


## TEACHER GUIDE



RICHARD AND PAT  
JOHNSON  
PALM BEACH COUNTY  
HISTORY  
MUSEUM





Dear Teachers,

We are delighted to welcome you to celebrate the 125th anniversary of West Palm Beach. The city was incorporated in 1894 and, as a promising metropolitan city, grew from a small 'scrub' town into an alluring city for tourism and residents. To celebrate the 125th anniversary, the Historical Society of Palm Beach County has developed an exhibit in our Richard and Pat Johnson Palm Beach County History Museum to highlight many of the triumphs and trials that have made West Palm Beach what it is and continues to become. Using primary and secondary sources, the exhibit looks at the growth of West Palm Beach as neighborhoods began to develop. The city expanded because of the diversity of people, businesses, and amusements. This exhibit describes how West Palm Beach grew into a metropolis where people live, work, and play in paradise.

The Richard and Pat Johnson Palm Beach County History Museum's Teacher Guide in combination with ongoing teacher workshops and field trips to its permanent and temporary exhibitions, will help you structure learning experiences that correspond to the Florida Sunshine State Standards. This guide provides a framework to prepare you and your students for a visit to the exhibit. The material will introduce key concepts, themes, and paradigms.

This Teacher Guide to *Becoming West Palm Beach 1894-2019: Celebrating 125 Years* was produced by the Richard and Pat Johnson Palm Beach County History Museum with support from the Historical Society of Palm Beach County.

We look forward to your visit. If you have any questions, please feel free to contact us with any questions.

Sincerely,

Casey Lipschutz  
Education Coordinator  
Historical Society of Palm Beach County  
Tel: 561-832-4164 ext. 109  
e-mail: clipschutz@hspbc.org

# TABLE OF CONTENTS

How to Use this Guide.....	4
Teaching from Images and Artifacts.....	5
Florida State Standards.....	6
Lesson Plans.....	7-24
Mathematics.....	7-11
Social Studies.....	12-24
Language Arts.....	25-26
Additional Worksheets.....	27-28
HSPBC Additional Programming.....	29



## HOW TO USE THIS GUIDE



Featuring images from the archives of the Historical Society of Palm Beach County that reflect the history and culture of the area, this guide is designed to be adapted by educators teaching 4th grade. While classroom teachers frequently teach similar content to their students, each educator has a unique approach to engaging his or her learners. There are multiple objectives in using this teacher's guide; 1) to encourage students to ask critical questions when investigating new themes and concepts; 2) to engage students in learning experiences to pique their curiosity and interest; and 3) to enhance the ways in which learners take charge of their own learning experiences. We hope that this material will support dynamic learning in your classroom and help your students draw parallels with subjects they are already studying.

Each lesson plan contains questions, tasks, and content that fuels discussions, and related activities and projects for students to continue learning. There are different types of questions to help students decode what they see and tie in threads of background information to the objects or images. You might ask these questions before or after students discuss what they see in the images. Furthermore, you can select the content from this guide that you feel suits *your* class.

Whether you are in the museum or your own classroom, we are confident that you will find new ways to integrate the history of Florida and Palm Beach County into your teaching to make it come to life for your students.



# TEACHING FROM IMAGES AND ARTIFACTS



Active learning occurs when visitors to the museum stretch their minds to interact with the information and experiences at hand. In museums, visitors are learning when they generate their own questions, reflect on their own ideas, seek out connections, and make judgments. Research shows that students retain knowledge longer, have a deeper understanding of concepts, and form deeper impressions when they have the opportunity to actively engage with information, images, and artifacts. Museum collections stimulate powers of observation, interpretation and analysis. However, there are times when passive learning can be valuable. For example, when a visitor views an image or an artifact and is flooded with feelings, thoughts, and sensations. Here are a few strategies that can facilitate discussion, generate connections, and integrate new information.

- Ask students to look silently at the images and artifacts. This will give them time to generate ideas, questions, and impressions. Furthermore, this silent approach, while at first might be uncomfortable, teaches students the importance of silent reflection.
- Ask open-ended questions to create a space for various viewpoints. These type of questions also allow students to produce an expanded discourse instead of a brief answer, welcomes participation, and encourages to share ideas without fear of giving the wrong answer.
- Ask students to support their interpretations, observations, and impressions. This promotes and develops inductive and deductive reasoning, legitimizes their interpretations, and challenges them to draw from previously learned material.

# FLORIDA STATE STANDARDS



## LEARNING OBJECTIVES

### MATH

1. Florida State Standard MAFS.4.OA.1.3  
Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.
2. Florida State Standard MAFS.4.MD.1.3  
Apply the area and perimeter formulas for rectangles in real world and mathematical problems.
3. Florida State Standard MAFS.4.MD.1.2  
Use the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals.

### SOCIAL STUDIES

1. Florida State Standard SS.4.FL.1.1  
People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.
2. Florida State Standard SS.4.A.6.3  
Describe the contributions of significant individuals to Florida.
3. Florida State Standard SS.4.C.1  
Foundations of Government, Law, and the American Political System.
4. Florida State Standards SS.4.G.1.4  
Interpret political and physical maps using map elements [ . . . title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude].

### LANGUAGE ARTS

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

# LESSON PLAN-MATHEMATICS

## LESSON MANAGEMENT PLAN

1. Cut out and distribute the May's newspaper clipping and ALDI flyer or display on a large format screen.
2. Have the students take a moment to visually inspect the newspaper clippings. This will allow them to generate ideas, impressions, and questions.
3. Ask the following questions:
  1. What are these?
  2. Where did they come from?
  3. What are the names of the shops?
  4. Can you find any phone numbers?
  5. Why is the phone number for May's only five digits?
  6. Where was May's located?
  7. What do these shops sell?
  8. Are the prices the same or different? Why?
  9. What is different about these two ads?
4. Review or introduce solving multi-step word problems with whole numbers. See tasks 1-3 on page 10.
5. Review or introduce area and perimeter formulas for rectangles in real world and math problems. See tasks 4-6 on page 10.
6. Review or introduce using the four operations to solve word problems involving distances, intervals of time, and money, including problems involving simple fractions or decimals. See tasks 7-8 on page 10.

