BEACHES museum
Culture • History • Community

History Explorers: Curriculum Guide
Pre-visit and post-visit resources and activities for <u>lower elementary</u>
school trips to the Beaches Museum

Beaches Museum
381 Beach Boulevard
Jacksonville Beach, FL
Phone Number: 904-241-5657

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Culture • History • Community

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Acknowledgments

We wish to acknowledge the following people for their assistance with this project:

Alexandra Klein: Operations Manager
Letty Jolly: Volunteer Contributor
Kate O'Brien: Volunteer Contributor
Claudia Waldo: Volunteer Contributor
Dory Wittmer: Volunteer Contributor
Melva Price: Volunteer Contributor
Margaret Milner: Volunteer Contributor
Brittany Cohill: Museum Intern

Cover Art:
Cars on Jacksonville Beach with boardwalk in the background c. 1933 (top right). American Red Cross Volunteer Lifesaving Corp Sation c. 1950(bottom right). Pablo Beach, Fl with palm trees and car c. 1920 (left).

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Dear Fellow Educators,

Thank you for your interest in the Beaches Museum. We are excited that you have chosen to use the Beaches Museum Curriculum Guide to study the rich history of the Beaches region with your students. You will find that our small island boasts a fascinating history spanning more than a 100 years.

The Beaches Museum is operated by the Beaches Area Historical Society. This organization was founded in 1978 with the purpose of preserving the history of the historic beaches communities of Mayport, Atlantic Beach, Neptune Beach, Jacksonville Beach, Palm Valley, and Ponte Vedra. Its mission is to "preserve and share the distinct history and culture of the Beaches area". Given the nature of our unique History Park and Museum we are able to provide an educational experience for you students unlike any other in northeast Florida.

In order to maximize your studies, our Beaches Museum Curriculum Guide is designed to help you and your students gain an understanding of the Beaches Communities, early Pioneer life in northeast Florida, and exposure to primary source materials and activities to engage critical thinking. The Beaches Museum Curriculum Guide includes; a) logistical information about your visit to the Beaches Museum; b) museum manners and teacher/chaperone responsibilities; c) pre-visit and post-visit activities to support your curriculum; d) Sunshine State Standards; and e) student and teacher evaluations to help us better develop our field trip opportunities.

Please carefully review all the information before conducting activities with your students. If you have questions or comments concerning any Beaches Museum educational materials, please contact the Education & Archives Assistant by phone at (904) 241-5657 ext. 118 or via email at education@beachesmuseum.org. We look forward to hearing from you and your students.

Sincerely,

Beaches Museum

Guide to Scheduling School Tours

Booking a Beaches Museum tour is easy. Please contact the Education & Archives Assistant at: (904) 241-5657 ext. 118 and have the following information available:

- Preferred date and time of tour (tours can be scheduled on a Tuesday-Friday, any-time between 10am-2pm for a starting time)
- Number of students and chaperones attending
- Must have a minimum of 1 chaperone per 10 students
- Grade level of students
- Method of transportation

The Museum can accommodate groups of up to 90 students. If you have a larger group please, try to split them between two different days.

Once the date and time have been confirmed with the Operations Manager, you will receive a confirmation email and a School Tour Packet will be mailed that includes:

- School Tour Guidelines
- Name-tags for all students and chaperones
- A curriculum guide that provides lesson plans and activities for both pre and post-visit.

Please note that at this time, the Museum cannot provide accommodations for classes to have lunch at the Museum. We can recommend alternative locations.

In order to make your visit safe and enjoyable, on the date of your scheduled tour:

- Please have the bus pull up in front of the Museum's main building.
- Before unloading students, have one teacher meet the Education & Marketing Manager to check-in the group.
- The Education & Marketing Manager will verify the exact number of students, chaperones, and drivers attending the School Tour and assign each group to a do-cent.
- The Education & Marketing Manager will collect Field Trip payment for the students; all teachers and chaperones are given free admission.
- After check-in is complete, teachers and chaperones may guide their students off the bus and head to their designated Docents.
- Buses may park in front of the Museum or alongside the Faver Gray building along 5th St. North.

Museum Manners

Please go over these guidelines with your students prior to your Museum visit. Following these guidelines will make your visit more pleasant while protecting the Museum and its collections for future generations.

- Teachers and chaperones must stay with their students at all times.

- Stay with the Docents during the tour.

- Look with your eyes not with your hands! You may use your eyes, ears, and nose to experience the Museum but do NOT touch with your hands. The items in the Museum are delicate and can be damaged just from touching them. Always ASK before touching anything.

- No Running! Please stay safe and walk inside the Museum and in the History Park.

- Hold the handrails as your walk up the stairs into the buildings.

- Photography is allowed in the Main Museum and the History Park buildings, but please do not use flash photography.

- Use your inside voice when speaking in the Museum.

- When in doubt, ask a docent or Museum staff member first.

SUNSHINE STATE STANDARDS

The Beaches Museum Curriculum Guide has been designed with the Sunshine State Standards as a reference. Each activity is labeled with corresponding subject curriculum standards for grades kindergarten, first, and second according to the current standards. Activities are designed to maximize individual and cooperative learning while stimulating critical thinking skills and creativity. The pre-visit activities will make learning fun and interesting for your students while drawing directly from your curriculum goals. The post-visit activity is designed to assess what students have learned through both the activities and field trip to the Beaches Museum. Thank you in advance for your constructive feedback. Teacher feedback regarding the Beaches Museum Curriculum Guide and Museum visit will help us improve future education programs.

To learn more about the Sunshine State Standards visit the Florida Department of Education's website at:

http://www.fldoe.org/bii/curriculum/sss/

Or visit the CPALMS website at:

http://www.cpalms.org/Public/

Northeast Florida's Beach Communities: A Brief History

Northeast Florida is the oldest European frontier in America. Jamestown in Virginia was settled in 1607, Massachusetts' Plymouth Rock in 1620, but both French and Spanish explorers established colonies in Florida in the 1500s.

For thousands of years a people we know as the Timucua lived in this area, making use of its abundant natural resources. They met the French explorers who arrived at the mouth of the St. Johns River in 1562. By 1564 the French had established their colony called Fort Caroline. A year later, the Spanish under Pedro Menendez de Aviles captured the fort.   From that time the Spanish ruled the area for almost 200 years from their base in Saint Augustine. During this period, Spain awarded many land grants for development of Florida. Among them was a grant to Andrew Dewess *(note: this is sometimes spelled* Dewees, see below) of Charleston South Carolina, who received 1,200 aces in 1792 in the area known today as Mayport and Atlantic Beach.

