988



The school was placed on the National Register of Historic Places, a list of places that are important to the history or culture of a community.



Animals in the Everglades

Pioneers encountered animals everyday in the Davie frontier. Some of these animals lived on the farm and needed the farmers to take care of them—these are called DOMESTIC animals. Other animals lived in the wilderness and survived on their own without the help of people. As pioneers moved further into the Everglades, there was always a chance to cross paths with a wild animal!

Name each animal and draw a line them to their home!

COW



PANTHER



ALLIGATOR



CHICKEN



RATTLESNAKE



DOG



Domesticated animals help the farmer perform jobs on the farm. What jobs do these animals have?



Resources

Our goal is to ignite an ongoing interest in exploring the past. Included with the curriculum guide are additional resources, covering a basic timeline, a short history of Davie, as well as books and online resources for teachers and students related to the history of South Florida.



Boys swimming in the C-11 canal, also known as the South New River Canal, in 1916. The canal runs parallel and between Griffin Road and Orange Drive, however, at the time both were hardly dirt paths. The high banks show the sandy soil underneath the black muck.

Timeline of Davie

1905	Napoleon Bonaparte Broward inaugurated as 19th Governor of Florida on a platform to drain the Everglades for agricultural land and efforts for monumental transformation began
1906	The dredge, <i>Everglades</i> , begins its slow pursuit west towards the Everglades beginning from the north fork of Ft. Lauderdale's New River.
1908	R.P. Davie buys 27,500 acres in the Everglades and begins advertising "The First Improved Town in the Everglades"
1909	Permanent settlers begin arriving in Davie, many from the Panama Canal Zone, calling the town Zona. The General Store is built on the south side of the canal.
1914	Two-room wooden building built to provide a school for the growing town. Before this, school was held in a room of the Trading Post.
1915	Broward County formed from Palm Beach and Dade County land
1916	Town renamed Davie after R.P. Davie; the town outgrows the two room schoolhouse and looks to the School Board to build a permanent building
1917	Architect August Geiger designs and construction begins on the new Davie School
1918	Construction completed and the Davie School opens to about 90 students
1923	Broward County Board of Public Instruction approved the installation of electric lights at a cost of \$750.00
1925	48 residents meet in the upstairs auditorium of the school and vote to incorporate Davie, electing Frank Stirling the first mayor.
1926	September 17 & 18: hurricane devastates the town of Davie, however damage to the school was very minimal.
1941	First Orange Festival held to celebrate the prosperous citrus groves in Davie
1947	October hurricane brings massive flooding that took 6 weeks to recede, rotting the roots of the orange trees and devastating the groves, and homes; ignites action by Congress, sending the Army Corps of Engineers to develop a plan for flood control.
1949	The Central and Southern Florida Flood Control District, that later became the South Florida Water Management District, established to control and protect water resources in South Florida
1980	A new Davie Elementary is built and the old Davie School building is used as Broward County School Board offices
1983	Soroptimist International of Davie identifies School for preservation and forms the non-profit Davie School Foundation to have school places on the National Register; the Broward School Board sells the school to the Town of Davie for \$1
1988	The Old Davie School is placed on the National Register of Historic Places, the Davie School Foundation begins restoration of the school and plans for a community museum arise.

Ten Things You Might Not Know about Davie

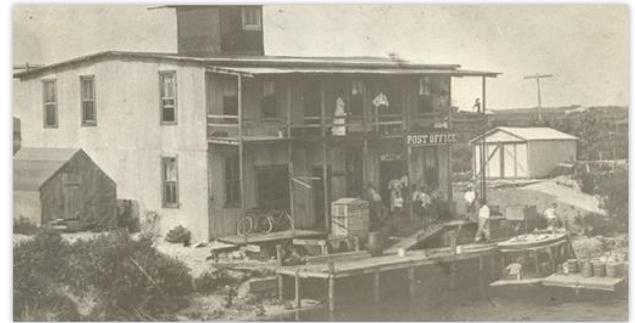
1. The first permanent settlers began to arrive in 1909 attracted by the cheap land, warm climate and rich soil. The first settlers came from Michigan, Kentucky, Canada and the Panama Canal Zone. Finding the terrain and its problems similar to those in Panama, the settlers called the new town Zona.



Boat pulling barge on the C-11 canal, 1910s.