### *Vocabulary*

*area*

*perimeter*

*dimension*

*whole number*

*fractions*

*decimals*





<p>MACARONI OR <b>SPAGHETTI</b>, 3 for . . 29c</p> <p>MUeller's 15c SIZE <b>MARSHMALLOWS</b>, 3 pkgs. 25c</p> <p>GOLD MEDAL 12-OZ. JAR <b>SALAD DRESSING</b> . . 17c</p> <p>DAIRY LEA <b>MILK</b>, 3 large cans . . 22c</p> <p>FANCY BLUE ROSE WHOLE GRAIN <b>RICE</b>, 6 lbs. . . . . 25c</p> <p><b>FLOUR</b>, Plain or Self Rising 6 lbs. 25c 12 lbs. 48c 24 lbs. 89c</p> <p><b>SNOWDRIFT</b>, 1 lb. can 19c</p> <p><b>WESSON OIL</b>, pint can 23c</p>	<p><b>FREE</b> 1 CEREAL SET With the purchase of <b>Whole Bran</b> 2 for 25c</p> <p><b>FREE</b> MEASURING DISH With the purchase of Kellogg's Whole <b>Wheat Biscuits</b> 2 for 25c</p> <p>Kellogg's <b>Corn Flakes</b> Individual Sample <b>FREE</b></p>	<p><b>SUGAR</b>, 5 lbs. . . . 18c WITH ANY \$1.00 ORDER</p> <p>MAXWELL HOUSE <b>COFFEE</b>, pound . . 29c</p> <p>SUNMAID <b>RAISINS</b>, 15 oz. pkg. . 9c</p> <p>Best Food <b>MAYONNAISE</b> 8 oz. jar 17c 1 pt. jar 33c</p> <p>T.B. FROM SUGAR CREEK CREAMERY <b>BUTTER</b>, pound . . . 32c</p> <p>FRESH FLORIDA <b>EGGS</b>, dozen . . . 25c</p> <p>WANDA, FACT <b>SOAP</b>, 3 cakes . . 25c 3 GLASSES FREE</p>
<p><b>Fruits and Vegetables</b></p> <p>BERBERG <b>Lettuce</b> . . . 17c</p> <p>NICE CRISP STALK <b>Celery</b> . . . . . 8c</p> <p><b>Cauliflower</b>, lb. 18c</p> <p>FRESH CUT <b>Spinach</b> . . . 10c</p> <p><b>BANANAS</b>, 5 lbs. . . . 23c</p> <p>MAINE 14 LBS. <b>Potatoes</b> . 24c</p> <p>NICE SIZE 2 DOZ. <b>Oranges</b> . . 29c</p> <p>FULL O' JUICE <b>Grapefruit</b> 25c</p> <p>EATING OR COOKING 5 LBS. <b>Apples</b> . . . 29c</p>	<p><b>FRESH MEATS</b></p> <p>WESTERN SIRLOIN OR T-BONE STEAK L.B. <b>Prime Beef</b> 18c</p> <p>SHOULDER CUT L.B. <b>Beef Roast</b> 15c</p> <p>ROAST OR CHOPS L.B. <b>Pork Loin</b> . 22c</p> <p>BROOKFIELD CREAM EACH <b>Cheese</b> . . . 10c PHILADELPHIA STYLE</p> <p>LEG L.B. <b>Lamb</b> . . . . 22c</p> <p>SWIFT PREMIUM L.B. <b>Bacon</b>, box 33c</p> <p>LONGHORN L.B. <b>Cheese</b> . . . 23c</p> <p>WHITE L.B. <b>Bacon</b> . . . 15c</p>	

Souvenirs For Children

# MAY'S GROCERIES

436 Northwood Avenue      FRESH MEATS AND VEGETABLES      Phone 2-3956

This clipping was featured in the Palm Beach Post on April 11, 1931. May's was having a 3-in-1 celebration for their fourth anniversary. They were located on 436 Northwood Avenue in West Palm Beach.



### THIS WEEK'S HOT DEALS!

**1.19**  
Each

Pineapple

~~WAS 5.29~~

**NOW 4.99**

**100% ORGANIC GRASS-FED 85/15 Ground Beef**  
1 lb.

**2.39**  
Per 2-Lb. Bag

Washington Honeycrisp Apples

**2.49**  
Per 3-Lb. Bag

California Cara Cara Oranges

**2.79**  
Per 2-Lb. Bag

Washington ORGANIC Pears

**2.99**  
Per 2-Lb. Pkg.

California Kiwi

**3.49**  
Per 16-oz. Pkg.

ORGANIC Spring Mix

**1.99**  
Each

Little Salad Bar Assorted Salad Kits  
11.3-13.6 oz.

**59¢**  
Each

Large Hass Avocados

~~WAS 1.89~~

**NOW 1.49**  
Per Lb. Limit 4

FRESH FAMILY PACK Chicken Breasts  
5-lb. avg. weight

Available Wednesday, Jan. 9

**1.79**  
Per Lb.

FRESH FAMILY PACK Chicken Wings  
4.5-lb. avg. weight

Available Wednesday, Jan. 9

**7.99**  
Per Lb. Limit 4

Great Range Bison FRESH Ground Bison  
16 oz.

Available Wednesday, Jan. 9

**7.99**  
Per Lb.

FRESH 100% ORGANIC GRASS-FED Chuck Roast

ALDI Shop differentli.

Prices Valid January 9-15

This clipping is from a January 2019 ALDI supermarket flyer. ALDI is the common brand of two German family-owned discount supermarket chains with over 10,000 stores in twenty countries, and an estimated combined turnover of more than \$55 billion. Based in Germany, the chain was founded by brothers Karl and Theo Albrecht in 1946 when they took over their mother's store in Essen. -Wikipedia

# LESSON PLAN-MATHEMATICS



## Task 1

Jack went to ALDI. He bought three pineapples, two avocados, and one bag of apples. How much did Jack spend in all? A) \$7.14 B) \$8.14 C) \$3.57

## Task 2

Jack is shopping at ALDI. He wants to buy the same number of pineapples for three of his friends. He has eight dollars and each pineapple costs \$1.19. What is the greatest number of pineapples that he can buy for each friend? A) 3 B) 1 C) 2

## Task 3

Jack wants to make apple pies. He bought a package of twenty-six apples. Each pie needs four apples. How many pies can Jack make? A) 7 B) 4 C) 6.5

## Task 4

The dimensions of the new bakery at May's will be twenty-five feet in length and twenty feet in width. What is the area of the new bakery? A) 50 B) 200 C) 500

## Task 5

The owner needs a rug with an area of 540 square feet. Select all the sizes of the rugs that he or she can choose. All dimensions are in feet. A) 9 X 60 B) 50 X 40 C) 90 X 6

## Task 6

The bakery at May's has a length of twelve feet and a perimeter of forty feet. What is the width, in feet, of the rectangle? A) 8 B) 12 C) 16

## Task 7

Three bags of marshmallows at May's costs 25 cents. You use a \$5.00 bill to buy six bags. How much change do you receive? A) \$4 B) \$4.25 C) \$4.50

## Task 8

You are baking cakes. You need  $\frac{1}{4}$  cup butter for each cake. One stick of butter is  $\frac{1}{2}$  cup. How many sticks do you need to make four pies? A) 1 B) 2 C) 3



# LESSON PLAN-MATHEMATICS-ANSWER KEY

## Task 1

Jack went to ALDI. He bought three pineapples, two avocados, and one bag of apples. How much did Jack spend in all? A) \$7.14 B) \$8.14 C) \$3.57

## Task 2

Jack is shopping at ALDI. He wants to buy the same number of pineapples for three of his friends. He has eight dollars and each pineapple costs \$1.19. What is the greatest number of pineapples that he can buy for each friend? A) 3 B) 1 C) 2

