

# OLD DAVIE SCHOOL

MUSEUM & EVENT VENUE

## *Curriculum Guide*

*Kindergarten through 5th Grade*



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

**- C.A. Walsh, May 1918 Schoolhouse Dedication Ceremony**



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# Mission Statement

*Old Davie School enriches the community as a timeless destination linking our past, present, and future.*

*PAST:* ... by preserving the history of Davie and western Broward and engaging a variety of audiences through exhibits, programming, and field trips.

*PRESENT:* ... by offering a venue for creating memories through social events, workshops and classes, event rentals, and other educational experiences.

*FUTURE:* ... by seizing opportunities for growth and change to reflect the ever-evolving community of South Florida.

## Basic Information

**Address:** 6650 Griffin Road – Davie, Florida 33314

**Phone Number:** 954-797-1044

**Hours:**

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

**Website:** [www.olddavieschool.org](http://www.olddavieschool.org)

**Social Media:**

Facebook - [facebook.com/OldDavieSchool](https://facebook.com/OldDavieSchool)  
Instagram - [instagram.com/OldDavieSchool](https://instagram.com/OldDavieSchool)  
Pinterest - [pinterest.com/OldDavieSchool](https://pinterest.com/OldDavieSchool)

## Admission Fees

**Self Guided Museum Tours -**

- Adults: \$10
- Children under 12 & Seniors 65+: \$7

**Guided Tours (by appointment only) -**

- \$15 per person

**Step-Back-in-Time School Program**

- Students: \$10
- 1 chaperone per 10 students required & admitted at no charge
- Additional Chaperones: \$8







Dear Valued Educators,

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

This curriculum guide serves as a tool to prepare your students for a visit to the Museum, with lesson plans and activities that introduce the new concepts and themes they will encounter. There are also opportunities to reinforce these ideas in the classroom and at home after the visit.

Additionally, we would like to invite teachers to visit the site before your class trip to better acquaint yourselves with the exhibits and buildings on our campus. These site visits are offered at no cost and by appointment only.

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

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

*Old Davie School Staff*

Blanche Collins Forman (pictured here holding an alligator caught in her chicken coop!) and her husband, Hamilton, arrived in the Everglades in 1910, becoming the first lock tenders on the North New River Canal and opening Broward County's first dairy in 1917.



# Guidelines for Teachers & Chaperones

- **Pre-Visit:** Teachers are invited to visit at no cost before the field trip to familiarize themselves with the Museum, available Tuesday-Saturday from 10am-4pm by appointment.
- **Chaperone Requirement:** One chaperone per ten students is required, with one teacher and one chaperone per class receiving complimentary admission. Support staff (including paraprofessionals, instructional assistants, RBTs, etc.) are also complimentary.
- **Lunch:** The program runs continuously for 2 hours. If the field trip interrupts your regularly scheduled lunch time, we recommend a snack before the program. --OR-- enjoy lunch when you arrive before the program, shifting the program start time from 10am to 10:30am till 12:30pm.
  - Please pack lunches together by class in a bag, box, or cooler if you would like to store them in the museum during the program.
  - Picnic tables are available at the front of the school shaded by a large tree. The Chickee Hut and Amphitheater area are also available and do not have tables.
- **Group Management:** Students will rotate through four activities in groups of no more than 25, with at least 2 chaperones. Groups should be pre-determined.
  - Teachers and chaperones must stay with their groups and provide supervision as docents lead the activities.
- **Cell Phone Policy:** Cell phones should remain silent and away during the program.
- **Nametags:** Students are recommended to wear visible nametags for easier interaction with docents.
- **Photography:** Taking photographs is an exciting part of the visit, but please be mindful during the program and encourage the students to listen first.
- **Feedback:** Fill out and return the evaluation and student survey included in the guidebook to help improve future programs.
- **Guidelines Review:** Review “Guidelines for Students” with your class before the visit.



# Guidelines for Students

While visiting the Old Davie School, we ask students to use “Museum Hands!”

## But, *what ARE Museum Hands*?



If you have a question, a Museum Hand goes up in the air and waits for the leader to answer!

