

Three Communities, One Boca Raton

CONTENT / THEME : Florida History / People of Florida

GRADE: Fourth

TEXTBOOK CONNECTION:

Houghton Mifflin Social Studies Series: Florida Studies: Grade 4, Chapter 12, Core Lesson 2, pages 362-363.

Harcourt Brace Social Studies: Florida Edition (2002) Grade 4, Unit 5, Chapter 9, pages 354-356.

After reading about *Uniquely Florida*, *New Immigrants*, and *A Changing Population*, (*Customs & Cultures*) ask the students, “Did you know Boca Raton pioneers were a diverse group of people? What diverse groups of people do you think made up the Boca Raton pioneers?” Explore the answer with this lesson.

TIME: 1 class period

BENCHMARK CONNECTIONS:

- SS.A.1.2.1 understands how individuals, ideas, decisions, and events can influence history.
- SS.A.1.2.2 uses a variety of methods and resources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
- SS.A.6.2.1 understands reasons immigrants came to Florida and the contributions of immigrants to the state’s history.
- SS.A.6.2.4 understands the perspectives of diverse cultural, ethnic, and economic groups with regard to the past and current events in Florida’s history.
- SS.B.1.2.1 the student uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.

OBJECTIVES: The students will...

- identify the diverse communities of people that helped establish Boca Raton.
- recall key pioneers from each of Boca Raton’s first communities.
- compare and contrast historic sites on early and current maps of Boca Raton.

FCAT SKILLS PRACTISED:

- expository essay
- data analysis/probability

MATERIALS:

- Reading passage: *Three Communities, One Boca Raton* (Lexile Measure:820L)
- Student Activity sheet
- Map of Boca Raton - current

BACKGROUND INFORMATION & TEACHER PREPARATION:

- Read the following topics found in A Teacher's Guide to Boca Raton History:
 - Frank Chesebro (*People, 3*)
 - Alex Hughes (*People, 6*)
 - Joseph Sakai (*People, 11*)
 - Agriculture (*Industries, 1*)
- Read pages 22-23, 28-29, 34-35, 47, 52-53 from A Stroll Through Early Boca Raton from A - Z.
- Read the photo captions on pages 12-16 from Images of America: Boca Raton.
- Review the reading passage: *Three Communities, One Boca Raton* and make copies for students if desired.
- Review the Student Activity sheet and make copies for students.
- Incorporate the following vocabulary words into the weekly vocabulary list:
 - **commemorate** - to remember someone with honor
 - **community** - a group of people who live in the same area
 - **ethnic group** - people who share the same culture
 - **migrate** – to move from one place to another
 - **multicultural** - “of many cultures”
 - **plantation** – a huge farm where crops are grown by the workers who live there

CLASSROOM ACTIVITIES:

- Introduce the lesson by asking, “Did you know Boca Raton pioneers were a diverse group of people? What diverse groups of people do you think made up the Boca Raton pioneers?”
- Read the passage: *Three Communities, One Boca Raton*.
- Reread the quote in the passage about Alex Hughes referring to work as water for the soul. Explain the phrase what water for the soul means. Ask, “What do you think is the water for *your* soul” ?
- Distribute Student Activity sheet and guide students to completion.

REVIEW & APPLICATION OF LESSON:

- Identify the location of the three communities: Pearl City, Yamato Colony, and Boca Raton on a current map of Boca Raton. Use the following streets and landmarks as a guide:
 - West Camino Real and South Dixie Highway and west side of FEC (*Chesebro Homestead in Boca Raton*)

- Glades Road and Federal Highway and Dixie Highway (*Pearl City*)
 - Yamato Road (51st) and FEC Railway and I-95 (*Yamato Colony*)
- Ask the following questions:
- Do any of these 3 communities exist today? (*Pearl City only*)
 - If not, what is in its place today? (*stores, businesses, and homes sit on this former section of the Yamato Colony; a residential development, Camino Gardens, and stores sit on the former Chesebro Homestead.*)
 - Does Boca Raton commemorate any of these communities or early pioneers today? (*Yamato Road and Hughes Park. Pearl City is designated as an historic district*)
- Log onto the Pearl City on-line exhibit at www.bocahistory.org/exhibits/pearlcity

ASSESSMENT:

- Evaluate the students' Student Activity answers.
- Student Activity answers:
1. Any of the following titles depict the map: Boca Raton, Chesebro Map, Chesebro Homestead, Downtown Boca Raton
 2. **A.** Near today's downtown area
 3. **A.** north
 4. **D.** El Rio Canal
 5. **C.** Camino Real
 6. Yamato Colony
 7. **B.** south
 8. **A.** School
 9. Student's essay should explain what is their "water for the soul" and why. Use *Florida Writes!* as evaluation tool.

VISUAL ARTS EXTENSION: (*See Visual Arts Extensions section for materials and directions.*)

- **Draw a Portrait**
Students will create a self-portrait.