## Task 3

Jack wants to make apple pies. He bought a package of twenty-six apples. Each pie needs four apples. How many pies can Jack make? A) 7 B) 4 C) 6

## Task 4

The dimensions of the new bakery at May's will be twenty-five feet in length and twenty feet in width. What is the area of the new bakery? A) 50 B) 200 C) 500

## Task 5

The owner needs a rug with an area of 540 square feet. Select all the sizes of the rugs that he or she can choose. All dimensions are in feet. A) 9 X 60 B) 50 X 40 C) 90 X 6

## Task 6

The bakery at May's has a length of twelve feet and a perimeter of forty feet. What is the width, in feet, of the rectangle? A) 8 B) 12 C) 16

## Task 7

Three bags of marshmallows at May's costs 25 cents. You use a \$5.00 dollar bill to buy six bags. How much change do you receive? A) \$4 B) \$4.25 C) \$4.50

## Task 8

You are baking cakes. You need  $\frac{1}{4}$  cup butter for each cake. One stick of butter is  $\frac{1}{2}$  cup. How many sticks do you need to make four pies? A) 1 B) 2 C) 3

# LESSON PLAN-SOCIAL STUDIES

## LESSON MANAGEMENT PLAN

1. Have the students look at the images 1-18 on the following pages. This will allow for speculation and help them generate ideas, impressions, and questions. These images can be used to highlight growth, development, and technological change.

2. Ask the following questions:

1. What is development? Why is it important?
2. What is tourism? Why is it important?
3. Who protects your neighborhood?
4. Where do you go for medical help?
5. How did people travel in the past?
6. What is investment?
7. What is an entrepreneur?
8. How has technology changed?
9. What is diversity? Why is it important?
10. How did the railroad help the economy?
11. What are maps used for?
12. What are the elements of a map?

### Vocabulary

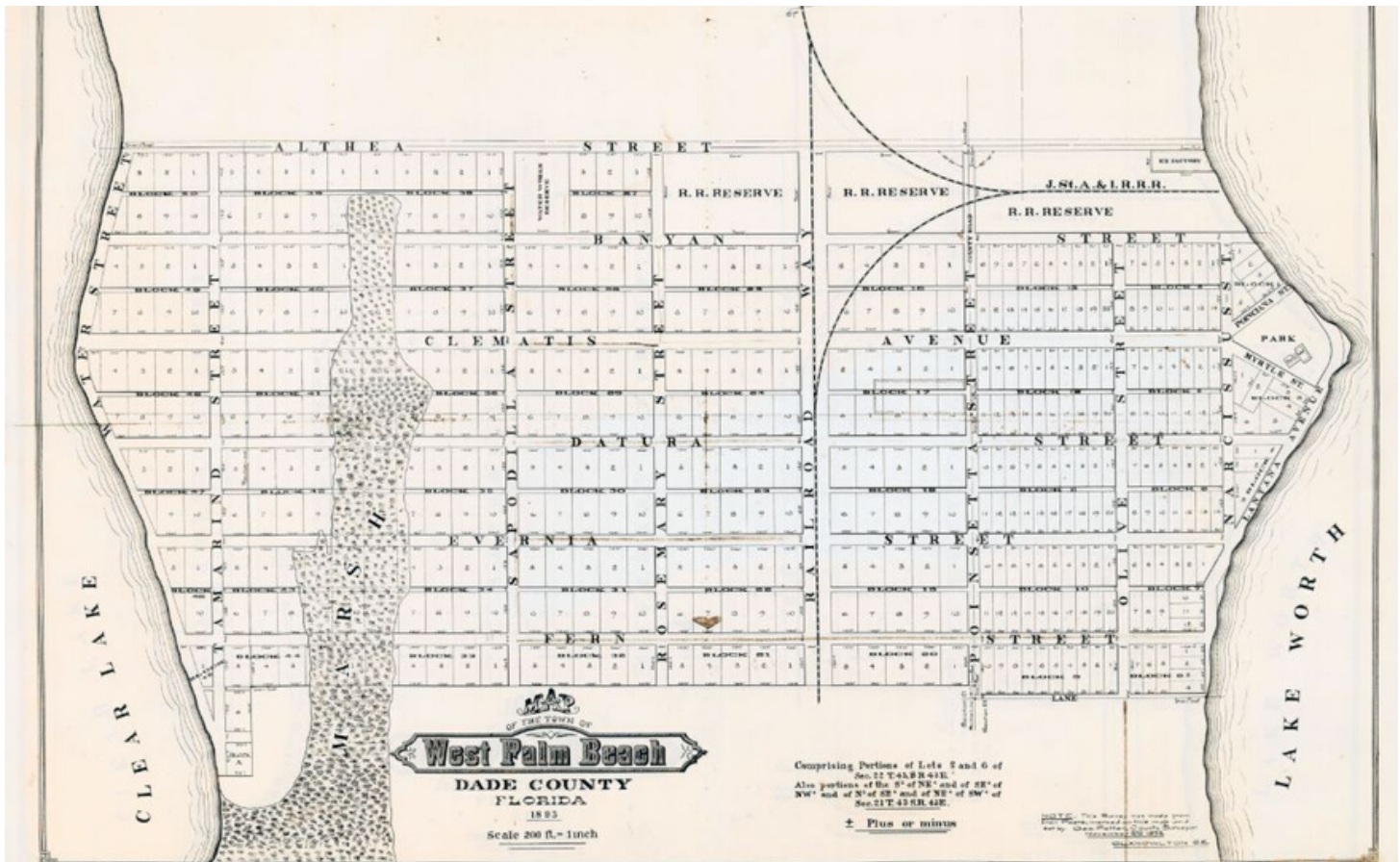
<i>tourism</i>	<i>legend</i>
<i>developer</i>	<i>compass</i>
<i>investment</i>	<i>grid system</i>
<i>entrepreneur</i>	<i>map scale</i>
<i>transportation</i>	<i>compass rose</i>
<i>urbanization</i>	<i>reference map</i>
<i>diversity</i>	
<i>cardinal directions</i>	

4. Have the students read excerpts from *Florida Studies* and *Palm Beach County History Online* and answer the reading comprehension questions.

5. Have the students look at the images on page 20 and 21. Students will read the excerpts from *Florida Studies* and answer the reading comprehension questions. The answers can be written down or answered orally. There are also optional writing activities that can be done in class or at home.

6. Introduce or review reference map, cardinal directions, grid system, legend, compass rose, and scale using the images on page 19. Before reading the poem on page 20, instruct the students to raise their hands or write down the cardinal directions as they hear them. Then have the students study the maps and work individually or in pairs to answer the questions on page 18.

7. Have students create their own city using a map that includes street names, public facilities, parks, shopping centers, and schools. The maps need to include a compass rose, map scale, and legend.



