



Heritage Museum of Northwest Florida

Teacher Resource and Field Trip Guide

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Structuring Your Field Trip to the Heritage Museum of Northwest Florida (Revised 2014)

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Description of General Tour

General tours last about an hour and support teaching and learning Florida Sunshine State Standards for Social Studies, including select Benchmarks for Historical Inquiry and Analysis, Historical Knowledge, Chronological Thinking, and Beginning Economics for Grades K-5. For a list of specific benchmarks listed by grade see Social Studies Benchmarks p. 4-6.

General tour includes exploration of the following exhibits. Florida's Earliest People, 19th Century School Room, Paradise Gardens, Early Economic Activities including the cultivation of swamp blueberries, cotton and sugar cane to the production of turpentine and lumber, Panhandle Pioneers, Northwest Florida's Fishing Industry, From D-Day to Doolittle: History of Eglin Air Force Base and Northwest Florida's Military History.

Museum guides are more than happy to adapt the general tour to meet the specific needs and interests of teachers and students.

The following hands-on extension activities may be added to a general tour of the Museum if desired. Please allow an additional 30 minutes for a hands-on extension activity.

- Pioneer Butter Churning
- Old Fashioned Games and Toys
- Native American Style Pottery
- Can You Dig-It? An Archaeological Excavation
- Be a Curator
- Catapults
- Chromatographic Butterflies

Topic Specific Tours

The tours listed below are topic specific and provide a more guided curriculum than a general tour. Each tour has recommended rotations that are listed under it. In parentheses next to each tour title is the recommended hands-on activity. The rotations and hands-on activities can be customized to fit the needs of the group.

- Native American to Pioneer (Butter Churning or Native American Style Pottery)
 - Florida's Earliest People/Panhandle Pioneers, Discovery Room/One Room School House, Activity
- Uncovering the Past? (Rubblings or Be a Curator)
 - Archaeological Dig, Discovery Room/One Room School House, Activity
- Technology throughout History (Catapults)
 - Native American/Pioneer, On the Homefront/Fishing, Activity
- Paradise Gardens (Chromatographic Butterflies)
 - Gardens, Discovery Room/One Room School House, Activity

Social Studies Benchmarks

Kindergarten

Standard 1: Historical Inquiry and Analysis

SS.K.A.1.2 Develop an awareness of a primary source.

Standard 2: Historical Knowledge

SS.K.A.2.1 Compare children and families of today with those in the past.

SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.

Standard 3: Chronological Thinking

SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.

Standard 1: Beginning Economics

SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.

SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.

SS.K.E.1.4 Identify the difference between basic needs and wants.

Grade 1

Standard 1: Historical Inquiry and Analysis

SS.1.A.1.1 Develop an understanding of a primary source.

Standard 2: Historical Knowledge

SS.1.A.2.1 Understand history tells the story of people and events of other times and places.

SS.1.A.2.2 Compare life now with life in the past.

SS.1.A.2.4 Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.

SS.1.A.2.5 Distinguish between historical fact and fiction using various materials.

Standard 3: Chronological Thinking

SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.

Standard 1: Beginning Economics

SS.1.E.1.1 Recognize that money is a method of exchanging goods and services.

SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.

SS.1.E.1.6 Identify that people need to make choices because of scarce resources.

Grade 2

Standard 1: Historical Inquiry and Analysis

SS.2.A.1.1 Examine primary and secondary sources.

SS.2.A.1.2 Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

Standard 2: Historical Knowledge

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.

SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.

SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.

Standard 3: Chronological Thinking

SS.2.A.3.1 Identify terms and designations of time sequence.

Standard 1: Beginning Economics

SS.2.E.1.1 Recognize that people make choices because of limited resources.

SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.

SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.

Grade 3

Standard 1: Historical Inquiry and Analysis

SS.3.A.1.1 Analyze primary and secondary sources.

SS.3.A.1.3 Define terms related to the social sciences.

Standard 2: Places and Regions

SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.

Standard 4: Human Systems

SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.

SS.3.G.4.4 Identify contributions from various ethnic groups to the United States.

Standard 2: Civic and Political Participation

SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

Standard 1: Beginning Economics

SS.3.E.1.1 Give examples of how scarcity results in trade.

SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.

Grade 4

Standard 1: Historical Inquiry and Analysis

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

Standard 2: Pre-Columbian Florida

SS.4.A.2.1 Compare Native American tribes in Florida.

Standard 3: Exploration and Settlement of Florida

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.

Standard 4: Growth of Florida

SS.4.A.4.1 Explain the effects of technological advances on Florida.

SS.4.A.4.2 Describe pioneer life in Florida.

Standard 6: Industrialization and Emergence of Modern Florida

SS.4.A.6.1 Describe the economic development of Florida's major industries.

SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

Standard 7: Roaring 20's, the Great Depression, and WWII in Florida

SS.4.A.7.3 Identify Florida's role in World War II.

Standard 3: Chronological Thinking

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

Standard 1: Beginning Economics

SS.4.E.1.1 Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

SS.4.E.1.2 Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Grade 5

Standard 1: Historical Inquiry and Analysis

SS.5.A.1.1 Use primary and secondary sources to understand history.

SS.5.A.1.2 Utilize timelines to identify and discuss American History time periods.

Standard 2: Pre-Columbian North America

SS.5.A.2.2 Identify Native American tribes from different geographic regions of North America (cliff dwellers and Pueblo people of the desert Southwest, coastal tribes of the Pacific Northwest, nomadic nations of the Great Plains, woodland tribes east of the Mississippi River).

SS.5.A.2.3 Compare cultural aspects of Native American tribes from different geographic regions of North America including but not limited to clothing, shelter, food, major beliefs and practices, music, art, and interactions with the environment.

Standard 2: The International Economy

SS.5.E.2.1 Recognize the positive and negative effects of voluntary trade among Native Americans, European explorers, and colonists.

Grade 6

Standard 2: Understand physical and cultural characteristics of places

SS.6.G.2.1: Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economics of ancient civilizations of the world.

SS.6.G.2.4: Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.5: Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

Science Benchmarks

Science benchmarks related to exploration of Paradise Gardens.

Grade K

Big Idea 14: Organization and Development of Living Organisms

SC.K.L.14.3. Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Grade 1

Big Idea 14: Organization and Development of Living Organisms

SC.1.L.14.1. Make observations of living things and their environment using the five senses.

Grade 2

Big Idea 16: Heredity and Reproduction

SC.2.L.16.1. Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

Big Idea 17: Interdependence

SC.2.L.17.2. Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

Grade 3

Big Idea 14: Organization and Development of Living Organisms

SC.3.L.14.1. Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Big Idea 15: Diversity and Evolution of Living Organisms

SC.3.L.15.2. Classify flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

Big Idea 17: Interdependence

SC.3.L.17.2. Recognize that plants use energy from the Sun, air, and water to make their own food.

Grade 4

Big Idea 16: Heredity and Reproduction

SC.4.L.16.1. Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

SC.4.L.16.4. Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and non-flowering seed-bearing plants.

Big Idea 17: Interdependence

SC.4.L.17.3. Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

Grade 5

Big Idea 17: Interdependence

SC.5.L.17.1: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

Grade 6

Big Idea 14: Organization and Development of Living Organisms

SC.6.L.14.1: Describe and identify patterns in the hierarchical organization of organisms from atoms to molecules and cells to tissues to organs to organ systems to organisms.

SC.6.L.14.3: Recognize and explore how cells of all organisms undergo similar processes to maintain homeostasis, including extracting energy from food, getting rid of waste, and reproducing

Science benchmarks related to the Technology throughout History tour.

Grade 1

Big Idea 1: The Practice of Science

SC.1.N.1.2: Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

Big Idea 13: Forces and Change in Motion

SC.1.P.13.1: Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Grade 2

Big Idea 10: Forms of Energy

SC.2.P.10.1: Discuss that people use electricity or other forms of energy to cook their food, cool or warm their homes, and power their cars.

Big Idea 13: Forces and Change in Motion

SC.2.P.13.1: Investigate the effect of applying various pushes and pulls on different objects.

SC.2.P.13.4: Demonstrate that the greater the force (push or pull) applied to an object, the greater the change in motion of the object.

Grade 3

Big Idea 10: Forms of Energy

SC.3.P.10.1: Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.

Grade 4

Big Idea 10: Forms of Energy

SC.4.P.10.4: Describe how moving water and air are sources of energy and can be used to move things.

Grade 5

Big Idea 10: Forms of Energy

SC.5.P.10.1: Investigate and describe some basic forms of energy, including light, heat, sound, electrical, chemical, and mechanical.

SC.5.P.10.4: Investigate and explain that electrical energy can be transformed into heat, light, and sound energy, as well as the energy of motion.

SC.5.P.13.2: Investigate and describe that the greater the force applied to it, the greater the change in motion of a given object.

Grade 6

Big Idea 13: Forces and Change in Motion

SC.6.P.13.1: Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.

SC.6.P.13.3: Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

Objectives

A field trip to the Heritage Museum of Northwest Florida can serve a number of purposes. What would you like students to learn on the field trip? Will the visit to the Museum be an introduction to a topic of study? An activity to help develop ideas on a topic of study? Will the visit bring closure to a topic of study? Following is a list of objectives based on a general tour of the museum.

- Explore the lives and culture of Native peoples in the local region
- Compare and contrast 19th century school rooms with classrooms today
- Explore butterflies, their host plants and historic plants like the Longleaf Pine, Cabbage Palm and Tung Oil Tree
- Learn about early economic activities from the cultivation of swamp blueberries, cotton and sugar cane to the production of turpentine and lumber and their impact on development of the local region
- Learn what daily life was like for a pioneering family and the difficulties they faced settling in the Florida wilderness
- Learn about commercial fishing and related boat building industry and their impact on the economic development of Okaloosa County
- Learn the history of Eglin Air Force Base and the impact the military has had on the development of surrounding communities

Museum guides are more than happy to adapt the general tour to meet the specific needs and objectives of teachers.

Pre/Post Test

Name _____ Date _____

Read each statement below. If the statement is true circle T. If the statement is false circle F.