While visiting the exhibits, your Museum Hands stay to yourself. This is important to protect the artifacts we have to show you about pioneer life. With YOUR HELP in protecting the items, we will have the artifacts for a long time to come!

In the activities, your Museum Hands are hands-on AND helping hands! We will have certain items to touch and activities to join in, but make sure everyone has a spot to see and everyone gets a turn! Be sure to listen and be ready for the next direction!

While taking pictures is an exciting way to remember your visit, make sure that you are listening to the leader—that way you will be able to know what is in those pictures later!

Walking feet are also important—our floors are more than 100 years old! And remember to stay with your group at all times!



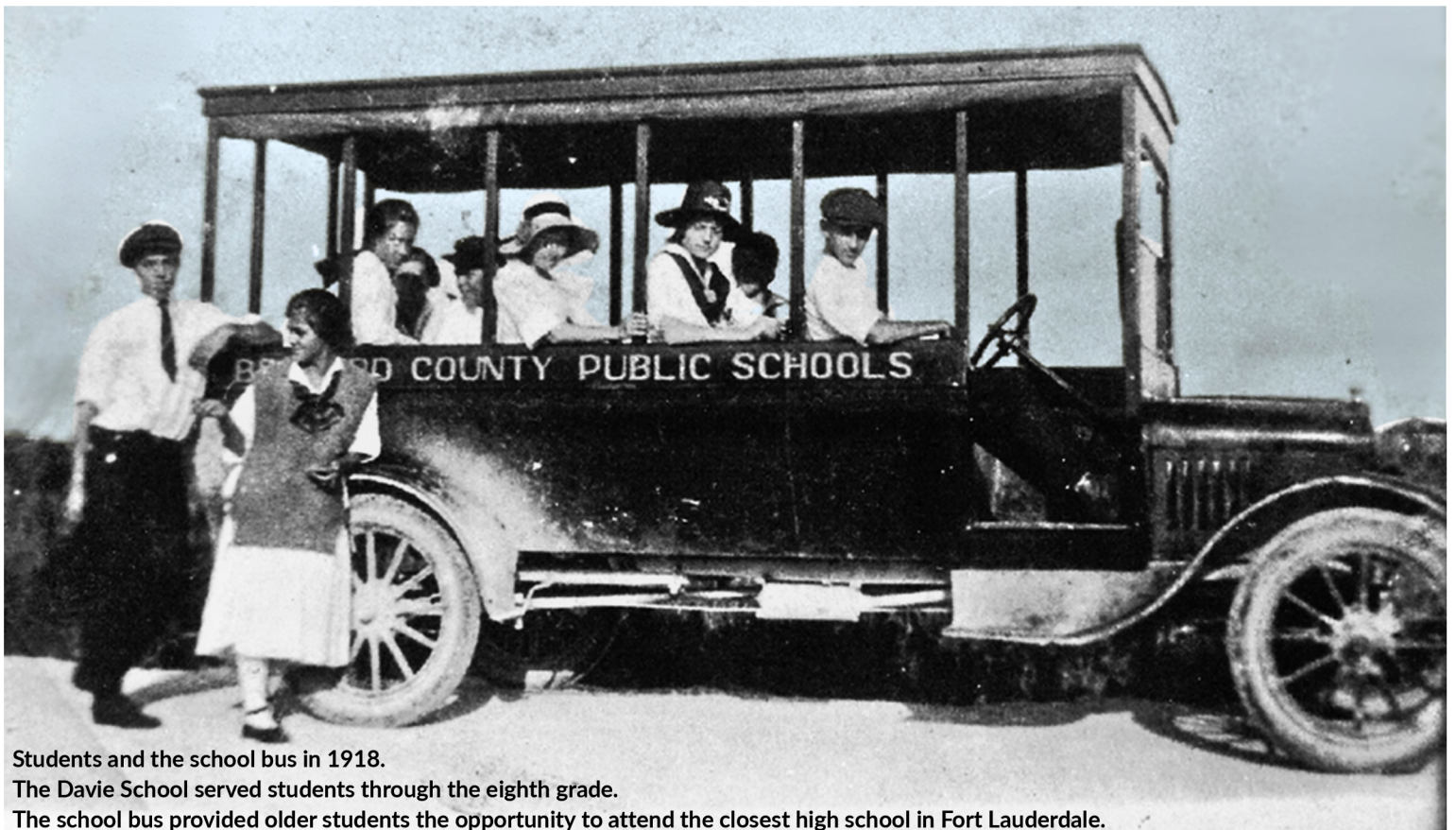
Davie Teens, 1918

# *Step Back in Time Program Information*

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This interactive program explores the lives of pioneers in frontier Florida during the early twentieth century. Through engaging with artifacts, examining photographs, and participating in hands-on activities, students will thoughtfully explore the influences and swift growth and transformation of western Broward County and the town of Davie.

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Students and the school bus in 1918.

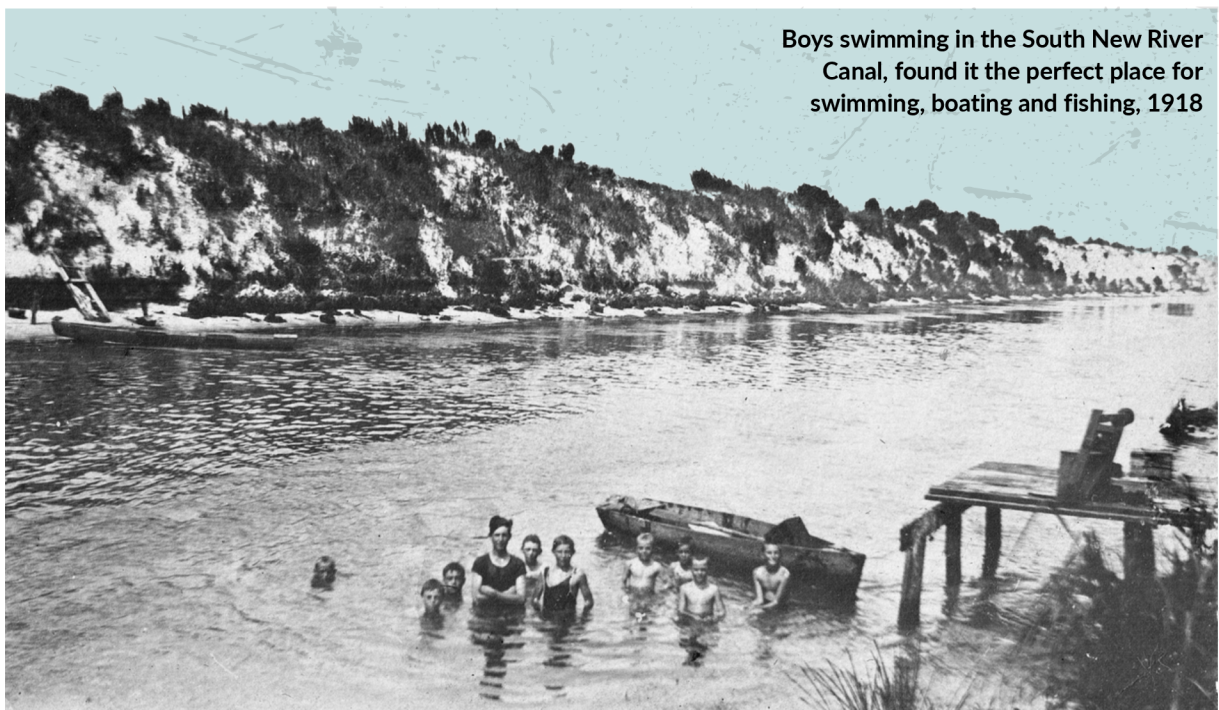
The Davie School served students through the eighth grade.

The school bus provided older students the opportunity to attend the closest high school in Fort Lauderdale.