Map of West Palm Beach in 1893

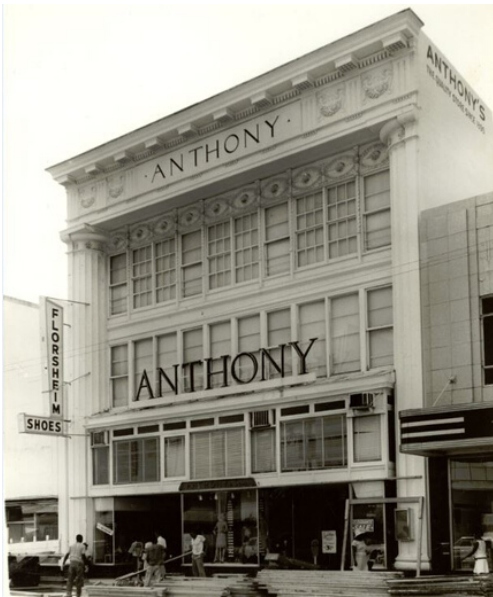


Henry Flagler



Celestial Railroad





Anthony's storefront 1950s



CityPlace 2000-2001



Pleasant City Elementary 3rd Grade



West Palm Beach firemen



Paul Dreher



Dreher Park



Police Prevention Unit

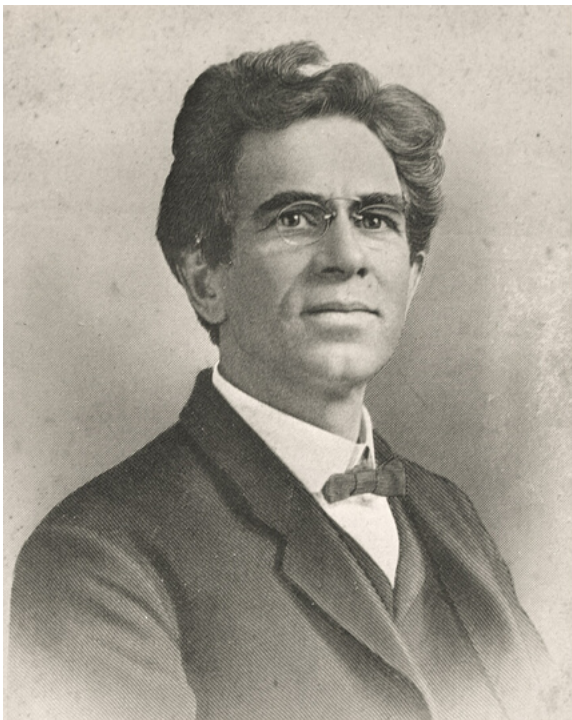




Pine Ridge Hospital



Carefree Theater



George Currie



Harlem Globetrotters at West Palm Beach  
Auditorium





dictaphone



National cash register



Rotary telephone



Dreher Coconut



Palm Beach County Courthouse





Celestial Railroad

## Railroads Improve Transportation

In the late 1800s, Floridians wanted better transportation. *Transportation* is the way people and goods are moved from one place to another. Florida's leaders knew they needed more railroads, but they had little money to build them. What they did have, however, was land.

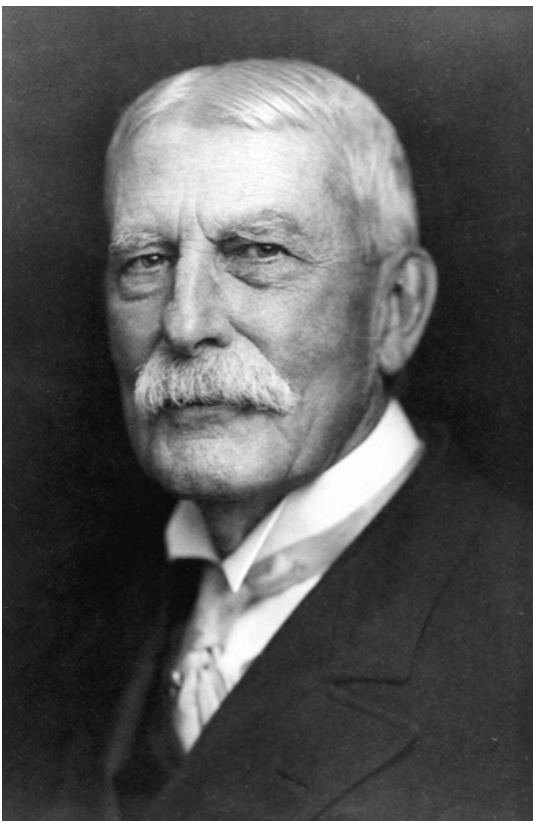
In 1881 Florida's government sold four million acres of land to a northern developer. A *developer* is a person who uses land to build houses, farms, and businesses. Some developers made investments to build railroads in the state. An *investment* is money a person puts into a business.

## Henry Flagler

More than any other entrepreneur of his time, Henry Flagler had a lasting effect on Florida. Flagler made a fortune in the oil business when he first came to Florida. He quickly realized how much money could be earned by bringing visitors to the state. Flagler built the Florida East Coast Railway along the Atlantic coast to help visitors get to Florida and to transport agricultural goods from Florida to Northern Markets.

## Reading Skills

1. What does a developer do?
2. What is an investment?
3. What was the name of the entrepreneur who built the Florida East Coast Railway?
4. Explain how new railroads created more tourism in Florida.



Henry Flagler



Anthony's Storefront 1950s



Pine Ridge Hospital

## The Growth of Cities

The *urbanization* of Florida began in the 1900s. Urbanization is the process of changing from a rural way of life to a city way of life. As Florida's businesses grew, more people came to work in and around Florida's cities. Certain cities now needed more houses, roads, schools, and hospitals. These cities needed workers to build these things. Larger cities also needed more police, firefighters, and government workers. As a result, more people came to the city to do these jobs. Now the cities needed even more houses, roads, and schools! The 1900s brought many new people to Florida. Retirees and immigrants chose to live in Florida cities for a variety of reasons. As cities grew, Florida became more *diverse* and urbanized.

## Reading Skills

1. What does urbanization mean?
2. What is the difference between urban and rural?
3. Why did more people come to work in developing areas?
4. Why do you think that business leaders want areas to grow?
5. How does a growing city become more diverse?  
Why is diversity important?

## Writing Task

You live in a city in Palm Beach County. Your friend is a resident of a different city in a different state. Write a letter and explain to your friend why he or she should move to your city.





Paul Dreher

## Paul Dreher

Paul Albert Dreher (1903-1993), known as the “Johnny Appleseed” of West Palm Beach, was born in Germany, where he earned a degree in horticulture. Dreher came to the United States and taught himself English using a dictionary. Dreher was hired by the City of West Palm Beach in 1932 for 25 cents per hour to “do something” with Flagler Park. Dreher changed the sandy site into an oasis. His other city projects included Currie and Phipps parks. He was quoted as saying, “Anything green that grows is good.” Dreher convinced the city in 1951 to buy 108 acres from the State of Florida for \$100.00. He spent ten years turning the swamp into a park by borrowing equipment, rescuing unwanted plants, and digging ponds, which he stocked with fish. Dreher also built a small red barn, where he put six farm animals he bought with \$18.00 of his own funds. This would eventually become the Palm Beach Zoo. The city renamed the area “Dreher Park” in 1957.