1. The Heritage Museum of Northwest Florida is located in Valparaiso, Florida. T F
2. Native Americans arrived in Florida over 12, 000 years ago. T F
3. An artifact is any object made by people of the past. T F
4. Native Americans in Northwest Florida made fishing hooks from animal bones. T F
5. A midden is similar to a trash heap. T F
6. Native Americans grew corn, beans and broccoli, known as the three sisters. T F
7. Many of the first pioneers came to Northwest Florida from the Carolinas, Georgia and Alabama. T F
8. Pioneers used logs to build their homes. T F
9. All pioneers had glass windows in their cabins. T F
10. Chinking means to fill narrow openings or cracks like the spaces between logs in a log cabin with mud. T F
11. All pioneer children attended school. T F
12. A bed tick is an insect that lives on a dog or cat. T F
13. Early settlers in Northwest Florida grew blueberries, sugar cane, cotton, peanuts and Tung oil trees. T F
14. At one time, Northwest Florida was known as the Blueberry Capital of the World. T F
15. Turpentine is made from the sticky resin of palm trees. T F
16. A still is where pine gum was boiled to form turpentine. T F
17. A saw mill is where logs are cut into lumber T F
18. Large wooden barrels called coopers were used to ship salted mullet. T F
19. Local fishermen discovered there was a market for mullet roe in East Asia and it became very valuable. T F
20. Knox Hill Pottery near De Funiak Springs was only in operation for one year. T F

Vocabulary

Archaeology

Archaeologist: a scientist who studies artifacts to learn what life was like long ago

Artifact: any object made by people in the past (i.e., a tool, a weapon, a bowl)

Agriculture: farming or the cultivation of food plants such as corn and beans.

Archaeology: the study of past cultures through their material remains.

Archaeological site: a place that contains artifacts or other cultural remains left by people who once lived in or used that place.

Curation: to catalog, protect and manage recovered artifacts.

Curator: one who oversees the processing of recovered artifacts

Excavate: in archaeology, to investigate a site through a careful, scientific digging process.

Grid: in archaeology, a system of squares placed over a site so the exact locations in the site can be recorded during excavation.

Historic: of or pertaining to the time period after the arrival of Europeans to the New World.

Midden: any place where past people heaped trash, food remains or other discarded items. For example: Prehistoric shell middens are common along the Florida coast and historic middens are common throughout Florida.

Replica: an object made to look just like an original object. For example, a spear made by Native Americans thousands of years ago is an original object. A spear that looks the same but was made by a modern person is a replica of that spear.

Early Florida People

Adapt: to fit one's ways of living to the land and its resources

Chert: a very hard sedimentary rock that is usually found in nodules in limestone. Chert is light gray to dark gray in color, most likely formed from the remains of ancient sea sponges or other ocean animals that have been fossilized.

Dugout: a boat made from a large, hollowed-out log

Extinct: no longer existing.

Emigrate: to move from one place to another.

Hunter and Gatherers: groups of people who get their food through hunting and gathering

Nomad: a person who keeps moving from place to place

Plaza: a public square

Pottery: containers made of clay heated to become hard.

Pottery shards: when pottery is broken, the pieces are called shards.

Prehistoric: that which occurred before written records.

Projectile points: the term used to include arrow, dart and spear points.

Religion: a set of beliefs about God or gods.

Scarce: limited

Shaman: a religious leader

Tribe: a Native American group that shares the same culture and has the same leaders

Tradition: an idea or way of doing something that has been handed down from the past

Weir: a fence built across a river in order to trap fish

Native American Pottery

Bone dry: clay that is free of moisture and ready to fire

Clay: moist earth resulting from decomposed rock; it is easy to shape when moist but becomes hard when fired

Fire: to bake at a very high temperature in a pit or mound oven. This process turns the clay to a stone-like material, which can last for thousands of years.

Leather hard: unfired clay that isn't quite dry, yet firm enough to carve, smooth, or otherwise decorate its surface

Native American Pottery: The Native Americans built up coils of clay by hand, some using tools made from stone, bone, or wood. Earlier groups sometimes used the pinch technique to create pots.

Paddle: Native Americans carved designs into wooden paddles then pressed these paddles into their pots while the clay was still moist— leather hard. Since each group used only one design, archaeologists can identify when and where a particular pot was made just from its design.

Panhandle Pioneer

Bayberry: a type of berry that is sometimes added to tallow (fat from animal tissue) to give candles a pleasant fragrance.

Bed tick: a sack filled with leaves, straw, pine needles, corn husks, or goose feathers and used as a mattress.

Betty lamp: a bowl of animal fat with a wick

Chamber pot: a metal or ceramic pot used as a toilet.

Chink (chinking): to fill narrow opening or cracks like the spaces between logs in a log cabin; also the clay/mud material used for this process.

Churn: a container in which cream is made into butter.

Frumenty: porridge (hot cereal) made of wheat boiled in milk.

Gopher tortoise: a burrowing land turtle that was hunted and used in stews, especially the eggs and legs; the shell was recycled into various objects.

Graze: to eat grasses and other plants. Animals, like sheep, graze.

Hitch: to attach. (i.e., a horse is hitched to a wagon).

Lye: a strong liquid chemical made by pouring water over wood ashes, and that was used to make soap.

Mule: an animal that is half donkey and half horse (father a donkey, mother a horse)

Ox: a kind of bull

Pie safe: a cabinet where pies were kept to keep mice and insects away.

Pioneer: a person who makes a home somewhere people have not lived before.

Quilt: a layered, padded bed cover; the top layer is generally made up of numerous small pieces of fabric, sewn together to create a pattern. Then all the layers are stitched together so that the stitching (also called quilting) forms a pattern in addition to the one made by the colors and shapes of the fabric. Sometimes the layers of the quilt are knotted at intervals rather than joined by stitching. Often old clothing was cut up for quilting pieces, thus recycling the fabric.

Spider: a long-handled frying pan with legs used for cooking in a fireplace

Settler: a person who settles in a new country or place.

Tallow: animal fat used to make candles and soap.

Tinker: a traveling mender of pots and pans.

Trencher: a wooden dish made from a hollowed-out log; used to mix and serve food.

Venison: the meat of a deer

Wilderness: an uncultivated, uninhabited place. For example, a place covered with forests that no one has ever cut down is a wilderness.

Butter Churning

Butter Churn: a vessel in which cream is agitated to separate butterfat from buttermilk

Butter: a fatty, edible substance made from churning cream, generally from cows or goats.

Buttermilk: the liquid remaining after butter is churned

Butter mold: a form, usually wooden, into which butter is packed to create a particular shape. Often the mold has a carved decorative element, which results in a relief (raised) or incised (cut in) design making the butter shape more interesting.

Churn: a wooden, ceramic (and later, glass) container into which one pours a quantity of room temperature or warmed cream for the purpose of making butter.

Churning: the process of making butter by rhythmically moving the dasher up and down with a slight twisting motion through the opening in the churn lid. Traditionally, songs or chants were repeated throughout the process to keep a steady rhythm and make the time pass more pleasantly. The entire process takes about one half hour, depending on temperature of the cream and the environment.

Cream: the yellowish, fat-rich part of the milk; in whole milk, the cream will rise to the top.

Dasher: the dasher is a long, wooden handle attached to a wooden X. The dasher protrudes through an opening in the lid of the churn.

Paddle: a flat, wooden spatula used to knead the butter and remove any remaining liquid (buttermilk) from the butter.

Washing: when the butter is formed, the buttermilk is poured off, and the butter can either be kneaded with the paddle or washed/rinsed with cool water to remove any excess buttermilk. Once this step is complete, the butter is placed into a container for storage in a cool place.

Fishing Industry

Bayou-an area of water that moves very slowly and is filled with many plants

Bobber- a small float usually made of cork attached to a fishing line to hold the hook at the desired depth

Brine- a salt and water solution used to preserve food

Cooper-a large wooden barrel used to store and transport dry or liquid products

Cooperage- the craft of barrel making

Flounder- any of numerous species of flatfishes

Grouper- a large fish that lives at the bottom of warm seas

Gulf of Mexico- The ninth largest body of water in the world and referred to as the "Mediterranean of the Americas." It is thought that the Gulf of Mexico formed approximately 300 million years ago. The Gulf region covers approximately 600,000 square miles, measuring approximately 995 miles from east to west, 560 miles from north to south. Water enters the Gulf through the Yucatan Strait, circulates as the Loop Current, and exits through the Florida Strait eventually forming the Gulf Stream. The Gulf of Mexico ecosystem provides a wide array of valuable resources. Gulf fisheries are some of the most productive in the world. The Gulf of Mexico has eight of the top twenty fishing ports in the nation by dollar value.

Mullet- a fish found in warm waters and caught for food.

Scamp- a popular game and commercial fish high prized among the grouper family. Its meat is white in color, sweet in taste and has excellent food value.

Schooner- a ship with two or more masts and sails that are set lengthwise.

Smack- a traditional fishing boat.

Snapper- a family of mainly marine fish, but with some members inhabiting estuaries. Some are important food fish. One of the best known is the red snapper.

Splay-to spread out or apart

Warsaw grouper- One of the largest and best-known of the groupers

Yawl- a sailboat having two masts with the shorter mast behind the rudder

Lumber Industry

"Dead Heads" - logs that didn't float.

"Dogs and Chains"- sharp wedges attached to a chain that were driven into logs to tie them together.

"Floaters" - logs that could float and were tied to "dead heads."

Commissary- a store that sells food and basic household supplies

Saw Mill- a facility where logs are cut into lumber

Turpentine Industry

"Cat face" - angled streaks cut into a pine tree that resemble a cat's face

Gum-a thick, sticky juice that comes from various trees and plants.

Naval Stores- products essential to the production and maintenance of wooden ships, including tar and pitch which were used to seal the bow and deck of wooden ships.

Pitch- Also known as resin. Traditionally pine pitch was used to caulk the seams of wooden sailing vessels, waterproof buckets and barrels.

Still- a large boiler with a coiled pipe in which pine gum was boiled. As the pine gum boiled turpentine was given off in the form of steam or vapor that passed through the coiled pipe. Cold water flowing around the coils condensed the vapor which dripped into a vat.

Streak-an incision made to extract the resinous sap of the pine tree

Turpentine-made from the sticky resin of pine trees. Used in paint and varnish, solvents, disinfectants, liniments, medicated soaps, lamps fuel and perfume.