Although the British won control of Florida in 1763, twenty years later the territory changed hands again, returning to Spanish rule until 1821 when Florida was ceded to the United States In exchange for Cuba.

Settlement of the Beaches Communities

The Beaches Museum tells the story of today's six communities along the northeast coast of Florida. **Mayport** was the first of our communities to be settled after Florida became a territory. **Atlantic Beach, Neptune Beach, Jacksonville Beach, Ponte Vedra** and **Palm Valley** followed as development moved south down the coast.

These later settlements began to expand when the Jacksonville and Atlantic Railway, chartered in 1883, built a narrow-gauge rail line from the north bank of the St. Johns River to the ocean, on a roadbed that today is Beach Boulevard.   The investors, led by Col. John Burbridge (CSA), hoped to create a seaside resort. The railway made its first run to the beach in the fall of 1885.

In 1900, Henry Flagler purchased the Jacksonville and Atlantic, expanded it to standard gauge, and extended it to Mayport. This line extension became part of his Florida East Coast Railway which connected travelers to Jacksonville and to points north and south and spurred further development at the beaches.   Passenger service to the beaches continued until 1932.

Mayport grew up at the entrance to the St. Johns River, attracting farmers, fishermen and river pilots who were needed to guide ships around shifting sands and dangerous currents. The first lighthouse to mark the entrance to the river was built here in 1830, a second in 1834; both were abandoned because of the dangerous currents and sand erosion. The third lighthouse, erected in 1859, stands today on the U.S. Naval Station Mayport. The town was first platted for development in 1848 by Wesley Palmer and Darius Ferris on land purchased from the Dewees heirs. Originally called Hazard, perhaps for the dangerous sailing conditions there, the community later became known for its numerous lumber mills and was called Mayport Mills. After occupation by Union troops during the Civil War, and now called Mayport, it became a popular beach destination for the citizens of Jacksonville and the Southeast. Two steamships made the three-hour trip from Jacksonville to Mayport every day. Several hotels and boarding houses served the tourists and many Jacksonville residents built beach cottages.
By 1885 Mayport was a bustling town of 600 residents.

When Henry Flagler brought the Florida East Coast Railroad to Mayport in 1900, he built a depot and wharf so coal could be transferred directly from ships to rail cars. The coal powered the FEC locomotives and was also used for heating his luxury hotels. This new rail line allowed more travelers access to Mayport and points south. Today, Mayport is a small quiet community, the home of a shrimp boat fleet, the ferry, and U.S. Naval Station Mayport.

Jacksonville Beach first began in 1884, as a tent city settled by railroad workers building the 16-mile Jacksonville and Atlantic Railway. William Scull, a surveyor for the railroad, and his family set up the first tent on the beach.   Other workers followed.   The Sculls soon opened a grocery store in another tent and then opened a post office named for their daughter, Ruby.   Mail service came once a week by steamboat from Jacksonville to Mayport. It was a two-hour trip from the Sculls' home to pick up the mail for Ruby post office there.   The investors who built the rail line had acquired 700 acres at the beach.   Once the railroad began regular service in 1885, this land was sold for development.

In 1886 the Murray Hall Hotel was built at the oceanfront where the railway ended. It was a luxurious resort with 192 guest rooms and a first floor devoted entirely to entertainment, including dancing and bowling. The post office moved into the hotel, and the name was changed from Ruby to Pablo Beach. In 1890 the Murray Hall Hotel burned to the ground, along with the depot and surrounding railroad buildings.

After the fire, Pablo Beach remained a tourist destination. New hotels like the Ocean View and Hotel Pablo and other enterprises such as the Perkins Bathhouse, restaurants, saloons and livery stables sprang up. Auto and motorcycle racing on the hard-packed beach sand drew crowds. Beginning about 1915 Martin Williams, Sr., built the boardwalk which featured dancing, shooting galleries, boxing, wrestling and other attractions.

With larger crowds regularly coming to the beach, community leaders saw the need for a lifeguard service. In 1914, the American Red Cross Volunteer Life Saving Corps, Coast Guard Division One, was established with headquarters at the former Murray Hall site, where today's headquarters remains.

Along with vehicle racing, early aviators found the beach to be a useful take-off and landing site. In 1922, Army Lieutenant Jimmy Doolittle flew from Pablo Beach to California, setting a new transcontinental flight record of 21 hours and 18 minutes.

Over the years, America's wars have touched this beach community. During the Spanish-American War, Pablo Beach was home to a convalescent camp for soldiers. In 1942, while the Policemen's Ball was taking place in the ballroom on the Pier, partygoers witnessed the fiery destruction of the tanker SS Gulf America when it was torpedoed by a German U-Boat.

In 1925, citizens of the burgeoning Pablo Beach community changed the name to Jacksonville Beach. Beach Boulevard was completed in 1949 on the old railroad right-of-way from South Jacksonville to the beach. Today Jacksonville Beach has the largest population and the largest commercial district of all the beach communities.

Atlantic Beach was first known as Nilesville, after Dr. John Niles who purchased 120 acres in 1883 *(note: some sources say 1893)*.   The community basically developed around the FEC depot and a hotel built there by Henry Flagler in 1901. When he constructed the Florida East Coast rail line to Mayport, a depot was built to serve the elegant Continental Hotel he erected on the oceanfront at what is now Atlantic Beach. This massive hotel featured 220 rooms, a nine-hole golf course, a fishing pier, and covered verandas around the building and out to the depot. The Continental, however, was never profitable, and in 1913 was sold and renamed the Atlantic Beach Hotel. It burned to the ground in 1919, and a successor hotel was destroyed by Hurricane Dora in 1964.

 The town soon built up around the hotel. By 1908, when car races held on the beach became popular, Jacksonville officials decided to build a road to the beaches. In July 1910, this "Beach Road", which later became Atlantic Boulevard, was completed.   This first Atlantic Boulevard was a one-lane brick and stone road, but it was a significant factor in development of all the beaches communities. The city of Atlantic Beach was incorporated the year the road opened.

When the Florida East Coast line to Mayport ended operation in 1932, roads and homes were built on the former rail bed.   The former hotel property also was developed, part of it becoming a country club.
Atlantic Beach today is a bustling community and shares a commercial district with its neighbor Neptune Beach.