Dreher Park

## Reading Skills

1. Who was Paul Dreher?
2. How did he learn English?
3. How did Paul Dreher start the Palm Beach Zoo?
4. Why are parks important?

**Additional Activity:** Students can design a map of their own park with a zoo, playground, athletic fields, and parking lots.

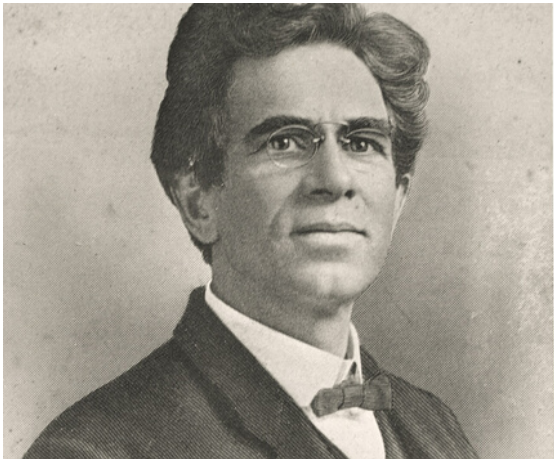


West Palm Beach firemen

## Jobs

Many of the features that make West Palm Beach a great place to live are provided by the city government. Think about your favorite park or the library, or knowing that professional firefighters are just around the corner

1. Why are firefighters important?
2. Is firefighting an easy or difficult job?
3. What is a firefighter salary?
4. What kind of equipment do firefighters use?
5. Do you want to be a firefighter?
6. What is the difference between a fire truck and a fire engine?



George Currie

George Graham Currie arrived in West Palm Beach in 1895. Currie created Bethesda Park and Pleasant City, an early neighborhood for African Americans. Currie was more than a developer. He was also a lawyer and was elected mayor of West Palm Beach in 1901. He also published more than a dozen books of poetry and music lyrics.

1. What does a developer do?
2. What does a lawyer do?
3. What does a mayor do?
4. Which of these three jobs do you think is the most difficult?
5. Which of these three jobs are you most interested in?



West Palm Beach motorcycle police officer

Police officers are in charge of maintaining order and keeping neighborhoods safe. Police officers can work for the city, county, state, or federal government. Day-to-day duties include helping at accident scenes, responding to robberies, and monitoring the roadways.

1. Is a police officers' job easy or difficult?
2. Why are police officers important?
3. What do police officer's wear?
4. What kinds of equipment do they use?

**Writing Activity:** Choose a job that you are interested in. Describe the job and explain why you are interested in it.





Mayor Clarence E. Anthony

## City Government

Florida cities have their own governments and public services. City governments make laws. They also enforce the laws. In all city governments, citizens elect people to represent them. A city council is a group of elected officials who decide how to run the city. The mayor leads city council meetings and represents the city at public events. The mayor may be elected by voters or chosen by the city council. Some cities hire a city manager to keep the city running smoothly.

1. In what way is a city council different from a city manager?
2. What is the most important responsibility of the city government?
3. What kind of laws do you think city councils might pass?
4. If you were mayor, what would you change in your city?



Voting 1985

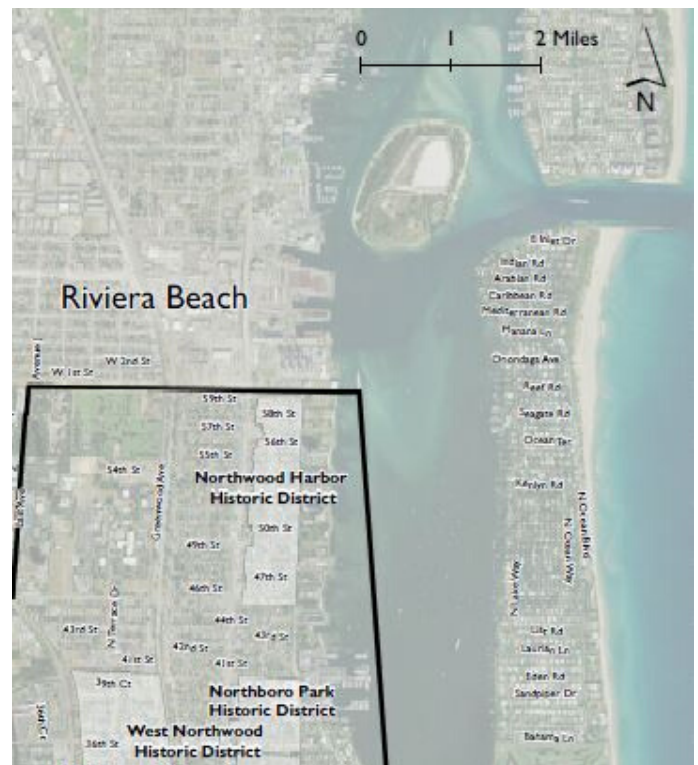
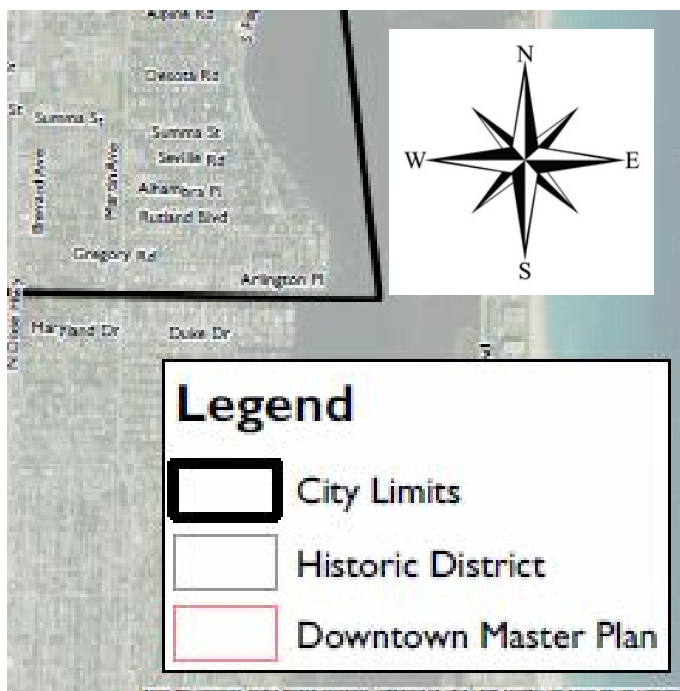
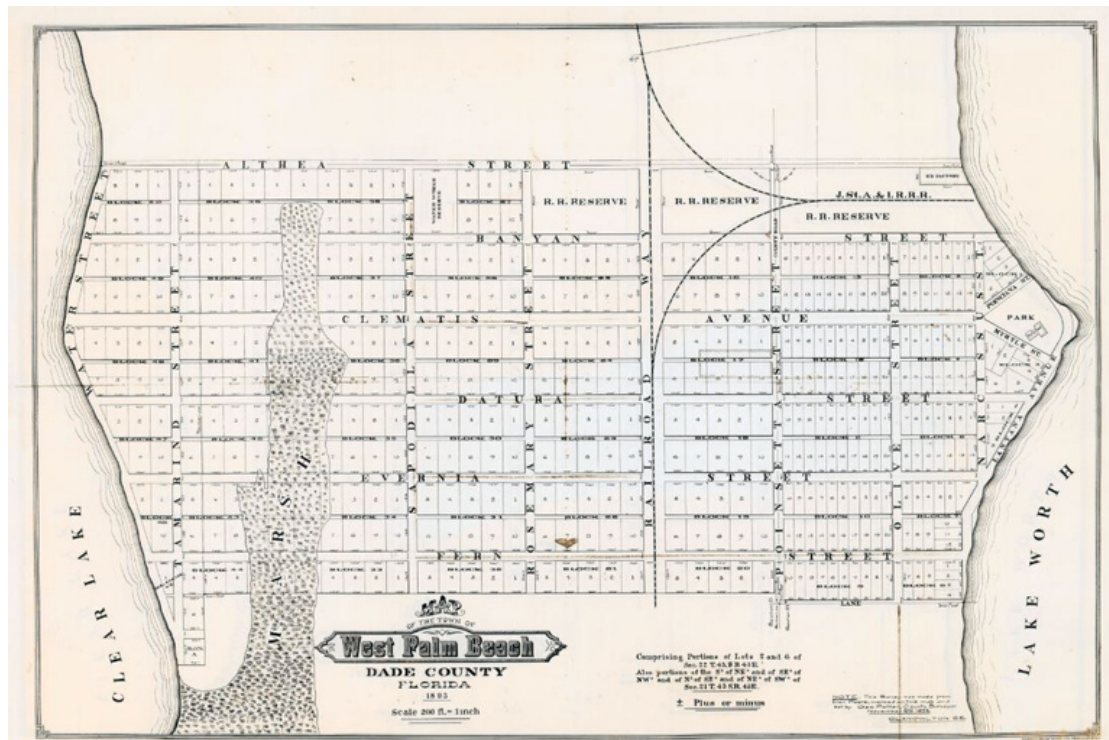
## Your Role in Government