# Themes

- *To explore the changing community and environment of western Broward County and the town of Davie from its natural foundations, to an agricultural economy, to the modern education hub of today.*
  - Students will experience firsthand elements of daily life in South Florida in the early twentieth century and compare/contrast to their own lives
  - Students will determine the consequences of the Everglades drainage projects by interpreting personal accounts, photographs, and artifacts
- *To encourage historical literacy and inspire historical empathy*
  - Students will use analytical skills to better understand the past and make connections using evidence (historical literacy)
  - Students will consider the different perspectives and backgrounds of the people and places of the past (historical empathy)
- *To actively participate in the museum experience*
  - Students will be introduced to “museum” skills, such as observing and interpreting photographs and properly handling (or not handling!) of artifacts
  - Students will make use of the museum resources to learn about the past during their visit, as well as utilizing the pre- and post- activities to reinforce the processes of critical thinking



# Step Back in Time Activities

*All students will experience the historic classroom, exhibit rooms, and 1909 Pioneer House during the program:*



## Classroom

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



## Exhibits

Take a walk through the history of western Broward!  
Through photographs, artifacts, and interactive activities, students will learn about life on the Everglades frontier!



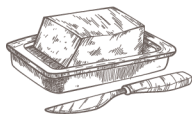
## 1909 Pioneer House

Experience life in the Davie frontier before modern conveniences!  
Visit the replica 1909 tar-paper house and help with the chores like washing laundry by hand!

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*The Fourth Activity may be selected from these options:*

*While we do our best to fulfill requests, activities are subject to change and cannot be guaranteed.*



## Butter Making

Making butter was an almost daily chore kids 100 years ago!  
Follow the steps and enjoy a delicious treat!

*Great for groups with 20 - 75 students;  
will include dairy/gluten allergens*



## Orange Juice

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



## Farm Animals

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

*Minimum of 60 students per day,  
subject to availability.*

# Rain Plans

- *In the event of light rain, activities will continue as usual! Please advise your students to bring an umbrella or rain jacket if rain is forecasted.*
- *In the event of inclement weather before and/or during the program, activities will be transitioned indoors. The Farm Animals activity may not be available in the event of heavy rains and lightning.*
- *If a severe weather alert or tropical watch/warning is in place and your school is required to cancel, the Old Davie School staff will work with you to reschedule a date!*

## Special Considerations for Student Needs

- The program does include music, ringing a school bell, and other loud noises.
- You are welcome to use the Library classroom on the first floor of the school as a quiet space.
- Activities can be modified to best assist students. Please let us know if there is anything in particular we can do to help!



# Standards

## Kindergarten & First Grade

*The activities in this guide can be used to meet the standards outlined by the Florida Social Studies Next Generation Sunshine State Standards.*

### Kindergarten

- **SS.K.A.1.1** : Develop an understanding of how to use and create a timeline
- **SS.K.A.1.2** : Develop an awareness of a primary source.
- **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.
- **SS.K.CG.2.5** : Recognize symbols that represent Florida.
- **SS.K.G.1.1** : Describe the relative location of people, places, and things by using positional words.
- **SS.K.G.3.1** : Identify basic landforms.
- **SS.K.G.3.2** : Identify basic bodies of water.
- **SS.K.G.3.3** : Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.

### First Grade

- **SS.1.A.1.1** : Develop an understanding 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.
- **SS.1.A.2.5** : Distinguish between historical fact and fiction using various materials.
- **SS.1.CG.2.5** : Recognize symbols and individuals that represent Florida.
- **SS.1.E.1.3** : Distinguish between examples of goods and services.
- **SS.1.G.1.1** : Use physical and political/cultural maps to locate places in Florida.
- **SS.1.G.1.6** : Describe how location, weather, and physical environment affect the way people live in our community.

# Standards

## Second & Third Grade

*The activities in this guide can be used to meet the standards outlined by the Florida Social Studies Next Generation Sunshine State Standards.*

### Second Grade

- **SS.2.A.1.1** : Examine primary and secondary sources.
- **SS.2.A.3.1** : Identify terms and designations of time sequence.
- **SS.2.CG.2.5** : Recognize symbols, individuals and documents that represent Florida.
- **SS.2.E.1.1** : Recognize that people make choices because of limited resources.
- **SS.2.G.1.1** : Use different types of maps (political, physical, and thematic) to identify map elements.