Neptune Beach is only 2.5 square miles and sits between Atlantic Beach and Jacksonville Beach. The area was purchased by Eugene F. Gilbert, who bought 180 acres from the State of Florida in 1884. The next year he filed a subdivision map, "Plan of the Town of Neptune, Florida." However, his development was originally governed by Jacksonville Beach.

Mr. Gilbert built rental cottages and a small hotel on his property, and was influential in having the "Beach Road", now Atlantic Boulevard, built.   His two sons were regular competitors in the widely popular automobile races at the beach. As the area developed, citizens of the Neptune community became dissatisfied with services provided by the local government and held a special election to secede from Jacksonville Beach. Neptune Beach was chartered as an incorporated city in 1931, and today is a mostly residential community with well-known parks and restaurants.

Palm Valley   received its current name in 1908, but was settled by the Spanish long before the area took its place among the beaches communities. Originally settled by Don Diego Espinosa (c. 1739) who established a cattle ranch there, it became known as Diego Plains. When Espinosa enclosed the living quarters with a palisade for protection from the Native Americans, the Spanish Governor sent troops in support and the enclave became known as Fort Diego. In 1740 James Oglethorpe, governor of the colony of Georgia, attacked Spanish Florida with British troops and captured the fort, which was later abandoned. During the later English occupation of Florida (1763-1784) Governor James Grant developed indigo and rice plantations in the area. After the English departed, Spanish and Minorcan settlers remained, and many of their descendants still live in the area.

In May 1908 the post office name was officially changed from Diego to Palm Valley, probably reflecting the numerous palm trees which were a source of income for local settlers, who harvested hearts of palm from cabbage palms and sold palm fronds to religious groups nationwide for the Easter season. Farming and logging were lucrative businesses, and hunting and fishing also contributed to the community's resources.

The Intracoastal Waterway was dug through Diego Plains in 1908, connecting the San Pablo River with the Tolomato River near St. Augustine. This intracoastal canal provided easier access to the valley.

The early settlers in this beautiful area were self-reliant and resourceful. For many years, the area remained a community of independent hunters, farmers and fishermen. In more recent times, the beauty of Palm Valley and the intracoastal waterway has been discovered by developers who have built many thriving residential communities.

Ponte Vedra Beach was home to Native Americans before the Spanish occupied the area, but it was not until 1913 that the area was permanently settled. Henry Buckman and George Pritchard began excavating and processing minerals along an 18-mile oceanfront tract south of Pablo Beach and called it Mineral City. The minerals found, primarily rutile, ilumenite and zirconomium, were used in production of war materials for World War I. A large business operation, Mineral City had homes, a commissary and a processing plant. The mineral rights were sold to the National Lead Company in 1921.

By 1928 the mining operation slowed down and National Lead began developing the area as a resort. The Telfair Stockton Company developed the former plant site for residential use. When State Highway A1A was extended to St. Augustine, vast acreage was opened for development.

By 1931 Mineral City had grown significantly, and changed its name to Ponte Vedra. The Inn and Innlet were popular seaside hotels built in the late 1930s. Quiet Ponte Vedra was astonished when German saboteurs came ashore from a submarine there in June 1942 in a failed attempt to blow up key American defense plants. In 1957 the State of Florida acquired 12,000 acres from an investment group to create a state park, which grew into today's 74,000-acre Guana Tolomato Matanzas National Estuarine Research Reserve. The reserve stretches from Ponte Vedra Beach to the Palm Coast.

Ponte Vedra's golfing tradition, which began with a nine-hole course and clubhouse for National Lead employees and grew into the Ponte Vedra golf resort , continues annually with the PGA Tournament Players Championship. Today, Ponte Vedra is an upscale residential community with many elegant country club and beachfront homes and attracts golfers and resort goers year-round.

Jacksonville Beach Boardwalk with cars on the beach (1940-1950)

Pre-Visit Activities

Beaches Timeline

Standards

SS.K.A.1.1 Develop an understanding of how to use and create a timeline.

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

Objectives

- Students will learn how to create a timeline by organizing historic dates in the correct order.
- Students will understand that the events in the timeline are about other the past not the present.

Materials

- Timeline Handout
- Scissors, Glue, Pencils

Procedures/Activities

1. Students will read through the timeline instructions and events with the teacher.

2. Discuss the events with students and point out the different dates.

3. Have students cut out the boxes with the events in them and glue them in the correct order in the boxes above.

Differentiation: Complete the activity as a class or have students complete individually. Have students arrange events BEFORE gluing them down and check to make they are in the correct order. Have students adjust if needed, then glue.

Name: _____ Date: _____

Beaches Timeline

Directions: Cut and Paste each event in the correct order

1	2	3	4	5	6

1908
Diego changes its name to Palm Valley

1931
Mineral City changes its name to Ponte Vedra

1925
Pablo Beach changes its name to Jacksonville Beach

1827
The first light-house is built in Mayport

1931
Neptune Beach becomes its own city

1900
The Beach Branch of the FEC Railway is built

Benchmarks

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

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

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.

LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Objectives

- Students will become familiar with the various modes of transportation that were used in our community.
- Students will utilize listening, speaking and viewing skills in a group activity.

Traveling Through Time
Materials

- Steamship, train and car pictures
- Story-"Traveling through Time"
- Group discussion questions
- Tape

Procedures/Activities

1. Post the photographs of the steamship, locomotive and automobile.

2. Read aloud the story "Traveling Through Time" to the class pointing to the appropriate transportation photographs.

3. Use the questions provided as a guideline to group discussion about the story.

4. Have students write or dictate a story about future transportation

Traveling Through Time

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Group Discussion Questions

1.   Which type of transportation does John's grandfather use to get to Mayport?
Answer: Steamboat

2.   What type of transportation came first to Mayport, cars, steamboats, or trains?
Answer: Steamboats

3.   Which method of transportation (car, steamboat or train) do we mostly use now?
Answer: Cars

4.   What do all 3 pictures have in common?
Answer: All 3 pictures show ways that people can travel. They are all modes of transportation.

5.   What are some types of transportation that we use today?
(Have students draw a picture of their answer on the blackboard)
Answer: Cars, boats, trains, subways/monorail, rockets, space shuttle, airplanes, helicopters, motorcycles, bicycles, skateboards, scooters.

6.   How many things on this list do you think were around when your grandparents were your age?
Circle each item and discuss the newest modes of transportation.