Garden

Pollinator - an agent (as an insect) that pollinates flowers

Larva - a very young form of an insect that looks like a worm

Metamorphosis - a major change in the form or structure of some animals or insects that happens as the animal or insect becomes and adult

Cocoon - a covering usually made of silk which some insects (such as caterpillars) make around themselves to protect them while they grow

Perennial - plants having a life cycle that is more than two years

Annual - plants having a life cycle that is only one year or one season long

Stigma - part of a flower that receives pollen during fertilization

Ovary - Female reproductive organ

Ovules - Reproductive cells which will become the seed after fertilization

Anthers - Part of a flower that contains the pollen

Filament - Holds the anthers

Sepal - Small leaf located directly under the flower

Technology

Technology - the application of scientific knowledge for practical purposes

Simple Machine- any of the basic mechanical devices for applying a force

Complex Machine – a device created from two or more simple machines

Pulley—uses wheels and ropes to raise or lower objects

Lever—involves moving a load around a pivot using force

Wheel and Axle—a wheel with a rod through the center (axle) that lifts or moves loads

Inclined Plane—slanting surface that connects a lower plane to a higher plane

Screw—inclined plane wrapped around a pole that holds things together or lifts materials

Wedge—object with at least one slanted side ending in a sharp edge which cuts material apart

Force - strength or energy as an attribute of physical action or movement

Timeline

12,000 First people arrive in Florida.

1497-1514 Europeans see Florida for the first time.

1516-1561 Spaniards, including Ponce de Leon and Panfilo de Navarez explore Florida.

1819 Adams-Onis Treaty signed. The treaty was an agreement between the United States and Spain. As part of the agreement, the United States obtained the territory of Florida.

1820s First pioneers come to Northwest Florida, many from the Carolinas, Georgia and Alabama.

1800's Children attend one-room schools and mullet are important in the lives of coastal pioneering families in the Panhandle.

1821 Swamp blueberries cultivated by M.A. Sapp

1822 The unified government of Florida established. William P. Duval becomes the first Territorial Governor.

1824 Territorial Governor Duval proclaims the site of present day Tallahassee the seat of the territory.

1824 Milligan sawmill built on the lower reaches of Milligan Creek. Site included the mill, a dam and waterway, slave quarters and a few homesteads.

1839 Several turpentine stills located a few miles north of Boggy Bayou. The industry continued to grow after the Civil War as former slaves came to the stills to find work.

1845 Florida became the twenty-seventh state. William D. Moseley elected the state's first governor.

1859-1860 Located near De Funiak Springs, Knox Hill Pottery was in operation for one year. Made from locally dug clay, Knox Hill Pottery is known as the oldest pottery made in the state of Florida.

1880-1930 The number of lumber mills increased steadily, but over-harvesting trees took its toll.

1883 L & N Railroad passenger and freight service to Okaloosa and Walton Counties completed.

1904 U. S. Department of Agriculture introduced the Tung oil tree. A needed replacement for the original pine forests, Tung oil trees became a major crop in the southeastern United States.

1908 Choctawhatchee National Forest created on land that comprises Eglin Air Force Base today.

1909 Peak of lumber industry. Permanent mills in Laurel Hill, De Funiak Springs, Milligan, Niceville and Mary Esther.

1915 Okaloosa County created.

1919 John Perrine founded Valparaiso. Perrine and later James E. Plew marketed the area as a sportsman's paradise and hosted groups of prospective home buyers on hunting and fishing excursions.

1920's Cotton was "king" in the Baker area and remained a major crop until the 1940's.

1921 The Florida Chautauqua held in Perrine Park across from the Heritage Museum's present location.

1930s First cotton mill in the region built by Col. John L. Mc Kinnon near his home in Walton County.

1940's Small farming and fishing communities in Okaloosa and Walton Counties enjoy modern conveniences of electricity, telephones and paved roads.

1950's Peak years of Tung oil production. Northern Florida produced over 12 million pounds of oil annually for use in paints and varnishes.

1968 Colonel Howard Hill staged a Christmas Eve service while in captivity at the Hanoi Hilton in North Vietnam.

1971 Crestview train depot torn down after passenger service ended .

1980's Local fishermen discover a market for mullet roe in the Eastern Asia and it became very valuable.

2014 Grand opening of Paradise Gardens at the Heritage Museum of Northwest Florida

Teacher Notes

Early Florida People

The first people to live in Florida arrived at least 12, 000 years ago. Because the Native peoples did not have a written language we have learned what we know about them from artifacts. Artifacts are the things they made or used and left behind. The Native American artifacts in our collection were found in Northwest Florida.

The people who found and/or determined the significance of these artifacts were archaeologists. Archaeologists are scientists who look for objects from the past and by studying those objects figure out how people in the past lived. Generally, archaeologists find artifacts of Native American people by carefully digging or excavating in places where Native American used to live. Archaeologists in our area have found many projectile points like the ones we have displayed. A projectile point is a sharp point, usually made of stone. It can be attached to an arrow, a dart, or a spear. Because many people misidentify the projectile points as arrowheads we explain that an arrowhead is a type of projectile point. All of our projectile points were attached to spears or darts which were used for hunting and spear fishing. Hunting was important to the Native Americans because it supplied them not only with food, but also clothing from animal skins and furs and tools from animal bones and teeth.

Since projectile points were used up quickly and were often lost or broken Native Americans produced large quantities of them. Other kinds of stone tools that Native Americans made included scrapers for animal hide, picks and hammers. Besides hunting the Native Americans fished and gathered food like nuts and berries. The earliest Native Americans were nomadic meaning they did not live long in one place. Since the animals they hunted often moved Native Americans had to follow them. Eventually, they discovered how to grow food and did not rely on hunting as much. Native Americans began to construct villages and stay in an area longer than before. The Native Americans that live in our area today are not the same ones who lived here thousands of years ago. The Creeks for example, have been here only a few hundred years.



Regional Native American Culture: The Lower Muskogee Creek Tribe

Muskogee means "dweller in the swamp." The Muskogee people were called "Creek" because of the bodies of water they lived beside.

The Muskogee family was known as a clan. There were approximately 55 different clans in the Muskogee Nation. Each clan had a town. Each of the towns spoke a common language.

The daily foods of the Muskogee people included corn, beans, pumpkins, squash, potatoes, large and small game, fish, roots, berries and nuts. These foods were prepared over open fires and in clay ovens.

The dress of the Muskogee people included short blankets of tanned skins and garments made from the inner bark of trees and moss. Following contact with the Europeans, calico and ribbons began to be the material used for clothing.

The occupations of the Muskogee people varied. Each member of a clan worked to help the whole clan. There were hunters, farmers, and as needed, warriors. They made their own pottery and clothing, as well as building their own villages.

The Muskogee home was actually a group of rectangular houses shaped in a square. Each house was used for a specific purpose- a Summer House, a Winter House, a Cook House, and a Storage House.

The Lower Muskogee Tribe maintains its Tribal Government in the old Tribal Town of Tama in Whigham, Georgia. The Tribal Government works with state, county and federal governments to improve the standard of living, education, health, and vocational rehabilitation.

Muskogee Ceremonies

The Muskogee people believe in one God, Hesaketvmese, and the Master of the Breath. They thank God for the water, the fire and the corn.

Muskogee people hold ceremonies during which they outwardly thank Hesaketvmese for all that he has provided. The Muskogee ceremonies are held in the Ceremonial Square Ground. This consists of four houses: The House of Warriors, the House of Elders, the House of women, and the House of God. The Ceremonial fire is tended only by the Fire Keeper and must be kept burning throughout the entire ceremony.

The Muskogee people dance in a counter clockwise direction. This type of dance is known as stomp dancing. The men enter the circle first and call for the women to join them. The women wear turtle shakers on their legs to keep the rhythm of the dance.

19th Century School Room

The quality of facilities at one-room schools varied with local economic conditions, but generally, the number of children at each grade level would vary with local populations. Most buildings were of simple frame construction, some with the school bell on a cupola.

One-room schools were built on land that was not suitable for farming. Settlers usually chose some land near the crossroads of the community. The school yard often had no trees. There was no shade from the heat in the summer. Winds whistled through the building in winter.

The first one-room schoolhouses had dirt floors and windows covered with greased paper (lard rubbed into the paper to make it transparent) instead of glass. Rags were stuffed into openings to keep the cold out.

Teachers in one-room schools were often former students themselves. During the winter months they would get to the school early to get a fire started in the potbelly stove, so the building would be warm for the students. On many occasions they would prepare a hot, noon meal on top of the stove, usually consisting of soup or stew of some kind. They took care of their students like a new mother hen would care for her newly hatched chicks; always looking out for their health and welfare.

A typical school day was 9 a.m. to 4 p.m., with morning and afternoon recess of 15 minutes each and an hour period for lunch. The older students were given the responsibility of bringing in water, carrying in coal or wood for the stove. Younger students would be given responsibilities according to their size and gender such as cleaning the black board (chalkboard), taking the erasers outside for dusting plus other duties that they were capable of doing.

The school house was the center and focus for thousands of rural communities, hamlets and small towns. Often, town meetings and picnics were also held there.

The teacher's residence, or teacherage, was often attached to the school, or very close by, so that a male teacher's wife and family were an integral part of the management and support system for the school. Single, female teachers were more often billeted or boarded with a local family to provide for social norms requiring social supervision of single females.

The girls sat on one side of the room, and the boys on the other. The youngest children sat at the front of the classroom, close to the teacher. Behind the teacher was a blackboard. A wood stove heated the classroom.

Early teachers did not have the special training that teachers have today. Many male teachers were retired soldiers who knew how to read and write and needed a job after leaving the army.

One teacher instructed all the children in the school. He or she taught as many as eight grades at a time. The class was divided into four groups, each with an upper and lower grade. If there were many children in a community, only the older students were allowed to attend school during the school year. A female teacher was hired to teach the younger children during the summer months.

The teacher did more than teach the children. He or she also had to keep order in the school. With children of all ages learning different things at the same time, good behavior was important. It was the responsibility of the teacher to punish children who misbehaved.

After students went home, the teacher made sure the classroom was tidy for the next day. Teachers rarely had enough time to teach more than three subjects. The three subjects, or the "three Rs," of early education were reading, writing, and arithmetic – or "reading, 'riting, and 'rithmetic."