### Third Grade

- **SS.3.A.1.1** : Analyze primary and secondary sources.
- **SS.3.G.2.4** : Describe the physical features of the United States, Canada, Mexico, and the Caribbean.
- **SS.3.G.2.5** : Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.
- **SS.3.G.3.1** : Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- **SS.3.G.3.2** : Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.
- **SS.3.G.4.1** : Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.

# Standards Fourth & Fifth Grade

*The activities in this guide can be used to meet the standards outlined by the Florida Social Studies Next Generation Sunshine State Standards.*

## Fourth Grade

- **SS.4.A.1.1** : Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- **SS.4.A.4.2** : Describe pioneer life in 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.
- **SS.4.A.7.1** : Describe the causes and effects of the 1920's Florida land boom and bust.
- **SS.4.A.8.4** : Explain how tourism affects Florida's economy and growth.
- **SS.4.A.9.1** : Utilize timelines to sequence key events in Florida history.
- **SS.4.G.1.1** : Identify physical features of Florida.
- **SS.4.G.1.3** : Explain how weather impacts Florida.

## Fifth Grade

- **SS.5.A.1.1** : Use primary and secondary sources to understand history.
- **SS.5.CG.2.6** : Explain symbols and documents that represent the United States.

*If you have specific goals for your students, please share them with us!*

*We can customize activities to create an effective and productive program suitable for various ages and needs.*



# *Pre-Visit Activities*

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The following activities have been designed to introduce the ideas and themes students will encounter during their visit to the Old Davie School Historical Museum. Through the games, worksheets, and group discussions, students will become familiar with the names, vocabulary, and concepts that enables richer investigation and builds connections with the past.

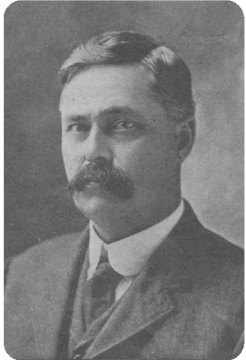
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The first Davie Rodeo was held as a part of the inaugural Orange Festival in 1941, celebrating the successful citrus and agricultural industries in Davie.



# People to Know



## Governor Napoleon Bonaparte Broward

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



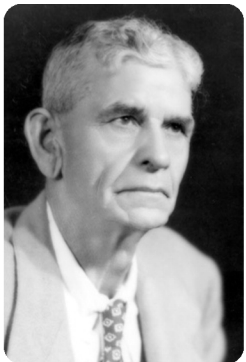
## R.P. Davie

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



## Blanche & Hamilton Forman

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



## Frank Stirling

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



## Althea Jenne

- Beloved teacher of the Davie School
- Moved from Indiana with her husband, Ray, in 1912
- Served as the first principal of the Davie School when it organized in the two-room wooden school house and taught until her retirement in 1946





# Growing Citrus

What is CITRUS?

*Citrus is a special group of fruits with a thick peel, juicy inside, and splits into pieces, like oranges, lemons, and grapefruits!*