2. The South New River Canal (C-11, the canal in between Griffin Road and Orange Drive) was the town's communication line to the outside world. There was only one way in and out of this growing settlement and that was by boat on the C-11 canal until 1917, when a single lane rock road was laid to Fort Lauderdale.

3. At first, the horses and mules had to wear muck shoes to keep them from sinking knee deep into the heavy wet soil of the reclaimed Everglades land. However, by the 1930s, Davie was well known for its horse and cattle pastures. James Bright, partner in opening the Hialeah Race Track, bred and trained Florida's first thoroughbred horses in Davie on Orange Drive!



The general store served as the first school, as well as a post office, docks, icehouse and other purposes, 1910s

4. The first school was held in the east room of the general store located on the canal. As more families moved into the frontier, a small two room wooden structure was built, but became overcrowded quickly.

5. In 1917, architect August Geiger designed the Davie School. The building was completed in 1918 and opened to 90 students. The school operated until 1980, then was used as school board offices before being placed on the National Register of Historic Places in 1988 and transitioned into the museum we have today!



Class in front of the two room school building, 1914

6. The second floor of the school was a meeting room where much of the community life took place, such as potluck dinners, dances, plays, and political meetings. In 1925, 48 residents met in the auditorium to begin the process of incorporation which resulted in the election of the first mayor, Frank Stirling—namesake of Stirling Road.



The Davie School after its construction, 1918

7. On September 16, 1926, hurricane winds blew houses off their foundations, crops were pulled right out of the ground and left the new citrus groves destroyed. Many families left never to return. The hurricane devastated South Florida and sent it into depression three years before the rest of the country. The original gable roof of the Viele House, now located at the Old Davie School, flew off during the hurricane and was later replaced with the current hip roof.



Viele House, pre-1926

8. During WWII, the Navy acquired land from the Forman family to erect an airfield, called Forman Field, for the purpose of training pilots to land and take off from aircraft carriers. Navy personnel soon inundated Davie and the roar of airplanes replaced the silence of the Everglades. In the 1960s, the former Forman Airfield began the transformation into the new South Florida Educational Center, including Nova Southeastern University, Broward College, McFatter Technical Institute and other educational institutions.



Forman Field facing south, road in the top left is Davie Road, 1940s

9. In October 1947, another devastating hurricane dumped 11 inches of rain on Davie in just 3 hours. The rising water forced residents from their homes. Army Ducks evacuated the homeless to refugee stations at Forman Field and tents provided shelter for the residents to live in until the water receded. The water remained for six weeks before leveling off. It was planting time and fields were under water, cattlemen were losing stock almost daily and roads were being washed away.
10. While a destructive period in Davie history, the 1947 hurricane initiated the development of the South Florida Water Management District and consideration for the Comprehensive Everglades Restoration Plan. These projects manage and protect the water resources of the region and seek to restore the quality and distribution of water in the Everglades.



Army Duck transporting residents to Forman Field from the Davie School, 1947



Plans to drain the Everglades in the early 20th century with the construction of the canals completely changed the ecosystem of the natural environment. The Comprehensive Everglades Restoration Plan outlines efforts to restore the Everglades over the next 30 years.

Reading Recommendations for Students

These books provide further exploration into the themes discussed before and during your visit to the Old Davie School Historical Museum. All of the books listed are available through the Broward County Library System.

Everglades

by Jean Craighead George

This beautifully illustrated book tells the story of the creation and flourishing of the Everglades and the ultimate impact of humans on the natural ecosystem. [Grades 1-4]
George, Jean Craighead. *Everglades*. USA: Harper Collins Publishers, 1995

Ready, Set... WAIT! : What Animals Do Before a Hurricane

by Patti R. Zelch

With the threat of hurricanes familiar to South Floridians, the story visits how humans and animals prepare for and weather the dangerous storms. The book offers access to online resources, as well as information, maps and charts on how hurricanes form and grow. [Grades P-4]

Zelch, Patti R. *Ready, Set... Wait!: What Animals Do Before a Hurricane*. Mt. Pleasant, SC: Sylvan Dell Publishing, 2010

A Land Remembered: Student Edition Volume 1 & 2

by Patrick D. Smith

Adapted for students from the original novel, Patrick Smith illuminates the development of Florida over three generations of the MacIvey family. From rural farming to the land boom in the twentieth century, the novels offer an intimate look at pioneer life, success and struggles. [Grades 4+]