Voting is one of the most important rights of citizens. Voting is also a citizen's most important responsibility. When the nation began, only white men could vote. Women, African Americans, and Native Americans worked for decades to win the right to vote. By voting for candidates who share their ideas, citizens from many groups have a say in how their government is run. Today, all citizens over eighteen have the right to vote. However, the candidate a citizen supports does not always win. In order to win, a candidate must receive the most votes.

1. Why is voting so important?
2. If you were in charge of an election, what are two things you would do to make sure that the results were fair?
3. Design an advertisement that reminds people of the importance of voting.



Voting Machine, ca 1950s





## *Geese on the Go*

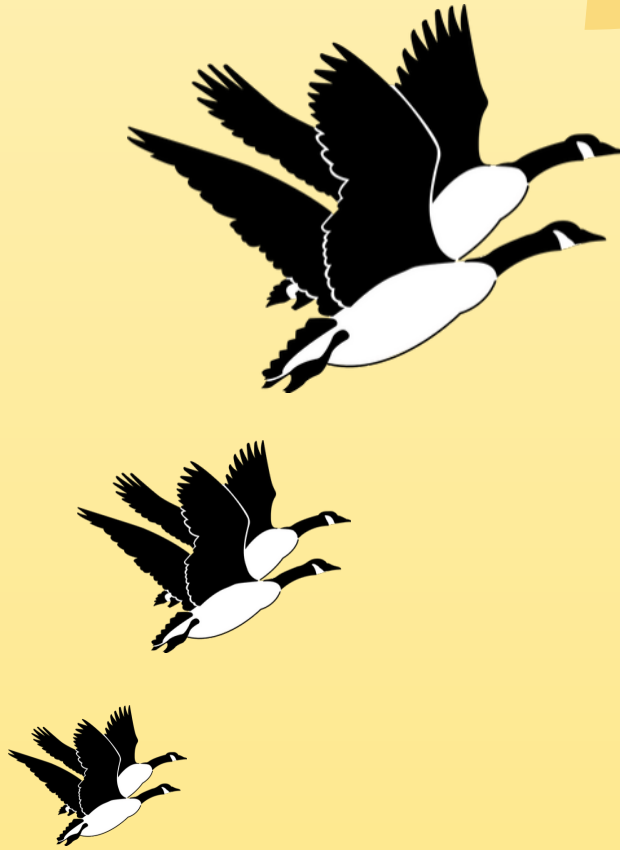
*Where do geese fly  
in the spring?  
The geese fly north  
when little birds sing.*

*Why don't the geese fly to  
the west?  
I'm not sure.  
What's your guess?*

*Do the geese fly east in  
the fall?  
No, the geese don't do  
that at all.*

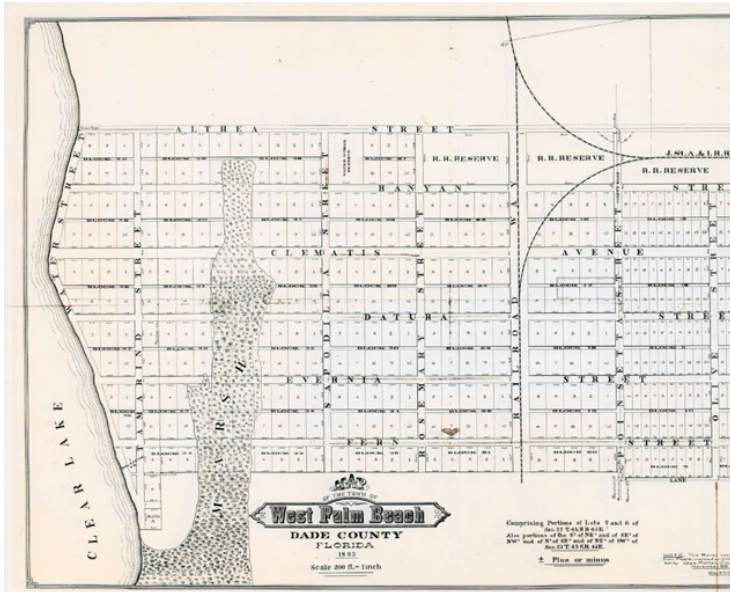
*Where do the geese fly  
when it snows?  
The geese head south  
when the cold wind blows.*