*A long time ago, people wanted to grow citrus fruit trees in Davie!*

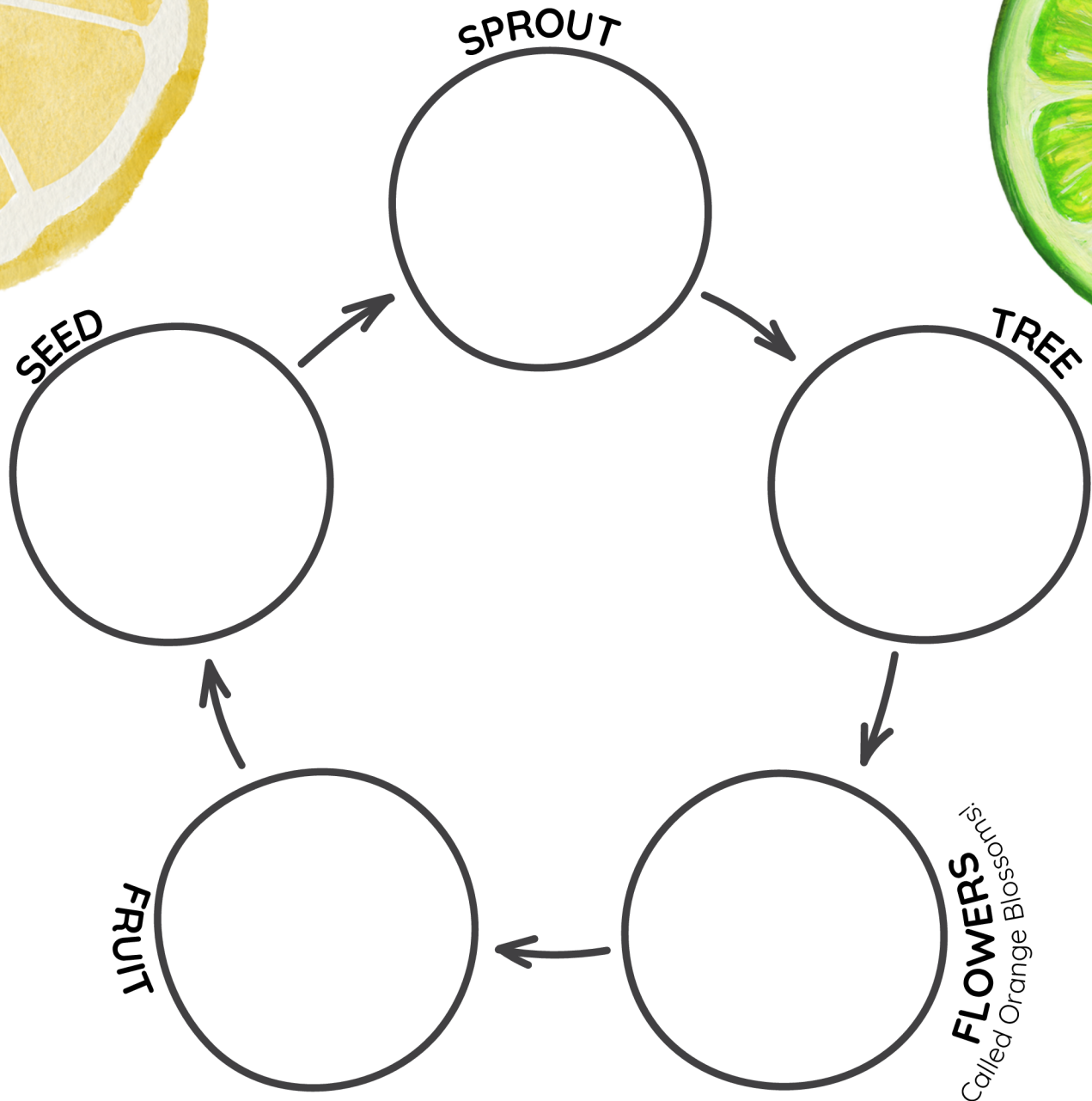
*What do plants need to grow? Circle THREE things plants need to grow!*



*Do you think the people who lived in Davie 100 years ago found all these things they needed on their new farm in the Everglades?*

# Life Cycle of Citrus Fruit

Complete the Life Cycle of Citrus Fruits by cutting out the pictures and gluing them in the correct order!





# Primary Source: Photograph



What is a primary source? A primary source is something like a picture, a letter, or an object that was made at the time when something happened. It helps us understand what it was like back then.

Cameras like this one were for sale in the Sears & Roebuck catalog in 1918 for as low as \$1.80 – or about \$40 in 2025! Photography became more available for everyone and could capture every day moments like this one.

Look at this picture. What do you see?



- What is the woman wearing?
- What chore is the woman doing?
- What chores do you help with at home?
- Can this picture tell you anything about how difficult life would have been in 1918?
- What materials were used to build her house?
- Is her house big or small?
- Why do you think her house is lifted above the ground?