7.   How do you think we will travel in the future?
Open discussion of ideas.

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Traveling Through Time

Written by Nilda Albino

  One day, John Wills was digging through his closet, trying to find his favorite hat to wear to the auto races on the beach that day. John called it his lucky hat, because every time he wore it, he always won the race! John was excited for today's race, because it was a gorgeous day in Atlantic Beach in 1939.

  "John! What is taking you so long?" yelled his father, "You're going to be late for the race!"

  "I'm coming! I can't find my lucky hat!" hollered John. After what seemed like an eternity, John finally found his hat. Grabbing his hat from the shelf he noticed a piece of paper flutter to the floor. Curious he unfolded it and saw it was a letter. "Hey, that's Grandma's name!" he said in surprise.

  "John, your friends are here and ready to go!" boomed his dad, as he walked into John's room. "I see you found your hat, so what's making you walk as slow as a turtle?"

  "Dad, I found this letter in my closet. Looks like it's from Grandpa and it's written to Grandma," replied John, holding out the old letter.

  "It's probably one of the letters he sent her while visiting Mayport. Let me see it." answered his dad. John's father began to read aloud.

> _August 1, 1884_
>
> _Dear Alma,_
>
> _I'm writing this to you just as the steamboat "Katie Spencer" has almost reached Mayport. I can see the lighthouse all the way out from here. In fact, we were able to see the light for miles before we actually saw the shore. It's good to know the lighthouse keeper is hard at work keeping the light going to help guide ships safely in to port. I am already enjoying the benefits of fresh ocean air. We are staying at a new hotel called The Burrows House. It is just across from the steamboat landing so we won't have to walk very far. Mother is looking forward to spending some relaxing time on the beach and I intend to go for a swim first thing tomorrow. I'll write again, once we've docked. I look forward to you and the children joining me soon!_
> _Always, Stratford._

"Why didn't Grandpa take the train?" asked John.

"In his time the steamboats were the only way to get to Mayport from other places. The first railroad didn't come to Mayport until 1888, almost four years after this letter was written!" replied John's dad, laughing.

"I guess since we always rode the train when I was younger, I thought Grandpa did too!" responded John with a smile.

"Nope, I started working on trains when the second railroad came to Mayport in 1900. That railroad ended its service to the beach once cars and roads became more popular. I used to work as a fireman and shoveled the coal into the furnace of the old steam engine. Remember how I'd come home covered in coal?" asked Mr. Wills.

"Yeah and momma always got mad, because you would leave dust everywhere!" answered John.

"Almost the same way, she yells at you, whenever you come home from your races," replied John's dad teasingly.

"Yea...OH NO! I'm going to be late to the race," yelled John, jumping up so quickly he almost knocked his dad over. "I'll see you at the beach, Dad!"