*National Geographic*

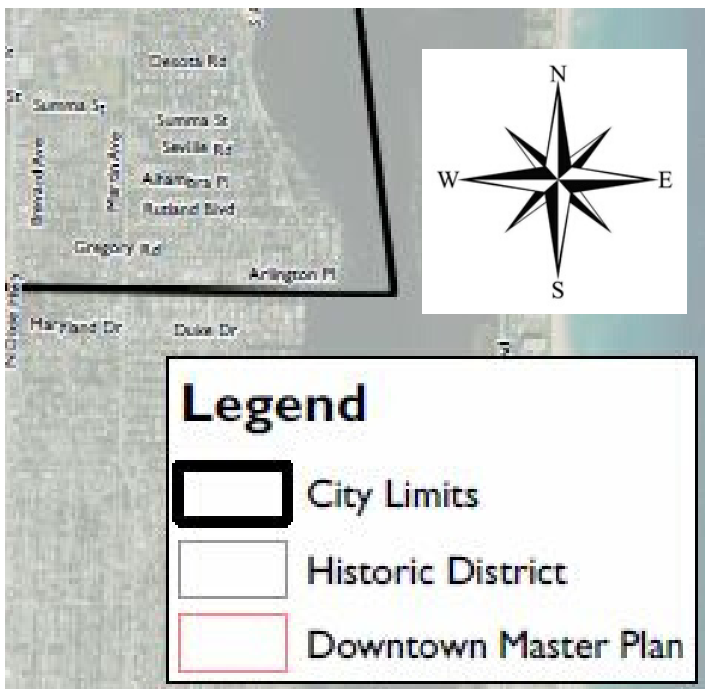


Before reading the poem aloud, instruct the students to raise their hands when they hear the cardinal directions. An alternative activity is to make copies of the poem, distribute, and have the students circle the *cardinal directions*.





1. The map on the left is an example of a reference map.  
True or False?
2. The map on the right shows the distribution of natural resources.  
True or False?



3. What are cardinal directions?  
A) north, south, east, and west  
B) latitude and longitude  
C) up, down, in, and out
4. What is a compass rose?  
A) a type of flower  
B) shows the orientation of the cardinal directions  
C) measures distance on a map



5. What does a map scale do?  
A) measures the depth of a river  
B) measures distance  
C) measures the length of a map

# LESSON PLAN-LANGUAGE ARTS

## PROCEDURE

1. Cut out and distribute George Graham Currie's poem "Keep Climbing" on page 26. Tell the students they will be learning strategies to help them appreciate poetry and learn to read poetry more effectively.
2. Ask the following questions before and/or after reading:
  1. What is a poem?
  2. What is the purpose of poetry?
  3. Have you ever written a poem?
  4. What do poets write about?
  5. What is a metaphor?
  6. What is a simile?
  7. What is the title of this poem?
  8. What do you think the poem is about?
  9. What is the mood of the poem?
  10. Can poems be funny? Can they rhyme? Can they tell a story?
3. Preview the poem and read it aloud at least two times. This helps to get the overall feel for the language, rhyme, and rhythm. Clarify any unknown words or phrases. Have students talk about their first impression. Introduce and discuss theme and how to make inferences about what the poet is trying to convey. Does it connect to anything in their lives?
4. Introduce the idea of free verse and generate ideas about topics to write about. Once a topic has been chosen, have the students write a poem individually or in pairs. Once the poems have been written, have students read the poems aloud.

### *Vocabulary*

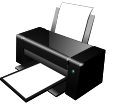
*metaphor*

*simile*

*mood*

*theme*

*inference*



## KEEP CLIMBING

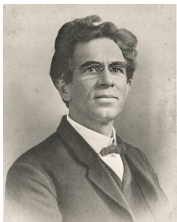
*Keep climbing ! keep climbing ! no quarter, my boy,  
Nor throw early hopes to the wind like a toy ;  
Take courage, nor falter ; keep pegging along ;  
With higher, up higher, forever your song.*

*Keep climbing ! keep climbing ! be never cast down,  
Though men who seem higher in scornfulness frown ;  
Just bob up serenely, nor ever look back,  
Their manners but prove them upon the wrong track.*

*Keep climbing ! keep climbing ! though weary and faint ;  
Keep upward and onward without a complaint ;  
Though friends from the pathway in idleness stray,  
Your motto and duty is "Climb while you may."*

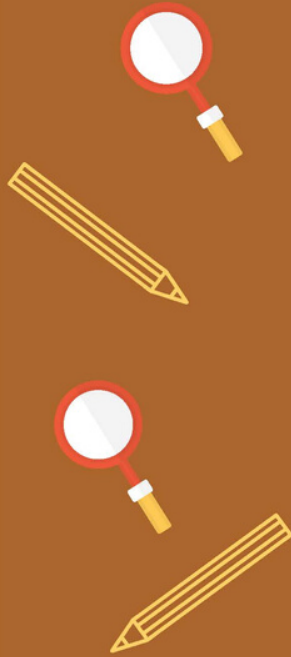
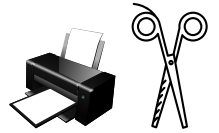
*Keep climbing ! keep climbing ! nor offer to stand,  
Or rest in the shadow of what you have planned ;  
The way may be rugged, the mountain be steep,  
But once on the summit you safely may sleep.*

*Keep climbing ! keep climbing ! make each movement tell,  
A thing that's worth doing is worth doing well ;  
The goal is above you, defeat is below,  
Keep climbing ! keep climbing ! to victory go.*



This poem was written by George Graham Currie. He was born in the Province of Quebec, Canada on June 6, 1867, and became a resident of West Palm Beach in 1895. He was a pioneer of the community, having established a bank, served as mayor, and developed residential property.





## Greetings, Teachers!

Do you know about our  
Mock Trials?  
Contact Rhonda at  
[rgordon@hspbc.org](mailto:rgordon@hspbc.org) to find  
out more.



RICHARD AND PAT  
JOHNSON  
PALM BEACH COUNTY  
HISTORY  
MUSEUM



Name

Date

## Museum Word Search!

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

**Can you find the words below in the  
grid above?**



BADGE



COCONUT



MENORAH



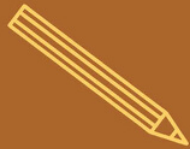
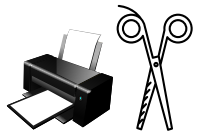
TELEPHONE



REGISTER



CAP



## Greetings, Teachers!

Do you know about our  
Traveling Trunks?  
Bring history into your  
classroom!  
Contact Casey at  
[clipschutz@hspbc.org](mailto:clipschutz@hspbc.org) to find  
out more.



RICHARD AND PAT  
**JOHNSON**  
PALM BEACH COUNTY  
**HISTORY  
MUSEUM**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Math at The Museum!