Arithmetic was taught by drill. Children learned to add, subtract, multiply, and divide by solving problems in their head. They had to know the answers as soon as the teacher flashed the cards.

Schoolbooks and writing paper were scarce in settler times. Students did much of their learning by rote, which meant memorizing long poems and stories and reciting them to the teacher. Students also had to write and deliver speeches.

In geography class, students memorized the names of countries, capital cities, lakes, rivers, and mountains. If the school had a globe, the teacher spun it so fast that it became a colorful blur. He or she suddenly stopped the spinning globe and pointed to a location to be named by the students.

The most popular readers of the nineteenth century were the Eclectic Readers by William Holmes McGuffey. This set of six readers began with a primer. Each volume increased in difficulty. Children in the one-room school advanced through the readers at their own pace. Not only did the McGuffey Readers teach children how to read, they also taught values such as honesty, courage, charity, and good manners.

Settler students did not have pens as we have today. Instead, they dipped sharpened goose feathers, called quills, in ink. Keeping quill pens sharp was one of the duties of the teacher, but sometimes this job was done by responsible, older students. Writing with a quill pen left a lot of wet ink on a page. To prevent smudging, students covered the page with blotting paper after they finished writing. They pressed the paper down on the page to absorb the extra ink.

Slates and pencils were made of hard rock. Students wrote by scratching the slate with their pencils. After several years, a slate was covered with hundreds of scratches. Modern chalk is much gentler on blackboards.

Early schools were cold in the winter! The only source of heat in a one-room school came from a wood stove located in the center of the room. Some families supplied the school with wood for the stove. The children had to walk to school carrying an armful of firewood. Each morning a different child was responsible for starting the fire before the other children arrived.

Keeping the schoolhouse clean was not an easy job. The teacher had to ensure that the chimney was clear of soot so the class would not be 'smoked out'. Each day the floors were swept and the blackboards cleaned. The windows of the school, which allowed in the only light in the room, needed frequent washing.

The teacher assigned chores to the students. Most children enjoyed helping. When a fresh supply of drinking water was needed, it was a chance to take a stroll outside. The wonders of nature often distracted the water fetcher! Not all children were willing workers, however. Sometimes the teacher assigned chores as a punishment!

Since students shared the same classroom for as many as eight years, they heard the lessons of other classes year after year. They remembered these lessons long after they finished school. It was difficult to work when the room was filled with the screeching and scratching of slate pencils against slates.

The ringing of the teacher's bell signaled the beginning of the school day. As the children entered the school, they 'made their manners', bowing and curtsying to the teacher. Opening exercises began with the Lord's Prayer, Bible readings, and roll call. Anyone who was not present during roll call waited outside until recess—even on bitterly cold winter days!

Each morning students walked to school swinging their lunch baskets and tin pails. Their lunches often included homemade bread smothered with jam. Donuts were a tasty treat – if they didn't get mushed in the lunch pail! Some children brought pie for dessert. Most pies were like turnovers with thick crusts and juicy fruit filling.

At some schools, children took turns bringing a pail of milk to school each day. At lunchtime they placed the bucket of milk on the stove. Students looked forward to having hot cocoa with their lunch. Sometimes they forgot to loosen the lid of the pail, which caused an explosion that sent scalding milk flying to the ceiling. Fortunately, these accidents rarely occurred.

In the wintertime many students carried half-baked potatoes to school. The potatoes, which had been heated before the children left for school, kept little hands warm during the long, cold walk. Students finished cooking the potatoes on the wood stove at school.

Students had a short recess break in the morning and afternoon. They rushed outdoors to play games, talk, or explore the nearby woods.

Settler children made many of their recess toys from items they found at home or in town. Yarn that came from old unraveled sweaters was rolled into balls for playing catch. Thick twigs were carved into whistles. Barrel staves became the runners of speedy sleds called skipjacks. Younger children enjoyed singing games such as "Ring Around the Rosy" and "Farmer in the Dell."

"Bad" behavior led to any one of a number of punishments. Sometimes children were ordered to memorize long passages or write lines over and over. Teachers also shamed their students by making them wear a "dunce cap" or a sign around their neck. Some students were forced to balance on a block of wood in a corner of the classroom. One of the most common punishments was getting a whipping with a hickory switch or a birch rod. Sometimes the strapping was so severe that students went home with red marks across their legs.

Every Friday, school ended with a "spell-down," or "spelling bee." Two of the older students picked teams. The children took turns spelling words that were read aloud by the teacher. If someone misspelled a word, he or she was out of the game and had to sit down. The bee ended when only one person was left standing. The winner was a school celebrity until the next spelling bee. Everyone admired the person who could "spell down" the entire school.

Near the end of the school year the students were given an oral examination by the teacher. Students had to spell, solve arithmetic problems, and answer questions on a variety of subjects.

The last day of school was a happy occasion for feasting, games, and dancing.

Paradise Gardens

Paradise Gardens is a pollinator-friendly garden that features historical herbs, and assortment of native plants, wildflowers and other plants specifically selected to attract and support a diminishing population of pollinators.

Butterflies, bees and other pollinators are imperiled due to habitat loss, fragmentation and degradation of land, diseases, parasites and misuse of pesticides.

Pollinators are vital to life as we know it. Pollinators are nearly as important as sunlight, soil and water to the reproductive success of over 75% of the world's flowering plants. Pollinators are crucial to the production of most fruits, nuts and berries on which people and wildlife depend. Over 150 food crops in the United States depend on pollinators, including blueberries, apples, oranges, squash, tomatoes and almonds. An estimated one out of every three bites of food we eat comes to us through the work of pollinators. Without pollinators both nature and humans would go hungry. The creatures that carry out the business of flower pollination and fertilization require understanding and protection if they and we are to survive.

Students will explore butterflies and their host plants, as well as historic plants like the Longleaf Pine, Cabbage Palm and Tung Oil Tree.

Long leaf Pine (*Pinus palustris*) is an evergreen conifer with needle-like leaves in bundles of three. Needles can grow up to 18 inches long. Mature trees can 80 to 100 feet tall. The trunk is covered in thick, scaly bark that can grow up to 3 feet in diameter. The long leaf pine is used by the red-cockaded woodpecker and was important to the lumber and naval store industries in Northwest Florida.

Cabbage Palm (*Sabal palmetto*) is Florida's state tree. The cabbage palm is salt tolerant and grows from 50-70 feet tall. The trunks are sometimes used for wharf pilings, docks and poles. Brushes and brooms can be made from young leaves, and the large fan shaped leaves have been used as thatch for structures. The hearts are edible, but removing it kills the plant.

The Tung Oil Tree (*Aleurites fordii*) is cultivated for their seeds, but it also used as an ornamental plant in the landscape. The oils from the seed are used in the manufacture of lacquers, varnishes, paints, linoleum, oilcloth, resins and in polishing and wood finishing compounds. The fruit and seeds of the Tung oil tree are very poisonous.

The Tung oil tree is Native to China where the oil extracted from the nuts has been used for centuries as a waterproofing agent and wood preservative. It was introduced to the U. S. by the United States Department of Agriculture in 1904 and soon became a major crop in the southeastern United States. It was a profitable solution for landowners who had cleared their property for lumber and needed a replacement for the original pine forests. In the peak years of the 1950s over 12 million pounds of oil produced annually in northern Florida for use in paints and varnishes. The industry began declining when synthetic substitutes were developed and people began using water-based latex paints. The last of Florida's Tung oil orchards were decimated by Hurricane Camille in 1969.

Leadership of the Paradise Gardens project is provided by the Valparaiso Garden Club.

Panhandle Pioneers

Pioneers first came to our area of Northwest Florida about 1820, many from North Carolina as well as Georgia and Alabama. They traveled about two months in a covered wagon, bringing only the absolute necessities like a spinning wheel, clock, iron pots, lamp, quilts, ax and a rifle. When they arrived the area was wilderness.

The first tasks the pioneers had to accomplish were to clear the land of pine trees and build their homes. An ax was an essential tool for cutting down trees and creating the logs necessary for constructing one-room log cabins. The logs were held together with a mud mixture called chinking. Few cabins had windows because the glass would have shattered in the journey to Florida.

Once they were settled, some travelled to Pensacola, a much older community which had stores to trade and buy items the pioneers could not grow or make, including glass for windows. Because rocks are scarce in this part of Florida, chimneys were made of logs and mud just like the rest of the cabin. This choice of materials presented a potential fire hazard, so chimneys, called breakaway chimneys were built separately from the main cabin with poles attached so that if the chimney caught fire the chimney could be pushed over and away from the house. Fireplaces provided heat, light and a place to cook.

Pioneer children did not attend school, but they kept busy with household chores such as chopping wood, hunting, fishing, chinking, churning, sewing, spinning, gardening, cooking, baking, feeding animals, cleaning house, emptying chamber pots and helping to make soap and candles from tallow.

Pioneer women generally cooked in spiders, pots having little legs to position them above the fire. The large pot was also used to heat water for washing and bathing. Women also spent a great deal of time spinning, weaving, sewing, gardening, making soap and candles, and preserving food. Men hunted, fished, made furniture, repaired the cabin and the wagon, sharpened axes and other tools, worked in the field and raised animals.

Early Agriculture

The first settlers in Okaloosa and Walton Counties were farmers. Farming was a dominant economic factor in the area for many years. Farms were generally small and family owned. Initially, "bread food" crops were produced primarily for the family's own consumption. If there was surplus it was bartered for other necessities such as nails, bullets, clothing and salt.

Since World War II, Eglin Air Force Base, tourism, and population growth have replaced agriculture's prominence along the coast though it still remains in northern sections of the counties.

Swamp Blueberries

The most enduring money crop in the Northwest Florida region is the native swamp berry. At one time, the area was known as the Blueberry Capital of the World.

Blueberries were cultivated by M.A. Sapp in 1921 when he discovered that cultivation improved the taste of the berry. Blueberries were cooled before canning and shipping. The industry peaked in 1946 but eventually declined because of falling prices and lack of demand and interest from growers.