"Ok, son, see you!" yelled Mr. Wills, waving goodbye. *I never realized it*, he thought to himself, *but this whole family loves transportation. My dad rode steamboats, I worked on trains, and John races cars! Wonder what we'll use next?*
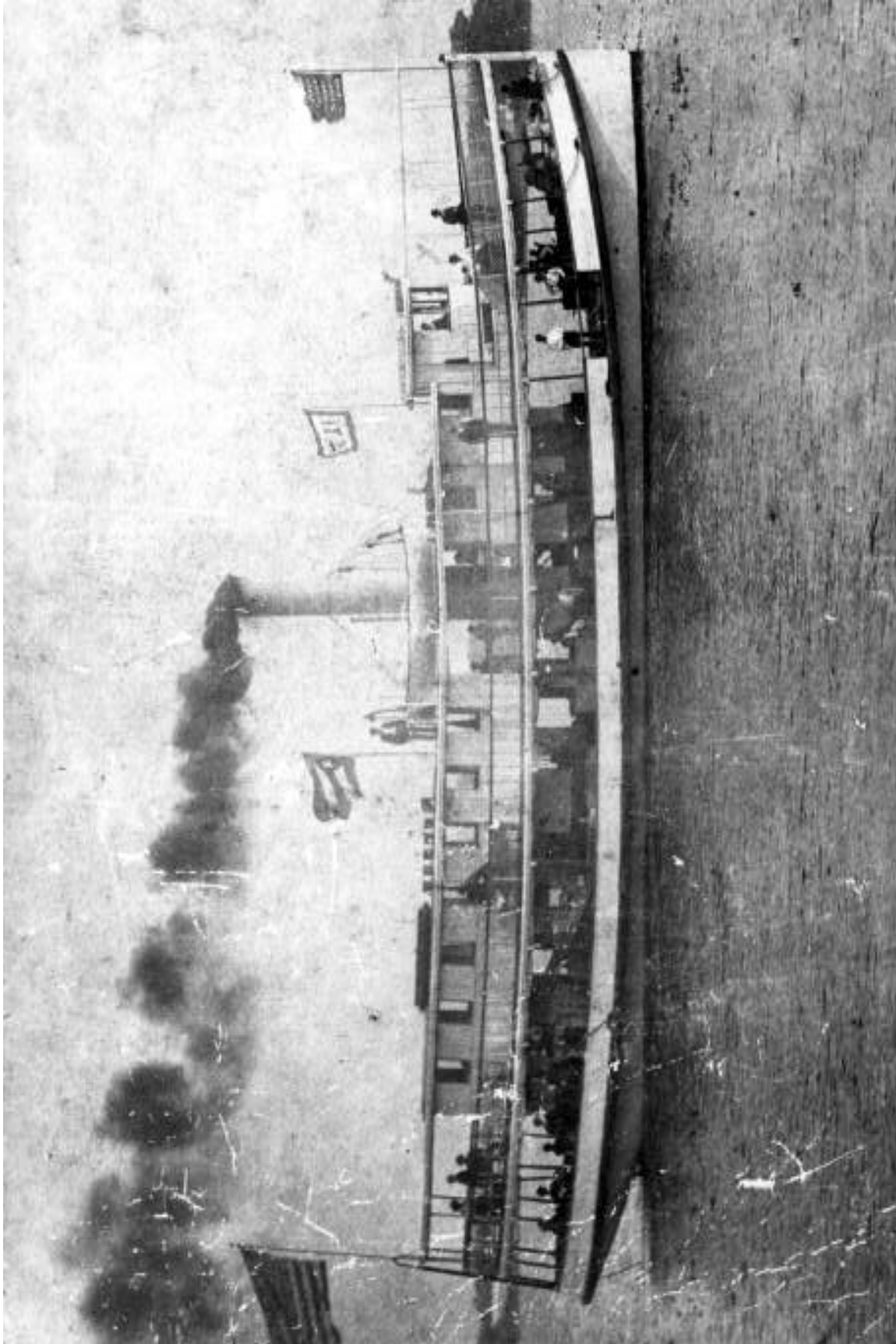
A steamship bringing passengers and freight to Mayport. (c. 1900)
Courtesy of the Florida State Archives
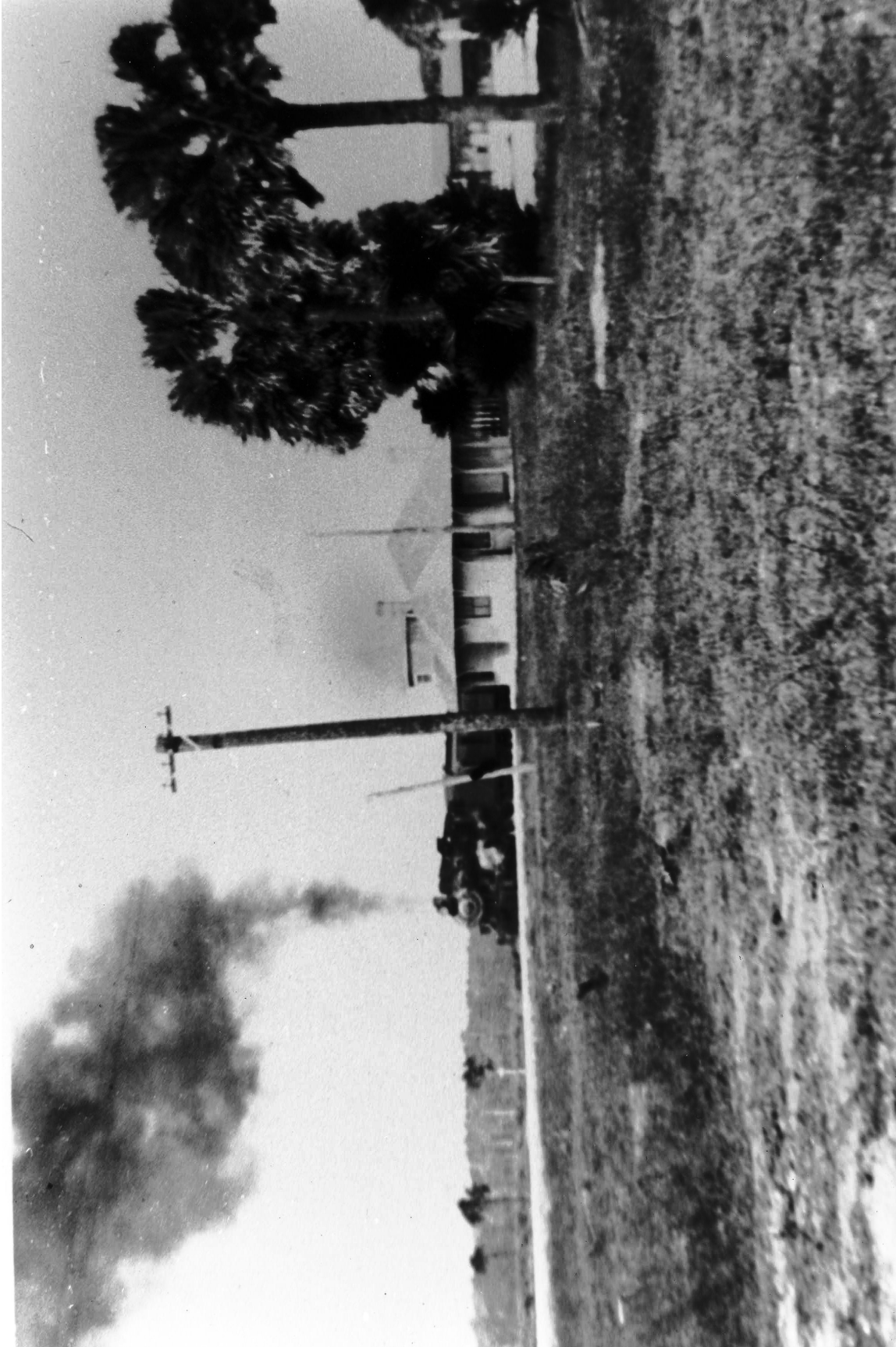
Florida East Coast train pulls out of the station at the Atlantic Beach Depot. (Circa 1901)

Race car and driver entered in the 1938 Jacksonville Beach Race.

Let's Go To The Beach!

Standards

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.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

Objectives

- Students will understand the role the beach plays in attracting tourists to our community.
- Student will use comparative analysis to discuss a trip to the beach and to discover what has changed and what has stayed the same.

Materials

- Handout, *Let's Go To The Beach!*
- Colored pencils, markers, or crayons
- Book *Those Summers* by Aliki

Procedures/Activities

1. Read the book *Those Summers.* Discuss with students the book and their previous experiences at the beach.

2. Distribute handout, *Let's Go To The Beach!,* and discuss the directions. The students may work independently or in pairs to complete the assignment.

Pre-Visit Activity
Let's Go To the Beach!

It's a beautiful day! Let's go to the beach!
What are you going to bring to have fun?
In the boxes below, draw the things you would pack for a day at the beach.
On the lines below your drawings, write your reason for bringing that particular
item. *For example: if you drew a bathing suit, the reason would be to swim in
the ocean.*

The unveiling of the Ribault Monument at its original location in Mayport before being relocated to the Timucuan Preserve (1923)

Post-Visit Activities

Let's Time Travel Back to the Beach!

Standards

LAFS.1.SL.2.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Objectives

- Students will demonstrate an understanding of why people live at and visit the beaches.
- Students will compare and contrast traveling to the beach today with traveling to the beach 100 years ago.

Materials

- Handout, *Let's Time Travel Back To The Beach!*
- Colored pencils, markers or crayons

Procedures/Activities

1. Begin with a group discussion of why people live at or travel to the Beaches today. Compare those reasons with why people lived at or traveled to the Beaches 100 years ago using what students learned at the Beaches Museum.

2. Distribute the handout "Let's Time Travel Back to the Beach". As a whole group complete the first box by writing down what item people used to bring to the beach and then drawing a picture of it. Students can then complete the rest of the assignment as a whole group, in small groups, or individually.