# Primary Source



## More about this image:

- The photograph was taken in 1918 in Davie.
- The woman pictured is Martha Hill who moved from Calumet, Michigan with her brothers—Harry, Will, James and Thomas—and their families in 1911. The eldest brother, Harry Hill, purchased ten acres of land for himself and 10 acres for each of his siblings. They built two raised wooden houses, but a flood in 1912 caused them to load their furniture onto a barge and wait for the waters to recede in Fort Lauderdale. Disasters like this on the frontier were difficult and while Harry and Will's families returned to Michigan, Martha, James, and Thomas rebuilt their lives and raised their families in the Everglades frontier.



- Martha is washing laundry by scrubbing on a washboard and squeezing out the water by using the wringer (in yellow). Clothes would be hung on a clothesline to dry.
- Materials for the home—wood for the siding and tin for the roof—would be brought by boat down the canal and built on their farmland.
- The windows (in blue) of the home are screened to allow for airflow but kept out mosquitoes at night.
- The house is lifted to help prevent floodwaters from entering the home.
- There is a water pump to the left in the photograph (in red). Fresh water was available underground by building a well with a pitcher pump to retrieve the water.

# Old Davie School Vocabulary Word Search

Can you find these **bolded** words in the Word Search?

**PRIMARY SOURCE** work that gives firsthand information about an event or a time and is created at or around that event or time.

**CANAL** a channel that is dug across land so that water can flow from one place to another

**DREDGE** to scrape the bottom of a body of water to make it deeper or to find or catch something

**CLIMATE** the weather typical of a place over a long period of time

**EVERGLADES** a swampy grassland in southern Florida usually containing saw grass and covered by slowly moving water

**EXPERIMENTAL FARM** farm used to show what crops would grow best

**CITRUS** an acidic, juicy fruit such as an orange, a lemon or a grapefruit

**AGRICULTURE** the raising of crops and animals

**PIONEER** someone who is one of the first people to move to and live in a new area; a person who helps create or develop new ideas, methods, etc.

**GROVE** a group of trees growing or planted near one another

**FRONTIER** the far edge of a country, where few people live

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



Early Davie and the South New River Canal, 1911.

# KWL Chart

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

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

## What I Know

*Do you want to learn more about these things during your visit?*

## What I Want to Know

*These will be good questions to ask during your visit!*

## What I Learned

*Were your questions answered?*

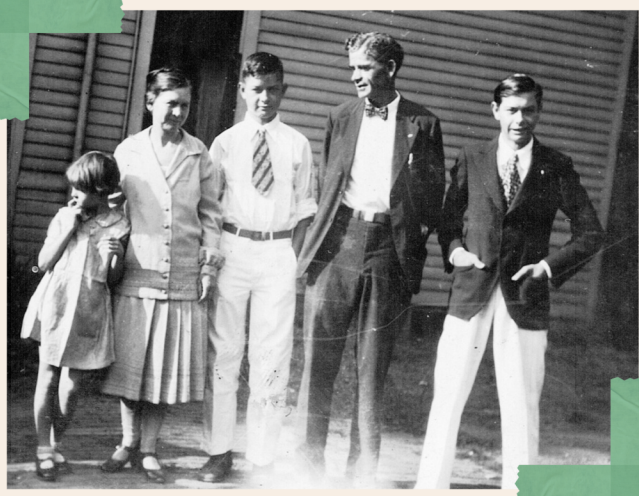
*Did you learn more about the items in your K column?*

*How can you learn more?*



# A Pioneer Story: The Stirling Family

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



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

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

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



The Stirling Home,  
built along a canal in 1924

The ground was rich black muck and most anything could be grown in it. Most all families in Davie had gardens and fruit trees and that was where most of our food came from. Many families had a cow and some chickens, so we had plenty of fresh milk, butter, and eggs. My brother, Hully, did a lot of hunting and would come home with deer, quail, and wild duck from the Everglades. We did not have to go far to go fishing because we had a canal in front of our home. We would fish from the canal banks with cane poles. For bait, we found worms just by turning over a few shovels of dirt.