Sugar Cane

Sugar cane was grown throughout Okaloosa and Walton Counties in the early twentieth century, primarily for local consumption. Often several families would build a mule-driven mill together, where they would squeeze the juice from the cane grown on their farms. Cane syrup was the most common sweetener used for cooking before granulated sugar was introduced. The first mill was built at Mossy Bend. It was one of the larger operations in the area serving about 30 farms for over 30 years.

Today the sugar cane industry continues primarily in southern Florida which supplies half of the sugar produced in the U. S.

Cotton

Cotton was grown by the earliest settlers in Northwest Florida mainly for their own use. Many claimed it was superior to that grown in North Carolina.

The first cotton mill in the region was built in the 1930's by Col. John L. Mc Kinnon near his home in Walton County. Cotton was "king" in the Baker area in the 1920's and remained a major crop until the 1940's.

The Morris family of De Funiak Springs operated a cotton gin from 1937-38 to 1950. The gin was used to remove seeds from cotton so it could be packed into mattress ticking or pillows.

Peanuts

Peanuts originated in South America, and have been a staple crop in this region for over 100 years. They are a legume, like peas, rather than a true nut.

The industry was launched by the research that George Washington Carver conducted at Tuskegee Institute beginning in 1903. Carver recommended that farmers alternate peanuts with their cotton crops. Many farmers switched entirely to peanuts when the cotton industry declined. Today Florida ranks seventh among states in peanut production.

Early Industries

Naval Stores

"Naval Stores" was originally the term used for products that were essential to the production and maintenance of wooden ships (such as tar and pitch, which were used to seal the bow and deck). In the 17th and 18th centuries, both the English and the Spanish made profits by exploiting our vast pine forests for this purpose. But turpentine (a derivative of tree resin used in paint and varnish, solvents, disinfectants, liniments, medicated soaps, lamps fuel and perfume) and rosin (used to make paper, soap and varnish) also became important products of the local pine forests as well. By 1839 there were several turpentine stills located a few miles north of Boggy Bayou, and the industry continued to grow after the Civil war as former slaves came to the stills to find work.

Turpentine

Turpentine was once a major manufactured product in Northwest Florida's pine forest region.

The Bull Creek Turpentine Still was in operation from 1906 to 1918. The site contained a still, cooper shed, 30 shanties, 4 dwellings, commissary, barn and lumber mill. Site investigations to date have identified several of these structures and have determined this site to be eligible for listing on the National Register of Historic Places.

Turpentine workers collected the pitch and lived in small wood frame structures referred to as shanties while overseers lived in larger more elaborate dwellings. Other structures usually found at turpentine stills included the coopers shed where wooden barrels for storing the pine pitch and turpentine were made.

The turpentine process consisted of the collection of pine pitch from live trees by scarring the tree and placing a ceramic or metal cup at the base of the scar. The pitch was then taken to a distillery and rendered into turpentine. The final product was stored in wooden barrels and transported to the shipping area.

Early methods of harvesting gum involved chopping a box, or basin, in the base of the tree. Streaks were then cut above the basin to increase the flow of gum. By 1942, research showed that applying sulfuric acid to a streak stimulated the flow of gum. A treated streak would produce twice as long as an untreated streak.

Because of their appearance, angled streaks cut into the tree were sometimes referred to as a "cat face." This method weakened the tree, making it vulnerable to disease, insects and windstorms, and was eventually replaced by using the collection cup system.

The cup process was done monthly. Workers would remove the cup from the tree, pour off any water, and use a dip iron to shovel the gum from the cup into the bucket. Full buckets would then be poured into barrels for transportation to the still.

In 1908 Choctawhatchee National Forest was created on land that comprises Eglin Air Force Base today. The forest eventually included more than 300,000 acres, and was the site of many turpentine camps. The number of still sites would increase in this region until the industry peaked in 1912, when Florida provided almost half of the nation's turpentine products. Production began to decline, however, when exports to Europe were suspended during World War I, and by the 1940's only a few small producers remained.

Often the only evidence of these communities are scattered piles of brick and rotting lumber on the ground surface. Evidence of how people lived and worked was left behind in piles of discarded glass bottles, ceramic

tableware and metal objects. By studying these remains a more thorough understanding of the people and industry of the past is obtained and our national heritage is preserved.

Lumber

In the 19th century, lumber mills were built along the waterways because they provided both water power and a way to transport cut planks to Pensacola. For many reasons this industry slowed during the Civil War, but after the war new railroad lines gave it a boost by providing access to more forest land.

The number of lumber mills increased steadily from 1880 to about 1930, but over-harvesting of the trees had taken its toll. Production dropped and mills slowly disappeared. The Spence mill was located at the head of Boggy Bayou. It was steam driven and employed a work force of 25. It continued to operate until the Great Depression.

Like most other companies at the time, the Spence's Bayou Mill Company issued its own stamped metal coins. These could be used at the commissary or at local stores if the proprietors accepted them.

The Spence Commissary was a general store for the mill's employees. Supplies for the store were brought in by boat three times per week. Sylvester Spence took care of the bookkeeping for the mill, and often walked all the way to De Funiak Springs to do his banking.

Logs were floated up Boggy Bayou to the mill. Then they were kept floating in a holding pond, which is located behind where the Niceville Coffee Shop is today. After the lumber was cut it was stored in sheds along the west shore of the bayou until it was shipped to Pensacola. Logs were held together using "dogs and chains," sharp wedges attached to a chain. The wedges were driven into the logs to tie them together. "Floaters" (logs that could float) were tied to "dead heads" (logs that didn't float and were pulled along behind a boat).

Until motorized trucks came into use, teams of oxen hauled timber from the Choctawhatchee Forest to the mill on Boggy Bayou. Trailers were adapted by attaching the rear axle of a truck to a cross piece called a bolster. A shaft connected the trailer to the truck with a pin.

Most logs were 30 to 40 inches in diameter. So four logs were about all the trucks could carry. The dark ring around the edge of the log held the sap, while the rest was pure heart wood.

Fishing Industry

The fishing heritage of the Destin area is one of the rich historical legacies of northwest Florida. Nature supplied the basic factors leading to the modern-day fishing industry of Okaloosa and Walton Counties. The De Soto Canyon, located south of Destin in the Gulf of Mexico, is one of the most significant geological features in the Gulf. This deep underwater canyon splits through the continental shelf and comes near to shore. It is this nearby patch of deep water that allows a wide variety of deep-sea fish to range close to shore, and this is a fundamental reason for Destin's modern-day deep-sea fishing industry — easy access to deep water.

Ancient Indians were the first to take advantage of the plentiful seafood in the Choctawhatchee Bay region. Among the bay, river, the Sound, and the Gulf, there were many varieties of seafood for the first inhabitants to consume. Oysters especially were popular, and the tons of oyster shell middens left behind by these first fishermen bear testimony to this fact. All across the Choctawhatchee Bay region piles of oyster shells mark Indian camps and settlements.

It was in the antebellum period that the first Anglo settlers came to the region, and they formed the nucleus of a fishing industry that continues to grow to this present day. New England fishermen in the early 1800s first discovered the ample fish and shellfish of the region. One of the most influential of these early fishermen was Captain Leonard Destin who began a settlement on Moreno Point near East Pass. Destin (1813-1884) was a native of New London, Connecticut. Like many other New England fishermen of the early 1800s, Destin began journeying to the Gulf of Mexico for seasonal fishing trips. Sometime around 1840, Captain Destin came to the Choctawhatchee Bay area and eventually decided to settle there permanently. Destin married South Carolina native Martha J. McCollum, built a New England style cottage at Moreno Point, and the two began raising a family. Other fishermen settled at Moreno Point (present-day Destin), and a small fishing community developed along the bluffs which overlook East Pass. Destin and these early fishermen seined fish from Choctawhatchee Bay, Five Mile Bayou (now Cinco Bayou) and the Gulf. Using smacks, yawls, and schooners, the fishermen took their catches to markets in Pensacola. By the 1850s, the East Pass fishermen were fishing all along the Gulf Coast and were marketing their catches as far away as Mobile and New Orleans.

Local fishermen continued to ply their trade through the late 1800s and early 1900s, becoming one of the most significant fishing communities on the west coast of Florida. By the 1950s as commercial development increased, and the population began to swell, the modernized fishing fleet became more commercially successful.

The Destin Deep Sea Fishing Rodeos were created, and by the mid to late 1900s the community had become a resort area and a favorite destination of deep-sea fishermen from around the country. This tradition continues to this day. Despite the rise of condominiums and burgeoning populations, the Destin and Choctawhatchee Bay region still has a thriving commercial fleet of fishermen, many who are descended from the original settlers of the antebellum period.

Mullet

During the 1800's mullet played an important role in the lives of most coastal pioneering families. If you lived on the coast, you learned how to net, splay, and smoke mullet to feed your family. This was especially true in times of hardship.

The first commercial industries of any size along the bayou were sawmills and turpentine stills, but from the very beginning almost everyone fished. Since the turn of the century commercial fishing in Northwest Florida was centered in Niceville, Valparaiso and later Destin. According to most accounts, the first in the region to fish with a net was Aaron Howell, who sold his catch from a mule-drawn wagon.

Many area residents have childhood memories of using homemade bamboo rods with cotton cord line and cork bobbers.

In the early days, local fisherman poled flat-bottomed skiffs out into the bay at night, listened for the jumping mullet and cast their nets. They salted and preserved the fish in barrels, sold what they could, traded some to farmers from the Panhandle area and Alabama (35 miles north) for vegetables, and ate the rest. The fishing industry, relying substantially on mullet, kept Boggy Bayou alive.

The Spence brothers operated the Spence Brothers Fish Company on Highway 20 near where the Spence Apfel office is today. Their fishing fleet plied the waters of the Gulf of Mexico for long-line bottom fish such as snapper, grouper, warsaw, and scamp. They often returned with thousands of pounds of fish. The Spence Brothers Fish Company provided fish to markets all around the world.

Mullet were not filleted but were split. The head was removed, the fish split down the backbone and then the backbone was scored. This allowed the salt to penetrate both sides of the fish.

Once split the fish were wiped in coarse salt and packed into wooden barrels. They were left in barrels for several days and as a result created their own brine. They were removed from the brine and salted once more.

During the 20th century salt was purchased from Louisiana in 100 pound sacks and transported to Crestview by rail. The sacks were then hauled by truck to the docks in Niceville.