3. If students completed the activity in small groups or as individuals, come back as a whole group and discuss what items they chose and why.

Post-Visit Activity
Let's Time Travel Back to the Beach!

Let's go to the beach in our time machine.
The year is 1900 and you're planning a fun trip to the beach!
What are you going to bring?

In the boxes below, draw the things you would pack for a day at the beach
if you lived during the year 1900.
On the lines below your drawings, write your reason for bringing that particular item.
For example: A metal bucket and shovel to make sandcastles.
Remember plastic wasn't invented yet!

Let's Write a Poem!

Standards

LAFS.K.RL.2.5 Recognize common types of texts (e.g., storybooks, poems

LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about *kindergarten topics* and texts with peers and adults in small and larger groups.

LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

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

Objectives

- Students will create a class poem using their experiences at the Beaches Museum.
- Students will practice language and writing skills by listing words that rhyme and contributing to the class activity.

Materials

- Poem Worksheet-make enough copies for all students
- Poster board
- Markers, crayons or colored pencils

Procedures/Activities

1. Discuss with students what makes a poem and how some poems rhyme.

2. Draw a chart with column headings of "what we saw", "what we learned", and "what we remember". Have students brainstorm and fill in their responses under the appropriate column.

3. Have the class decide which responses to use and brainstorm some rhyming words.

4. Using the "Our Class Poem" template, begin filling in the poem with the responses and words students have chosen. Have students copy the class poem onto the individual sheets.

5. Students can practice reading the poem to the class, to partners, or to themselves. You may also have students draw an illustration to go along with the poem on the back of the "Our Class Poem" handout.

Our Class Poem

_____

(Title)

At the museum we saw

_____

_____

_____

At the museum, we learned

_____

_____

_____

After our visit, we'll remember

_____

_____

_____

Games Children Played

Standards

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

PE.1.L.3.3 Identify opportunities for involvement in physical activities during the school day.

PE.1.M.1.8 Demonstrate an underhand-throwing motion for accuracy using correct technique.

Objectives

- Students will learn about games played by children in the early 20th century and compare and contrast them to games played by children today.
- Students will participate in games allowing them to learn new activities, work cooperatively, and engage in physical activity.

Materials

- Activity Cards
- Materials are specific to each game. Look at the activity card for appropriate items.

Procedures/Activities

1. Cut out activity direction cards and laminate.

2. Set up materials for activities around classroom or outside as centers. Place appropriate direction cards with materials at centers.

3. Divide class into groups. Size of groups will depend on number of activities the teacher elects to provide and number of students in class.

4. Allow students substantial time to try out each activity. Direct groups to move to the next station when ready.

TEN PINS

Materials: 10 empty half liter water bottles and handmade soft-ball or similar sized ball.

Arrange the ten water bottles in a bowling configuration. Draw a line (or lay a string horizontally) ten or more feet away from the water bottles. Roll the ball towards the water bottles. The object of the game is to knock down as many of the "pins" as possible with one roll. Players take turns knocking down the ten pins. Each person takes ten turns. Keep score to determine the winner.
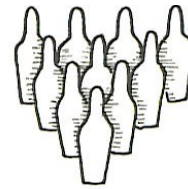
JACKSTRAWS

Materials: Coffee stirrers or straws

Today this game is known as Pick-up sticks but was originally played with a pile of wood splinters or thick straw. Wealthy families played with "straws" made from ivory. Heap the sticks in the middle of the floor or table. Each player takes turns removing one stick/straw from the pile. The challenge is to do so without moving any other stick in the pile. If the player is successful moving the stick, he/she receives another turn until he/she finally moves more than the one straw. If this happens, the next player takes a turn.

NIBS (MARBLES)

Materials: Large and small marbles. Outside - Play on hard dirt surface. Inside – Two yarn circles; play on carpeted surface.

Place large yarn circle on floor. Center smaller yarn circle inside the larger circle and place several smaller nibs (marbles) in the smaller circle. Players crouch outside the circles and take turns flicking a large marble (shooter) into the circle. The goal is to knock other marbles out of the circle. Each player "keeps" the marbles he knocks out of the inside circle. The player with the most marbles at the end of the game is the winner.   (Note: Children often played nibs for "keepsies" which meant you got to keep the other players marbles if you knocked them out of the circle.
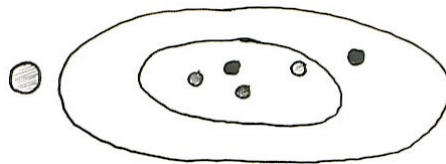
TABOO

Select a student to be "It." The other students secretly decide on a letter that will be taboo (forbidden) in the game. The other players ask "It" questions that might force him or her to use the forbidden letter. For example, if the taboo letter were S, one player might ask, "What can you do in math class?" If "It" says "Subtract," he would have used the forbidden letter. If "It" answered "Multiply," he would not have used the forbidden letter.
The next player asks a new question but the forbidden letter remains the same. Questioning continues until "It" uses the taboo letter. The player who asks the question that forces "It" to say the forbidden letter becomes the new "It."

TWENTY QUESTIONS

One student is chosen to be "It." That student thinks of a person, place, or thing. The other players at the center try to guess who or what it is by asking questions that can be answered with "Yes" or "No." For example, "It" may be thinking of a pumpkin. The first guesser asks, "Is it an animal?" The answer would be no and the next guesser asks a question. If the next person asks, "Is it a thing?" the person who is it answers, "Yes." Any question that receives a "Yes" answer helps the guessers narrow their questions down. The game continues until someone guesses what "It" was thinking of or until twenty questions have been asked – whichever comes first. The student that guessed correctly gets to be the next "It." If no one guesses correctly before twenty questions have been asked, the current "It" gets another chance.

STICKBALL (FIELD HOCKEY)

Materials: 1 inch thick dowels or 1-by-1 boards (3 feet long) and soft ball such as a tennis or handmade ball. Game is played on field or large grassy area.

Divide group into two teams. Each player will have a stick. Boundaries/goals are drawn or marked for each team as well as a dividing line between the two teams' territories. Players use the sticks to move the ball towards the opposite goal line. When the ball crosses the line, that team earns a point. The goal is to make the most goals. The ball can only be touched by the stick. (Note: To make the game more authentic, look for tree branches similar in size to the 1" dowels. The ball can be made from yarn.)