<b>WAGBONT OR</b> <b>SPAGHETTI, 3 for . . 29c</b> <b>MARSHMALLOWS, 3 pkgs. 25c</b> <b>GOLD MEDAL</b> <b>SALAD DRESSING . . 17c</b> <b>DAIRY F&amp;A</b> <b>MILK, 3 large cans . . 22c</b> <b>FANCY BLEND WHOLE GRAIN</b> <b>RICE, 6 lbs. . . . . 25c</b> <b>6 lbs. 25c 12 lbs. 48c 24 lbs. 89c</b> <b>SNOWDRIFT, 1 lb. can 19c</b> <b>WESSON OIL, pint can 23c</b>		<b>BUCKLE UP IN HERE</b> <b>FREE</b> <b>1 CEREAL SET</b> <b>With the purchase of</b> <b>Whole Bran</b> <b>2 for 25c</b> <b>FREE</b> <b>MEASURING DISH</b> <b>With the purchase of</b> <b>Kellogg's Whole</b> <b>Wheat Biscuits</b> <b>2 for 25c</b> <b>Kellogg's</b> <b>Corn Flakes</b> <b>Individual Sample</b> <b>FREE</b>	<b>SUGAR, 5 lbs. . . . 18c</b> <b>WITH ANY REG. ORDER</b> <b>MANVEL BROS.</b> <b>COFFEE, pound . . 29c</b> <b>SENWOLD</b> <b>RAISINS, 15 oz. pkg. . 9c</b> <b>Best Food MAYONNAISE</b> <b>8 oz. jar 17c 1 pt. jar 33c</b> <b>TUR. FROM SUGAR CREEK CREAMERY</b> <b>BUTTER, pound . . . 32c</b> <b>FROM FLORIDA</b> <b>EGGS, dozen . . . 25c</b> <b>WANDA, FACE</b> <b>SOAP, 3 cakes . . 25c</b> <b>3 GLASSER FREE</b>
<b>Fruits and Vegetables</b> <b>LETTUCE . . . 17c</b> <b>NEW CRISP STALK</b> <b>Celery . . . . . 8c</b> <b>Cauliflower, lb. 18c</b> <b>SPINACH . . . 10c</b> <b>BANANAS, 5 lbs. . . . 23c</b>	<b>POTATOES . . 24c</b> <b>NEW SIZE</b> <b>Oranges . . 29c</b> <b>FULL GROWN</b> <b>Grapefruit 25c</b> <b>EATING OR COOKING</b> <b>Apples . . . 29c</b> <b>PHILADELPHIA STYLE</b>	<b>FRESH MEATS</b> <b>WESTER. GROWN OR</b> <b>7-DAY STEAK . 1Lb.</b> <b>Prime Beef 18c</b> <b>SHOULDER CUT . 1Lb.</b> <b>Beef Roast 15c</b> <b>ROAST OR CHOP . 1Lb.</b> <b>Pork Loin . 22c</b> <b>BROOKFIELD CREAM</b> <b>Cheese . . . 10c</b> <b>1Lb.</b> <b>PHILADELPHIA STYLE</b>	

Souvenirs For Children

## MAY'S GROCERIES

436 Northwood Avenue    FRESH MEATS AND VEGETABLES    Phone 2-3956

## Use the ad above to answer the questions below!

1. How much change do you receive if you use a five dollar bill to pay for spinach, celery, rice, and eggs?
2. You bought eight grapefruits at half price. How much did you have to pay?
3. What is the total cost of three heads of lettuce, four bags of rice, and six bottles of salad dressing?
4. How many boxes of bacon can you buy for \$3.30?

1. \$4.32   2. \$1.00   3. \$2.53   4. 10





HISTORICAL SOCIETY  
of PALM BEACH COUNTY

# Educational Programming

from the Richard and Pat Johnson Palm Beach County History Museum



## Museum Tour (All tours are FREE)

Our docent-led tours introduce students to the history of Palm Beach County and the architectural elements of the neo-classical revival-style courthouse. Reservations required. Tours last about one-and-a-half hours.

Monday - Saturday

## Mock Trial and Tour

This tour combines a shortened tour of the galleries with a first-hand civics lesson that challenges students in advocacy, critical thinking, and working through life problems. Participants receive a script ahead of time for a case relevant to their world. This experience is exciting for students as they role-play as trial attorneys, witnesses, clerks, and bailiffs, while gaining a better understanding of law, court procedures, and our criminal and civil justice system. Advance preparation by students is required.

## Speakers and Reenactors

HSPBC Speakers open a window to our county's past.

1. **Adult Lectures by our Academic Team** offer a choice from a variety of history topics enhanced by PowerPoint presentations. (\$150)
2. **Adult Lectures by our Volunteer Docents** introduce the audience to the HSPBC and Johnson History Museum with a touch of county history, enhanced by PowerPoint presentations. (Donation suggested)
3. **Reenactors** visit schools as historic characters. (Free)

## Traveling Trunks

The Traveling Educational Trunk Program offers exciting classroom resources that meet Florida Sunshine State Standards. Trunks based on history themes contain activities and reproductions of artifacts to better understand Palm Beach County and Florida history. Teaching aids are also provided. Most trunks are designed for Grade 4 but can be adapted for other grade levels. The trunks are loaned for three weeks with no charge or deposit required.

## HSPBC Tabloids

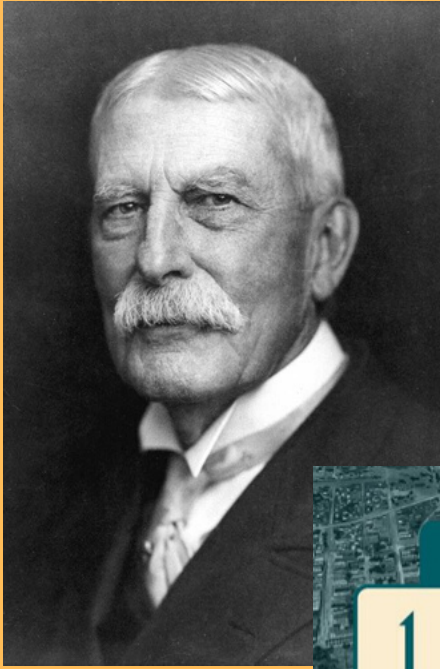
The Historical Society of Palm Beach County and the School District of Palm Beach County partner to provide a Florida History supplement to curriculum for Grade 4 according to Florida Sunshine State Standards. The tabloid-format newspaper covers the geography of Palm Beach County and Florida; Native Americans; the Colonial, Territorial, and Statehood periods in Florida; the Pioneer era, Flagler era, and pre-World War II to the present in Palm Beach County; and our diverse multicultural groups. A teacher's guide is available by request. The tabloids are distributed to Palm Beach County elementary schools. The HSPBC also makes it available to private and home schools on request.

## History Online

Our online resources are free and available 24/7. Palm Beach County History Online is another way we make history accessible, interesting, and meaningful. <http://www.pbchistoryonline.org/>

To schedule museum tours contact: Rhonda Gordon  
561-832-4164 ext. 110 or [rgordon@hspbc.org](mailto:rgordon@hspbc.org)  
300 North Dixie Hwy, West Palm Beach, FL 33401  
[www.hspbc.org](http://www.hspbc.org)





# TEACHER GUIDE



RICHARD AND PAT  
JOHNSON  
PALM BEACH COUNTY  
HISTORY  
MUSEUM