Large barrels provided primarily by the Tart Cooperage Company in Pensacola were used for regional and international distribution of the salted fish. Small barrels of salted fish were carried to local and area grocery stores and other small vendors.

By the 1940's fish were put in 1 pound metal containers called lard cans for transportation.

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Scheduling A Field Trip

To schedule a field trip to the Heritage Museum of Northwest Florida, contact the Museum at 850.678.2615 or info@heritage-museum.org

Please be prepared to provide the following information:

School name:	
School address:	
School phone:	
Contact name:	
Contact phone:	
Contact email:	
Preferred date of visit. Please include a second choice.	
Preferred start time for tour:	
If applicable, hands-on activity:	
Grade level:	
Number of students (limit of 80 students per site tour):	
Number of teachers and adult chaperones (recommend 1 chaperone for every 10 students):	
Whether you plan to reserve a space to eat lunch at the museum (30 students maximum):	
Whether your group will visit the Heritage Museum Gift Shop & Book Store:	

A minimum of two weeks' notice is required. Self-guided tours can also be scheduled. History Hunt worksheets and other resources for self-guided tours are available.

Museum Etiquette

To make the museum experience positive for all visitors, we ask that teachers and chaperones ensure students behave responsibly and sensitively.

School groups must be supervised at all times. Prepare supervising adults by sharing the goals of the visit, reviewing museum etiquette, and familiarizing them with the roles and responsibilities that you want them to assume during the visit.

Please be courteous, walking behind rather than in front of others who are looking at exhibits.

Museum artifacts suffer considerable damage if handled by many people. Therefore, we ask that visitors refrain from touching objects on exhibit. Any exceptions to this rule will be specifically labeled. Handle gently any objects designated or displayed for hands-on use.

Please avoid touching and leaning on exhibit cases.

We appreciate visitors refraining from behavior that may endanger collections, damage facilities, or disturb other visitors. Please remember to:

- Walk
- Touch or handle objects only with the permission of the museum guide
- Speak quietly so not to disturb other visitors

Visiting the Museum Gift Shop and Book Store

The Heritage Museum Gift Shop and Book Store offers a wide selection of handcrafted items, books by local authors, educational and traditional toys. Many items are inexpensive making a souvenir affordable for almost every visitor. Educators and museum members receive a discount on purchases.

How each teacher handles the museum gift shop and book store aspect of the field trip depends on individual preferences and circumstances. Some teachers allow students to visit the gift shop a few at a time. Another idea is to ask students to choose one book from the gift shop to add to the class or school library. Whatever you decide, please let students, chaperones and museum staff know in advance of the field trip.

Picnicking Ideas

Consider ending your visit to the Heritage Museum of Northwest Florida with a picnic in Historic Perrine Park. Perrine Park is located just across the street from the Museum. It was the site of traveling tent Chautauqua* meetings during the summer of 1921. Perrine Park was also a gathering place for Okaloosa-Walton Junior college students during the 1960s. Paved areas offer places for games and benches provide relief for weary feet. The City of Valparaiso and local Scouts have made improvement to the park for your enjoyment.

For larger groups, nearby waterfront Lincoln Park offers play equipment, restrooms and a pavilion for picnicking.

Located less than 2 miles from the Museum, Turkey Creek Nature Trail features three 12'x20' picnic pavilions and restrooms.

*Chautauqua was an educational movement that started in 1874 on the shores of Lake Chautauqua in New York as a summer camp for families. The goal of the Chautauqua was to offer adults, children and families in rural and small-town America a wide variety of educational and cultural opportunities.

Pre-Field Trip Activities

There are many ways to help students develop observational skills that are useful in the museum. Following are some pre-field trip activities to help students develop observation skills.

Details

Read a poem or story related to Museum exhibits out loud to the class. Ask students to write down as many details from the poem or story as they can remember. Reread the poem or story and ask students to add to their list, then compare and discuss the lists.

If an archaeologist...

Ask students, "If an archaeologist excavated your home, what object would give him or her the most information about you? Why?" To facilitate discussion of their responses, you might want students to draw a picture of their "object," or even bring it, or perhaps a photograph of it, to school. They might write short essays about their choice of objects and then read them aloud and discuss them in class. To answer this question students must think not only about their identity and their values, but also about the kinds of objects that would-and would not- survive after being buried for a long time. This could lead to a discussion of how the differential survival of objects might influence or bias the perspective one has of the culture one learns about through archaeological excavation. A related version of this exercise, which does not disallow items, that might not survive through the ages, is to ask students, "If someone painted your portrait, what object would you be holding?" Discuss their answers.

Pebble Patterns

In order to grow up to be skilled at hunting, gathering and staying safe, Native American children had to learn to be extremely observant of their natural surroundings. This game was played by many tribes to develop this skill.

Can be played in pairs or small groups. Gather about 30 pebbles, buttons, or paper cut outs of varying size and color. One player creates a pattern design using some of the pebbles, buttons or paper cut outs. The other players study the pattern for a specified time before the pattern is covered. Players re-create the pattern to the best of their ability.

Vocabulary

Make a list of unfamiliar words related to Museum exhibits. Practice their pronunciation and spelling, and ask students to tell what they think they mean. Record students' ideas then assign them the task of finding out the real meanings on the field trip. After the field trip go over earlier definitions to see which ones were closest, most different, weirdest, and funniest and so on. For a list of vocabulary related to Museum exhibits and hands-on extension activities see Vocabulary p. 11-14.

Self-Guided Activities

The following activities may be used to initiate student involvement with museum exhibits. Activities can be carried out verbally or in writing and adapted to meet the specific needs and interests of teachers and students.

Something That is...

Ask each student to find something in the exhibit that is...useful...handmade...sturdy...fragile...valuable...unusual...common...no longer used...etc.

Stories

Read stories, poems, legends or myths in front of exhibits relating to the topic of the story and have children act out the parts of the characters or visually represent the reading with finger plays or puppets. For some ideas see Supplementary Informational Texts and Literary Works p. 39-41.

Similar Function

Give each student a card with a picture of an object on it and ask him or her to find something in the exhibit that he or she thinks has a similar function and tell why.

Sketching

Sketch dioramas, or other exhibit scenes to make models of back at school, or to paint as murals. Sketch the designs and patterns seen on Native American pottery or 20th century textiles to use in arts and crafts projects.

Conversations

Write an imaginary conversation between two historical characters in a scene, or write up an "interview" you had with one of historical characters, or write about a typical day in the life of one or more of the characters. Be sure to discuss the tools they use, clothes they wear, transportation they use, etc.

Hands-On Extension Activities

The following hands-on extension activities may be added to a general tour of the Museum if desired. Please allow an additional 30 minutes for a hands-on extension activity.

- Pioneer Butter Churning
- Native American Style Pottery
- Can You Dig-It? An Archaeological Excavation
- Be a Curator

Can You Dig-It? An Archaeological Excavation

Archaeologists are scientists who evaluate and interpret various objects and parts of objects made and discarded by people from the past so that we can learn about the history of those people. Only a small fraction of the archaeologists time is spent excavating or digging for these objects, which we call artifacts. Most of their work involves researching in libraries or laboratories . When we study the pre-historic period, archaeology is our only source of information. It is important to remember that archaeology cannot provide a complete history because many objects and materials, such as wood, paper, textiles and skin do not survive in the ground over long periods of time. Therefore, archaeologists use context clues based on placement and surroundings to help them form conclusions. This fact emphasizes that is not always the objects themselves that are important but the information provided by the complete excavation. Archaeologists pay particular attention to the layers in which objects are found. The decomposition of leaves and grasses, the effects of wind, the removal through erosion, or the intervention of humans creates new layers.

Working in small groups, students will excavate a site. Students will use archaeological tools, including a trowel, brush, screen, collection bin, pad and pencil to excavate artifacts and record data. Proper use of each tool will be demonstrated by the museum educator.

Using a worksheet and an artifact dating chart, students will analyze the artifacts and develop an interpretation of the site. Each group will report their findings to the class.

Encourage students to share with the class any anomalies they discovered and brainstorm how these objects may have gotten out of place. For example, a shift in soil layers.

Native American Style Pottery

The museum uses self-hardening clay so that students may take their creations home with them, thus eliminating the need for firing in a kiln and the extended time frame involved with that process. This activity always receives rave reviews!

Pottery making teaches students how both Native Americans and pioneers created pots from local clays. Each student is given a bag of molding clay. Students can make a pinch pot or a coiled pot. Proper technique for making pinch and coiled pots will be demonstrated.

For the pinch pot, students roll the clay into a ball. Next, pinch your thumb into the center of the ball of clay. Squeeze your thumb on the inside with your fingers on the outside of the pot. Continue squeezing and rotating the pot until the walls of the pot are about $\frac{1}{4}$ inch thick. Fix any cracks that form by firmly pinching the crack together and smoothing it over. Students can decorate their pot with available tools.

Another type of pottery is the coiled pot. Take a small ball of clay and flatten it to form the bottom of the pot. Next work the remaining clay into a long snake. The coils are rolled between the palms of the hand or rolled against a flat surface in a back and forth motion. Coils range from $\frac{1}{2}$ to 1 inch in thickness. Wrap the coil along the bottom of the clay bottom formed earlier. Stack the coil on top of itself in a circular motion.

When smoothing the inside of the pot hold your other hand on the outside so you do not damage what you have completed already.

If you want the top of the pot to be level, gently turn your pot over and lightly tap it on a smooth surface.

When you are finished with your piece let it dry slowly.

Students can complete their piece of pottery by using tools to make designs on the clay. It is believed that Native American villages used similar designs to serve as a brand identifying pottery belonging to a certain village or family.

Butter Churning

The hands-on butter churning activity allows all students to participate in churning fresh butter, then sample the final product on bread or a cracker-truly a pioneer childhood experience!

Butter is essentially the fat of milk. It is usually made from sweet cream. In the United States salt is usually added to it. Well into the 19th century butter was still made from cream that had been allowed to stand and sour naturally. The cream was then skimmed from the top of the milk and poured into a wooden tub.

Butter making was done by hand in butter churns. The natural souring process is, however a very sensitive one and infection by foreign micro-organisms often spoiled the result.