Yesterday — Today — Tomorrow

Standards

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

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

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

Objective

- Students will compare and contrast life in 1919 to life today.
- Students will also make predictions about life in the year 2039.

Materials

- Yesterday-Today-Tomorrow Handout
- Notes and materials from Field Trip and Pre-Trip Activities
- Pencil

Procedures

1. Draw the chart on the board or project onto overhead screen.

2. Working as a whole class have students suggest answers for the chart.

3. Students should use what they learned at the Museum to fill in the "Yesterday" boxes.

4. As students brainstorm ideas for the "Tomorrow" boxes, have them explain why they think each item should go in the "Tomorrow" section.

Yesterday – Today – Tomorrow

Directions: Complete the graph using notes, information learned at the Beaches Museum, and research materials.

Year	Clothes	Food	Toys/Games	Conveniences	Home Styles
1919					
Today					
2039					

Army troops in a parade at 2nd Street North and Pablo Avenue.
The City Hall is the 2 story building on the left. (1946)

Supplemental Activities

NAME:_____　**DATE:**_____

U	A	O	D	W	P	C	W	F	S	W	S	T	G	I
X	K	M	U	E	S	U	M	N	B	I	X	N	X	P
H	Y	C	M	F	L	A	G	L	E	R	B	C	T	V
N	D	E	J	V	H	N	B	R	E	K	C	A	R	C
E	T	G	A	T	X	Z	S	O	L	U	S	J	U	M
P	R	P	O	N	T	E	V	E	D	R	A	M	Z	V
T	A	H	C	A	E	B	C	I	T	N	A	L	T	A
U	I	C	Y	P	A	B	L	O	B	E	A	C	H	N
N	N	K	J	U	S	D	R	A	U	G	E	F	I	L
E	C	B	P	A	L	M	V	A	L	L	E	Y	M	M
B	S	B	N	M	A	Y	P	O	R	T	U	K	X	Y
E	H	U	M	I	N	E	R	A	L	C	I	T	Y	G
A	C	N	T	Y	V	I	Z	C	V	E	Q	H	K	G
C	G	R	E	E	N	O	I	P	B	E	A	Q	H	O
H	U	V	G	V	Y	A	W	L	I	A	R	E	Z	I

Atlantic Beach　　　　　　Neptune Beach
Cracker　　　　　　　　　Palm Valley
Flagler　　　　　　　　　Pablo Beach
Lifeguards　　　　　　　Pioneer
Mayport　　　　　　　　Ponte Vedra
Mineral City　　　　　　Railway
Museum　　　　　　　　Train

Answer Key

NAME:_____ DATE:_____

U	A	O	D	W	P	C	W	F	S	W	S	T	G	I
X	K	M	U	S	E	U	M	N	B	I	X	N	X	P
H	Y	C	M	F	L	A	G	L	E	R	B	C	T	V
N	D	E	J	V	H	N	B	R	E	K	C	A	R	C
E	T	G	A	T	X	Z	S	O	L	U	S	J	U	M
P	R	P	O	N	T	E	V	E	D	R	A	M	Z	V
T	A	H	C	A	E	B	C	I	T	N	A	L	T	A
U	I	C	Y	P	A	B	L	O	B	E	A	C	H	N
N	N	K	J	U	S	D	R	A	U	G	E	F	I	L
E	C	B	P	A	L	M	V	A	L	L	E	Y	M	M
B	S	B	N	M	A	Y	P	O	R	T	U	K	X	Y
E	H	U	M	I	N	E	R	A	L	C	I	T	Y	G
A	C	N	T	Y	V	I	Z	C	V	E	Q	H	K	G
C	G	R	E	E	N	O	I	P	B	E	A	Q	H	O
H	U	V	G	V	Y	A	W	L	I	A	R	E	Z	I

Atlantic Beach	Neptune Beach
Cracker	Palm Valley
Flagler	Pablo Beach
Lifeguards	Pioneer
Mayport	Ponte Vedra
Mineral City	Railway
Museum	Train

Name the Train Parts!

Directions: Trace the words for each train part. Then color the train!
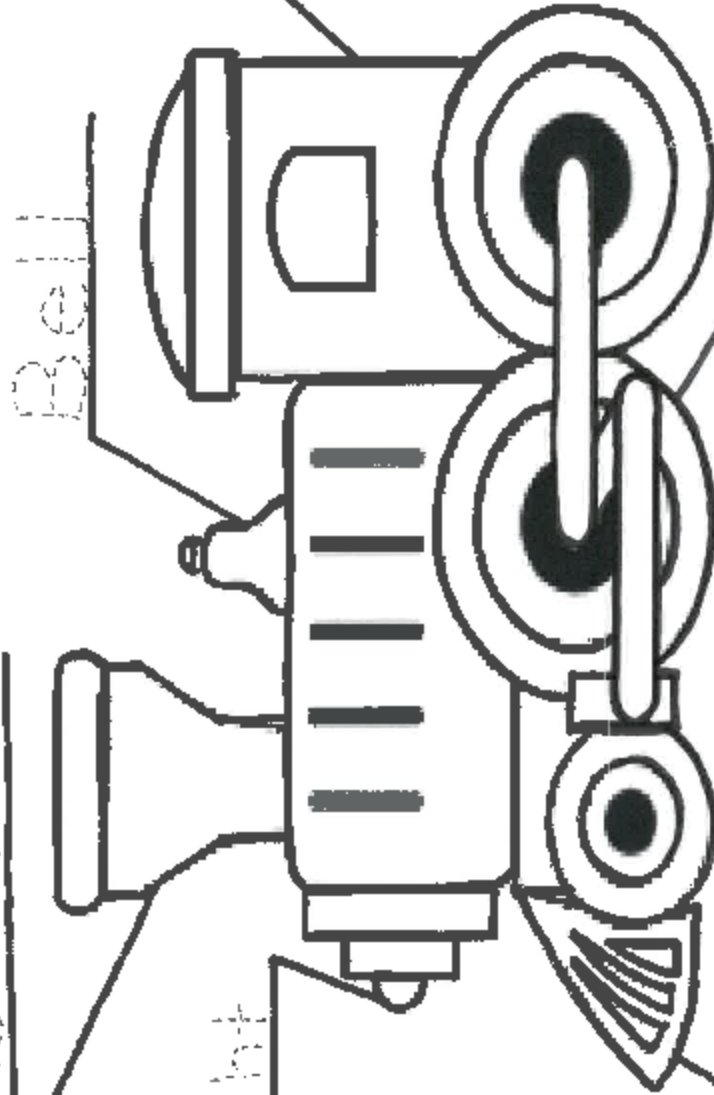
Smoke Stack