Smith, Patrick D. *A Land Remembered: Volume One Student Edition*. Sarasota, FL: Pineapple Press Inc., 2009

Smith, Patrick D. *A Land Remembered: Volume Two Student Edition*. Sarasota, FL: Pineapple Press Inc., 2011

The Adventures of Charlie Pierce Series

by Harvey E. Oyer III

The adventures of Charlie Pierce follow a young boy's experience in South Florida during the end of 19th century. Charlie invites students to jump into the past by exploring the natural environment of Florida and interacting with the native peoples. [Ages 8-12]

Oyer III, Harvey E. *The American Jungle: The Adventures of Charlie Pierce*. Oakland Park, FL: Middle River Press, 2008

Oyer III, Harvey E. *The Last Egret: The Adventures of Charlie Pierce*. Oakland Park, FL: Middle River Press, 2010

Oyer III, Harvey E. *The Last Calusa: The Adventures of Charlie Pierce*. Oakland Park, FL: Middle River Press, 2012

Reading Recommendations for Teachers

These books provide a broader view of Florida's history, from the transformation of the natural environment to the rapid growth of metropolitan areas. All of the books listed are available through the Broward County Library System.

A Land Remembered

by Patrick D. Smith

Smith's novel illustrates the harsh realities and early foundations of pioneer life on the Florida frontier. Following three generations of the MacIvey family, the story traces the transformation of the natural environment and man's changing relationship with the land. This original version offers a deeper look into the trials of the MacIvey family for older audiences than the adapted student edition.

Smith, Patrick D. *A Land Remembered*. Sarasota: Pineapple Press, 1984

The Swamp: The Everglades, Florida, and the Politics of Paradise

by Michael Grunwald

The Swamp examines the role of the government in the transformation of the Everglades, from the early perceptions of the wilderness to the efforts to restore balance to the assaulted land. Covering more than a century of South Florida's past, Grunwald offers an excellent introduction to considering the environment as an active player in history.

Grunwald, Michael. *The Swamp: The Everglades, Florida, and the Politics of Paradise*. New York : Simon & Schuster, 2007

The Everglades: River of Grass

by Marjory Stoneman Douglas

Douglas' highly regarded 1947 book illuminates the plight of the Everglades. Offering both a history and a plea for change, the book influenced the preservation of the Everglades National Park and continues to reveal the ever-present need for conservancy into the 21st century.

Douglas, Marjory Stoneman. *The Everglades: River of Grass 60th Anniversary Edition*. Sarasota: Pineapple Press, 2007

The History of Davie and its Dilemma

by Victoria Wagner

Wagner fulfills the need for a history of the town that she adopted as her own. By incorporating oral histories and addressing the pressing concerns of a rapidly modernizing rural area, she highlights the memories of the town called Davie, balancing on the edge of the Everglades and the growing suburban sprawl.

Wagner, Victoria. *The History of Davie and its Dilemma*. Ft. Lauderdale: Nova University/NY Institute of Technology Press, 1982

Online Resources

Town of Davie

<http://www.davie-fl.gov/>

Website for the community of Davie, including information on parks, trails, special events, and a link to *The Davie Dilemma* by Victoria Wagner—a general history of Davie written by Victoria Wagner in 1982

- http://www.davie-fl.gov/gen/DavieFL_Programms/dilemma

Everglades National Park Photos & Multimedia

<http://www.nps.gov/ever/>

Main website for Everglades National Park, including links to recent photos in the park and active live webcams. Also provides special information for teachers and kids

Florida Memory: Division of Library & Information Services

www.floridamemory.com

Online repository for Florida's State Archive, with photographs, videos, and audio available for use in the classroom. Online exhibits provides guided access through specific topics, such as "Florida's Role in the Civil War"

Broward County Farm Bureau

www.browardfarmbureau.com

Local website regarding the present affairs of agriculture throughout Broward County, also offering a calendar with special events for the public and links to other local farming organizations

Florida Agriculture in the Classroom, Inc.

<http://faitc.org/>

A non-profit organization offering training and materials for teachers, as well as information on Agriculture Literacy Day, an annual event that brings farmers and other agriculturalists into the classroom for students.

Organized by Kim Weismantle 2014, Updated 2015