When Panhandle pioneers needed butter, first they milked the cow or goat then let the milk rest a while so the cream would rise to the top. Next they poured the warm or room temperature cream into the churn. They moved a stick, called the dasher, up and down with a twisting motion until the cream turned to butter. To make their time pass more quickly children often sang or chanted. This helped them keep a rhythm going. It takes about half an hour to churn cream into butter depending on the amount of cream and the temperature.

In the summer when the cows are eating lots of fresh grass, the butter becomes a bright yellow. In winter when the cows are eating grain or stored, dried grass the cream turns a pale yellow. Sometimes the pioneers would cook up carrots and put some of the yellow broth or tiny bits of carrot into the butter to make it turn yellow. After the butter is churned, some liquid remains. This is called buttermilk. The buttermilk is poured off the butter. The pioneers either used wooden paddles to knead out the remaining liquid or washed the butter under cool water until all the buttermilk was removed. Then they stored the butter in a cool place.

Once all the liquid has been removed from the butter, it was sometimes packed into butter molds. Then using the handle, the mound of butter was removed. The carving on the underside of the handle would have left a pretty design on the of the molded butter.

Integrating the Language Arts Florida Standards (LAFS) into the Social Studies Curriculum

Reading, being read to and conducting research can help students develop background knowledge before a field trip and/or enrich and enhance knowledge and understandings acquired by students during a field trip to the Heritage Museum of Northwest Florida.

Reading, being read to, conducting short research projects individually, in small or whole group, preparing an informative text to explain research findings, publishing and presenting research findings address Language Arts Florida Standards (LAFS) for Reading Informational Text and Literature, Writing, Listening, Speaking and Language.

Following are some ideas for integrating LAFS into the Social Studies Curriculum.

- Use the language experience approach (LEA) after a field trip
- Pair literary works with informational texts
- Use informational texts and literary works to acquire domain-specific vocabulary
- Use teacher-guided discussion to make connections between a field trip to the Heritage Museum, informational texts and literary works
- Use graphic organizers to identify, record, compare and contrast main ideas and key details in informational texts and literary works
- Use illustrations, maps and timelines to clarify what is conveyed by words in an informational text or literary work
- Use Close Reads and the Comprehension Instructional Strategy (CIS) for informational texts
- Conduct short research projects before or after a field trip. Research topics related to a general tour of the museum:
 - Butterflies and host plants
 - Historic plants like Long Leaf Pine or Cabbage Palm
 - Native Americans including Florida's Native tribes
 - Pioneer life in general and/or pioneer life in the Florida Panhandle
 - Commercial industries that contributed to the growth and economic development of surrounding communities and the local region, including:
 - Cultivation of swamp blueberries, cotton, sugar cane, and Tung oil trees
 - Production of turpentine and lumber
 - Commercial fishing and boat building industry
 - Impact of the military
- Prepare an informative text to explain research findings
 - Use pre-writing strategies like a graphic organizer to organize and synthesize information gathered from multiple sources including the field trip, informational texts, literary works and electronic sources
 - Incorporate the use of domain-specific vocabulary in the informative text
- Use the informative text to teach and assess the conventions of standard English
- Publish and present research findings orally or electronically

For a list of informational texts and literary works that can be used to integrate LAFS into the Social Studies Curriculum see Informational Texts and Literary Works p. 40-42

For a list of LAFS associated with literacy activities used before or after a field trip see Language Arts Florida Standards (LAFS) p. 43-47.

Informational Texts and Literary Works

The following informational texts and literary works may be used to help students develop background knowledge before a field trip and/or enrich and enhance knowledge and understandings acquired by students during a field trip to the Heritage Museum of Northwest Florida.

Informational Texts

- Florida Indians (Native American Heritage)* by Carole Marsh (2004)
The Timucua (True Books: American Indians) by Emily J. Dolbear and Peter Benoit (2011)
The Timucua Indians: A Native American Detective Story (UPF Young Readers Library) by Kelley G. Weitzel (2000)
Seminole and Miccosukee Tribes of Southern Florida (Images of America) by Patsy West (2003)
The Seminole Indians (Native Peoples) by Bill Lund (1998)
The Seminole (True Books: American Indians) by Stefanie Takacs (2003)
The Seminole by Barbara Brooks (1989)
Osceola: Seminole Rebel by Celia Bland (1994)
Osceola, Seminole Warrior by Joanne Oppenheim (1979)
Circle of Life: The Miccosukee Indian Way by Nancy Wallace Henderson (1974)
Art of the Florida Seminole and Miccosukee Indians by Dorothy Downs (1997)
The Creek (Junior Library of American Indians) by Ellen Scordato (1993)
The Creek: Farmers of the Southeast (American Indian Nations) by Tracey Boraas (2000)
Guy LaBree: Barefoot Artist of the Florida Seminoles by Carol Mahler (2010)
The Everglades, From Yesterday to Tomorrow by Wyatt Blassingame (1974)
- A Visual Dictionary of a Pioneer Community* by Bobbie Kalman (2008)
Pioneer Life from A to Z by Bobbie Kalman (1997)
DK Readers L2: Journey of a Pioneer by Patricia J. Murphy (2008)
A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840 by Barbara Greenwood (1998)
The Pioneers by Marie Gorsline and Douglas Gorsline (1982)
Life on a Pioneer Homestead (Picture the Past) by Sally Senzell Isaacs (2001)
Life on a Southern Plantation (Picture the Past) by Sally Senzell Isaacs (2001)
Frontier Children by Linda Peavy and Ursula Smith (2002)
Pioneer Girl: The Story of Laura Ingalls Wilder by William Anderson (2000)
Pioneer Girl: A True Story of Growing Up on the Prairie by Andrea Warren (2009)
Pioneer Women: The Lives of Women on the Frontier by Linda Peavy and Ursula Smith (1998)
If You Traveled West In A Covered Wagon by Ellen Levine and Elroy Freem (1992)
Daily Life in a Covered Wagon by Paul Erickson (1997)
Pioneer Life In The American West (America's Westward Expansion) by Christy Steele (2005)
Historic Communities: The General Store by Bobbie Kalman (1997)
A One-Room School (Historic Communities) by Bobbie Kalman (1994)
Old Time Toys (Historic Communities) by Bobbie Kalman and David Schimpky (1995)
A Pioneer Thanksgiving: A Story of Harvest Celebrations in 1841 by Barbara Greenwood (1999)
A Pioneer Christmas, A: Celebrating in the Backwoods in 1841 by Barbara Greenwood and Heather Collins (2003)
You Wouldn't Want to Be an American Pioneer!: A Wilderness You'd Rather Not Tame by Jacqueline Morley, David Salariya and David Antram (2012)
Life as a Pioneer (What You Didn't Know about History) by Kristen Rajczak (2013)

Who's Buying? Who's Selling?: Understanding Consumers and Producers by Jennifer S. Larson (2010)
What Are Goods and Services? (Economics in Action) by Carolyn Andrews (2008)
Need It or Want It? (Rising Readers) by John Serrano (2010)
Needs and Wants (Yellow Umbrella Emergent Level) by Susan Ring (2002)
What Is Trade? (Economics in Action) by Carolyn Andrews (2008)
Let's Trade: A Book About Bartering (Money Matters) by Nancy Loewen (2005)
That Costs Two Shells: The History of Money (Money Matters) by Nancy Loewen (2005)
George Washington Carver (Rookie Biographies) by Dana Meachen Rau (2004)

DK Eyewitness Books: World War I by Simon Adams (2007)
DK Eyewitness Books: World War II by Simon Adams (2007)
DK Eyewitness Books: Vietnam War by DK Publishing (2005)
Veterans Day (Rookie Read-About Holidays) by Jacqueline S. Cotton (2002)
What Is Veterans Day? (I Like Holidays!) by Elaine Landau (2011)
Veterans Day (Holidays and Festivals) by Rebecca Rissman (2010)
Veterans Day (Holiday Histories) by Mir Tamim Ansary (2006)
Veterans Day (First Step Nonfiction American Holidays) by Robin Nelson (2006)

Literary Works

Eyes of the Calusa by Holly Moulder (2007)
Legends of the Seminoles by Betty M Jumper (1994)
Grandmother Five Baskets by Lisa Larrabee (2012)
Rachel's Journal: The Story of a Pioneer Girl by Marissa Moss (2001)
Welcome to Kirsten's World, 1854: Growing Up in Pioneer America (American Girl) by Susan Sinnott (1999)

Teaching Economics Using Children's Literature by Maryann Foltz, Suellen Reed and Harlan R. Day (2006)
A New Coat for Anna by Harriet Ziefert (1988)
Uncle Jed's Barbershop by Margaree King Mitchell (1998)
A Chair for My Mother by Vera B. Williams (2007)

Saluting Grandpa: Celebrating Veterans and Honor Flight by Gary Metivier (2012)
Granddad Bud: A Veterans Day Story by Sharon Ferry (2010)
Veterans: Heroes in Our Neighborhood by Valerie Pfundstein (2012)
The Wall by Eve Bunting (1992)
The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans by Barbara Walsh (2012)
America's White Table by Margot Theis Raven (2005)
Christmas in the Trenches by John McCutcheon (2006)
The Year of the Perfect Christmas Tree: An Appalachian Story by Gloria Houston (1996)
Mercedes and the Chocolate Pilot by Margot Theis Raven (2002)
One Thousand Tracings: Healing the Wounds of World War II by Lita Judge (2007)
The Harmonica by Tony Johnston (2008)
Star of Fear, Star of Hope by Jo Hoestlandt (1996)
Passage to Freedom: The Sugihara Story by Ken Mochizuki (2003)
The Bracelet by Yoshiko Uchida (1996)
So Far from the Sea by Eve Bunting (2009)

A Place Where Sunflowers Grow by Amy Lee-Tai (2006)
Children of the Dragon: Selected Tales from Vietnam by Sherry Garland (2012)
The Roses in My Carpets by Rukhsana Khan (2004)
Silent Music: A Story of Baghdad by James Rumford (2008)
The Librarian of Basra: A True Story from Iraq by Jeanette Winter (2005)
Nasreen's Secret School: A True Story from Afghanistan by Jeanette Winter (2009)

Chapter Books

Rainmaker by Alison Jackson (2005)
Strawberry Girl by Lois Lenski (1995)
The Yearling by Marjorie Kinnan Rawlings (1938)
Cross Creek by Marjorie Kinnan Rawlings (1942)
Because of Winn Dixie by Kate Di Camillo (2000)
The Missing 'Gator of Gumbo Limbo: An Ecological Mystery by Jean Craighead George (1992)
The Talking Earth by Jean Craighead George (1983)
The Boy Who Loved Alligators by Barbara Kennedy (1994)
Everglades Adventure by Stephen W. Meader (1957)
Spanish Hoof by Robert Newton Peck (1985)
The Secret River by Marjorie Kinnan Rawlings (1987)
Angels of the Swamp by Dorothy Whittaker (1992)
The Flight to Freedom by Ana Veciana-Suarez (2002)
A Treasury of Florida Tales by Webb B. Garrison (1989)

Sadako and the Thousand Paper Cranes by Eleanor Coerr (2004)
Almost Forever by Maria Testa (2007)
Inside Out and Back Again by Thanhha Lai (2013)
Water Buffalo Days: Growing Up in Vietnam by Huynh Quang Nhuong (1999)
Goodbye, Vietnam by Gloria Whelan (1993)
Escape from Saigon: How a Vietnam War Orphan Became an American Boy by Andrea Warren (2008)

Language Arts Florida Standards (LAFS)

Grade K

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.K.RL.1.1. With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RL.1.2. With prompting and support, retell familiar stories, including key details.