Bell

Light

Cab

Wheel

Cow Catcher

American Red Cross Volunteer Lifesaving Corps demonstrating artificial respiration.
(1925)

Teacher Resources

GLOSSARY

- <u>Annual</u>: a plant that germinates, grows, flowers, produces seed and dies in the course of a single growing season.
- <u>Ashcan</u>: ashes from the firebox where kept in here
- <u>Boiler:</u> water was boiled in here to create steam
- <u>Brakeman:</u> controlled the speed of the train
- <u>Butter mold:</u> used to create different shapes out of butter
- <u>Compost</u>: a mixture of decaying organic materials (such as kitchen scraps or plant materials) used for soil amending, fertilizing and mulching.
- <u>Conductor</u>: responsible for collecting tickets, signaling train for departure, maintaining order inside the train
- <u>Cultivate</u>: process of breaking up the soil surface, removing weeds and pre-paring for planting.
- <u>Engineer:</u> driver of the train
- <u>Fertilizer</u>: an organic or synthetic material added to the soil or the plant this is important for its nutrient value.
- <u>Firebox:</u> coal was burned in here to heat the boiler
- <u>Fire bucket:</u> filled with sand, used as a fire extinguisher by tossing the sand over the fire on board a train or on the tracks
- <u>Fireman:</u> responsible for signal lamps, water levels, coal fire that made the steam
- <u>Foreman:</u> responsible for making sure the tracks were clean
- <u>Icebox:</u> ice was kept in here to keep food cold
- <u>Organic gardening</u>: the practice of growing fruits, vegetables, flowers and other plants without the use of chemical or synthetic products.
- <u>Perennial</u>: a plant that grows and flowers for multiple years.
- <u>Platform:</u> the train stops here and passengers get on and off
- <u>Pollination</u>: the transfer of pollen from the stamen (male part of the flower) to the pistol (female part of the flower), which results in the formation of a seed.
- <u>Scrub board:</u> a board with ridges on which to scrub clothes clean
- <u>Seedling</u>: a plant that has just emerged from its seed with its first root, stem and leaves.
- <u>Signal lamp:</u> the lamp color told the engineer of the track was free, if he had to stop, or if he could go on
- <u>Ticket:</u> each passenger bought one to ride the train
- <u>Tracks:</u> the train rides on these two iron bars
- <u>Wardrobe:</u> storage place for clothes, shoes

- <u>Wash basin:</u> bowl in which water was kept to wash one's face, hands

Games Children Played
Background Information

Prior to the 20th century, most rural homes had few modern conveniences and children were expected to help with chores that were necessary in order to keep the household running smoothly. Tasks children helped with included bringing in and stacking wood, removing ashes from stoves, pumping and transporting water to the house, and helping with the laundry. These chores could take up a good portion of the child's day.

The toys children did play with were often designed to teach skills, instill values, and develop good social behavior as well as provide enjoyment. Mechanical toy banks taught the importance of saving and frugality while dolls encouraged young girls to take pleasure in the domestic role of being a mother. Additionally, outdoor games provided children opportunities to compete with peers, test strength and stamina, and use their imaginations.

By the early 20th century, the invention of electricity simplified life and made chores less time-consuming for children living in less rural settings.   Current thought was that children should have more time for play and minimum working age laws were enacted. As a result, toymakers began producing toys that were strictly for fun. These toys included Teddy Bears, toy drums, board games, card games, ten pin (miniature bowling) sets, paper dolls and paper soldiers, puzzle blocks, tea sets, marbles, jump ropes, toy guns, hoops, and Raggedy Ann and Andy dolls. Many store-bought toys had Boy Scout themes since scouting was very popular in the 1910s.

The convenience of electricity was not available to the Herschel Smith household and their Pablo Beach neighbors in 1919. However, the Smith daughters were probably afforded more time for play than Northeast Florida pioneer children of the previous century. Early 20th century children, with the exception of those from well-to-do families, did not own a large number of store-bought toys and games. Children often created toys from discarded household items. Florida's warmer year-round climate allowed children more time to enjoy playing outdoors.

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Dredging of the Intracoastal Waterway Canal in Palm Valley. (1916)

Evaluations

Field Trip Evaluation—Teacher

After your class visits the Beaches Museum , please complete and mail this form and forms from your students to the Museum. We value your opinions and comments.

Beaches Museum
381 Beach Blvd.
Jacksonville Beach, Florida 32250

Rate your field trip experience 4—Very Good   3—Good   2—Average   1—Poor
On the back of this page please provide any comments or suggestions.

1. The museum visit was a good learning experience for my class.
        4   3   2   1

2. The buildings and exhibits supplement historical material my students are learning in class.
        4   3   2   1

3. The historical information was suitable for the grade and age level of my students.
        4   3   2   1

4. The docent was knowledgeable and worked well with my students.
        4   3   2   1

5. The field trip activities were engaging for my students and suitable to their grade level.
        4   3   2   1

6. The pre-visit activities in the *Beaches Museum Curriculum Guide* helped prepare my students for their visit.
        4   3   2   1

7. The *Beaches Museum Curriculum Guide* is easy for teachers to use and provides helpful information and activities.
        4   3   2   1

8. Rate your overall experience with the Beaches Museum.
        4   3   2   1

Name_____School_____

Grade Level_____ School Email_____

Field Trip Evaluation—Student

Directions: After each statement circle the phrase that best expresses your opinion of your visit to the Beaches Museum. Answer each question with your opinion.

1. I learned new information about the history of the beaches.
        Yes   No

2. The docents were friendly, knowledgeable, and answered all my questions.
        Yes   No

3. What was one thing you learned in the Permanent Exhibit?_____
_____

4. What was one thing you learned about the Historic Buildings?_____
_____

5.   What was one thing you learned at the Heritage Garden?_____
_____

6. I enjoyed the different activities we completed during the field trip.
        Yes   No

7. What was your favorite activity during the field trip?_____
_____

Comments and Suggestions: In this section, tell us what you enjoyed doing at the Museum, what you did not enjoy doing at the Museum, and what you would like to do the next time you visit!

_____
_____
_____
_____
_____
_____
_____
_____
_____