LAFS.K.RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

Cluster 3: Integration of Knowledge and Ideas

LAFS.K.RL.3.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.K.RL.4.10. Actively engage in group reading activities with purpose and understanding.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.K.RI.1.1. With prompting and support, ask and answer questions about key details in a text.

LAFS.K.RI.1.2. With prompting and support, identify the main topic and retell key details of a text.

LAFS.K.RI.1.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Cluster 3: Integration of Knowledge and Ideas

LAFS.K.RI.3.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LAFS.K.RI.3.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.K.RI.4.10. Actively engage in group reading activities with purpose and understanding

Strand: Writing Standards

Cluster 3: Research to Build and Present Knowledge

LAFS.K.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.K.SL.1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.K.L.3.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.1.RL.1.1. Ask and answer questions about key details in a text.

LAFS.1.RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LAFS.1.RL.1.3. Describe characters, settings, and major events in a story, using key details.

Cluster 2: Craft and Structure

LAFS.1.RL.2.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Cluster 3: Integration of Knowledge and Ideas

LAFS.1.RL.3.7. Use illustrations and details in a story to describe its characters, setting, or events.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.1.RL.4.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.1.RI.1.1. Ask and answer questions about key details in a text.

LAFS.1.RI.1.2. Identify the main topic and retell key details of a text.

LAFS.1.RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Cluster 2: Craft and Structure

LAFS.1.RI.2.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

LAFS.1.RI.2.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Cluster 3: Integration of Knowledge and Ideas

LAFS.1.RI.3.7. Use the illustrations and details in a text to describe its key ideas.

LAFS.1.RI.3.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.1.RI.4.10. With prompting and support, read informational texts appropriately complex for grade 1.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

LAFS.1.W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Cluster 3: Research to Build and Present Knowledge

LAFS.1.W.3.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.1.SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.1.L.3.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Grade 2

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.2.RL.1.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

LAFS.2.RL.1.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

LAFS.2.RL.1.3. Describe how characters in a story respond to major events and challenges.

Cluster 3: Integration of Knowledge and Ideas

LAFS.2.RL.3.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.2.RL.4.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.2.RI.1.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

LAFS.2.RI.1.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

LAFS.2.RI.1.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Cluster 2: Craft and Structure

LAFS.2.RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Cluster 3: Integration of Knowledge and Ideas

LAFS.2.RI.3.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LAFS.2.RI.3.9. Compare and contrast the most important points presented by two texts on the same topic.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.2.RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

LAFS.2.W.1.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Cluster 3: Research to Build and Present Knowledge

LAFS.2.W.3.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

LAFS.2.W.3.8. Recall information from experiences or gather information from provided sources to answer a question.

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.2.SL.1.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.2.L.3.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 3

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.3.RL.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RL.1.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LAFS.3.RL.1.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Cluster 3: Integration of Knowledge and Ideas

LAFS.3.RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.3.RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.3.RI.1.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LAFS.3.RI.1.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

LAFS.3.RI.1.3. 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.

Cluster 2: Craft and Structure

LAFS.3.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Cluster 3: Integration of Knowledge and Ideas

LAFS.3.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).

LAFS.3.RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.3.RI.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

LAFS.3.W.1.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Cluster 3: Research to Build and Present Knowledge

LAFS.3.W.3.7. Conduct short research projects that build knowledge about a topic.

LAFS.3.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.

Cluster 4: Range of Writing

LAFS.3.W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.3.SL.1.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.3.L.3.6. Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Grade 4

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.4.RL.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RL.1.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LAFS.4.RL.1.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Cluster 3: Integration of Knowledge and Ideas

LAFS.4.RL.3.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.4.RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.4.RI.1.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RI.1.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LAFS.4.RI.1.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Cluster 2: Craft and Structure

LAFS.4.RI.2.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

LAFS.4.RI.2.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LAFS.4.RI.2.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Cluster 3: Integration of Knowledge and Ideas

LAFS.4.RI.3.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LAFS.4.RI.3.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.4.RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

- LAFS.4.W.1.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

Cluster 3: Research to Build and Present Knowledge

- LAFS.4.W.3.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LAFS.4.W.3.8. 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.
- LAFS.4.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
 - b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.4.SL.1.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cluster 2: Presentation of Knowledge and Ideas

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

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.4.L.3.6. Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Grade 5

Strand: Reading Standards for Literature

Cluster 1: Key Ideas and Details

LAFS.5.RL.1.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

LAFS.5.RL.1.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Cluster 3: Integration of Knowledge and Ideas

LAFS.5.RL.3.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

LAFS.5.RL.3.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.5.RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Reading Standards for Informational Text

Cluster 1: Key Ideas and Details

LAFS.5.RI.1.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RI.1.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LAFS.5.RI.1.3. 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.

Cluster 2: Craft and Structure

LAFS.5.RI.2.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

LAFS.5.RI.2.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Cluster 3: Integration of Knowledge and Ideas

LAFS.5.RI.3.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.5.RI.4.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Strand: Writing Standards

Cluster 1: Text Types and Purposes

LAFS.5.W.1.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Cluster 3: Research to Build and Present Knowledge

LAFS.5.W.3.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

LAFS.5.W.3.8. 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.

LAFS.5.W.3.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Strand: Standards for Speaking and Listening

Cluster 1: Comprehension and Collaboration

LAFS.5.SL.1.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Cluster 2: Presentation of Knowledge and Ideas

LAFS.5.SL.2.4. 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.

Strand: Language Standards

Cluster 3: Vocabulary Acquisition and Use

LAFS.5.L.3.6. Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Integrating Art into the Social Studies Curriculum

The following resources may be helpful for integrating art into the Social Studies curriculum. Crafts, activities, games and recipes can be used to help students develop background knowledge before a field trip and/or enrich and enhance knowledge and understandings acquired by students during a field trip to the Heritage Museum of Northwest Florida.

The Crafts of Florida's First People by Robin C Brown M.D. (2003)

Patchwork: Seminole and Miccosukee Art and Activities by Dorothy Downs (2005)

Historic Communities: Pioneer Projects by Bobbie Kalman (1997)

Heading West: Life with the Pioneers, 21 Activities (For Kids Series) by Pat McCarthy (2009)

Pioneer Days: Discover the Past with Fun Projects, Games, Activities, and Recipes by David C. King (1997)

Pioneer Crafts (Kids Can Do It) by Inc. Kids Can Press (1997)

Quilt Block History of Pioneer Days by Mary Cobb (1995)

Great Pioneer Projects: You Can Build Yourself (Build It Yourself) by Rachel Dickinson (2007)

Pioneer Recipes (Historic Communities) by Bobbie Kalman (2000)

Log Cabin Cooking: Pioneer Recipes & Food Lore by Barbara Swell (2008)

Schoolyard Games (Historic Communities) by Bobbie Kalman and Heather Levigne (2000)

Classroom Games (Historic Communities) by Bobbie Kalman and Heather Levigne (2000)

Prairie Children and Their Quilts by Kathleen Tracy (2006)

Web Resources for Teaching History

The following web resources may be useful for teaching local and Florida history. And, for identifying professional development opportunities for teaching Florida history and the Social Studies curriculum.

Okaloosa County History

http://www.co.okaloosa.fl.us/about_history.html

Historic Scrapbook of Okaloosa County

http://www.co.okaloosa.fl.us/history_scrapbook/about_history_sb_welcome.html

Florida Memory: A Division of Library and Information Services

<http://www.floridamemory.com/>

Florida Museum of Natural History

<http://www.flmnh.ufl.edu/educators/welcome/>

Florida Humanities Council

<http://www.flahum.org/>

Florida Public Archaeology Network (FPAN)

<http://www.flpublicarchaeology.org/>

Florida Council for the Social Studies (FCSS)

<http://www.fcss.org/>

National Council for the Social Studies

<http://www.socialstudies.org/>

Evaluation

To help us know what you liked and what we can do to improve, we request that an evaluation be filled out by all adults on the tour (i.e., teachers and adult chaperones).

Name of Group:	
Date:	
Number of Students:	

Circle the appropriate number to indicate the success of the following:

5 = Strongly Agree

4 = Agree

3 = No Opinion

2 = Disagree

1 = Strongly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. The students enjoyed a positive learning experience. | 5 | 4 | 3 | 2 | 1 |
| 2. The tour/lesson/activity was suitable for the age/grade level. | 5 | 4 | 3 | 2 | 1 |
| 3. Students engaged in meaningful discussion. | 5 | 4 | 3 | 2 | 1 |
| 4. Students used critical thinking skills. | 5 | 4 | 3 | 2 | 1 |
| 5. Students learned about the history of Northwest Florida. | 5 | 4 | 3 | 2 | 1 |
| 6. What did you like best about the tour? | | | | | |
| 7. What did you like least about the tour? | | | | | |
| 8. How would you improve the tour/lesson/activity? | | | | | |
| 9. Do you have any other comments or suggestions? | | | | | |