We always loved living along side of the canal. We used it all the time for swimming as well as transportation. We kept a boat for our own recreation and the Seminole Indians would pole their canoes up and down the canal. They would use gigs to catch gar and frogs. When huckleberries were ripe, they would bring us berries and my mother would bake such delicious pies for us and for them.

We became good friends with some of the Indians, and my mother and Ivy Stranahan worked together in bringing Christianity into their lives. Many times my Indian girl friends and their brothers would come and spend all day.

We would play and go swimming in the canal, and in the evenings we would sit out on our front lawn and listen to my father tell stories. When he reached into his hip pocket, we knew he was going to play his harmonica for us and we could sing. We would chase fireflies. Another game we would play was to get into the canoes and try to pitch each other out into the water. The canoes were dugouts—very long, narrow and shallow. They were already easy to tip over, so we had to have very good balance just to get in.



A birthday party in Helen Stirling's front yard in about 1930. Standing in back is Ada Tiger and Bernice Stirling. From left to right in the front row is Audrey Hinson Stamfli, Betty Mae Tiger Jumper (who, in 1967, was elected the first and so far the only female chairperson of the Seminole Tribe of Florida), Helen Stirling Gill, Agnes Rocker, Howard Tiger, Missy Rocker behind Howard Tiger and standing on the right, Edelewisse Hinson Stamfli.

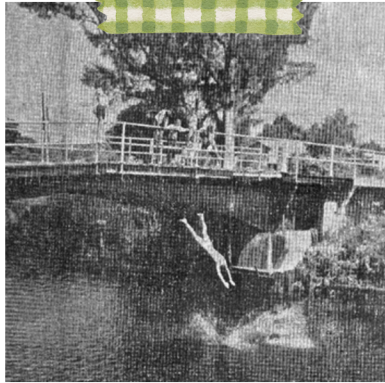


Seminoles traveling in a dugout canoe, 1912.





Kids swimming in canal, 1918.



Jumping into the canal  
from Davie Bridge, 1930s.



Boat traveling on the canal, 1930s.

The families in Davie worked hard, but we had good times too. The kids would meet at the old wooden bridge at the big canal, and jump off, and go swimming. Years later, my own sons would enjoy the same fun. We would get together for picnics with our neighbors and go to the beach for cook-outs.



Helen Stirling Gill on  
her wedding day, 1945

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

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





# Questions about A Pioneer Story: The Stirling Family

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

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

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2. How did the families in Davie get some of their food?

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3. What did the children do for fun?

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

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5. Were there any words you used context clues to understand?

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# My Journal

*Write about your day today! Be sure to include what you do to get ready in the morning, at school and before you go to bed at night. How do you think your day might be different if it were 100 years ago?*

A large, blank, lined area for writing, with a vertical pink margin line on the left side. The lines are light blue and spaced evenly. The background is a very light blue.

## Class Activity:

## How Do We Use Electricity?

**Lesson Objectives :**

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

**Vocabulary :**

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

**Materials :**

- Photograph of the Davie School in 1918 on the next page
- Paper/Whiteboard & Writing Utensil

**Procedure :**

**Step 1** — Introduce the concept of *electricity* as a tool we use to make life easier by turning the light-off in the classroom. You can always turn the lights back on for discussion!)

**Step 2** — Show students a picture of the Davie School in 1918 built before electricity was installed.

- Point out the tall windows that let in natural light for the classrooms. Now look around your classroom and discuss other things that use electricity. How might a classroom in 1918 be different? You may also want to point out that the large windows allowed fresh cool air to move into the classroom, because there would not have been air-conditioning!

**Step 3** — As a class or in small groups, make a T-Chart with the left column titled “Ways I Use Electricity” and the right column titled “Without Electricity, I Could...” - see the table sample below. Ask students to contribute ways they use electricity before, during and after school in the column on the left. These might include watching TV, video games, electric toothbrushes, dishwashers, laundry machines, microwaves, and many more!

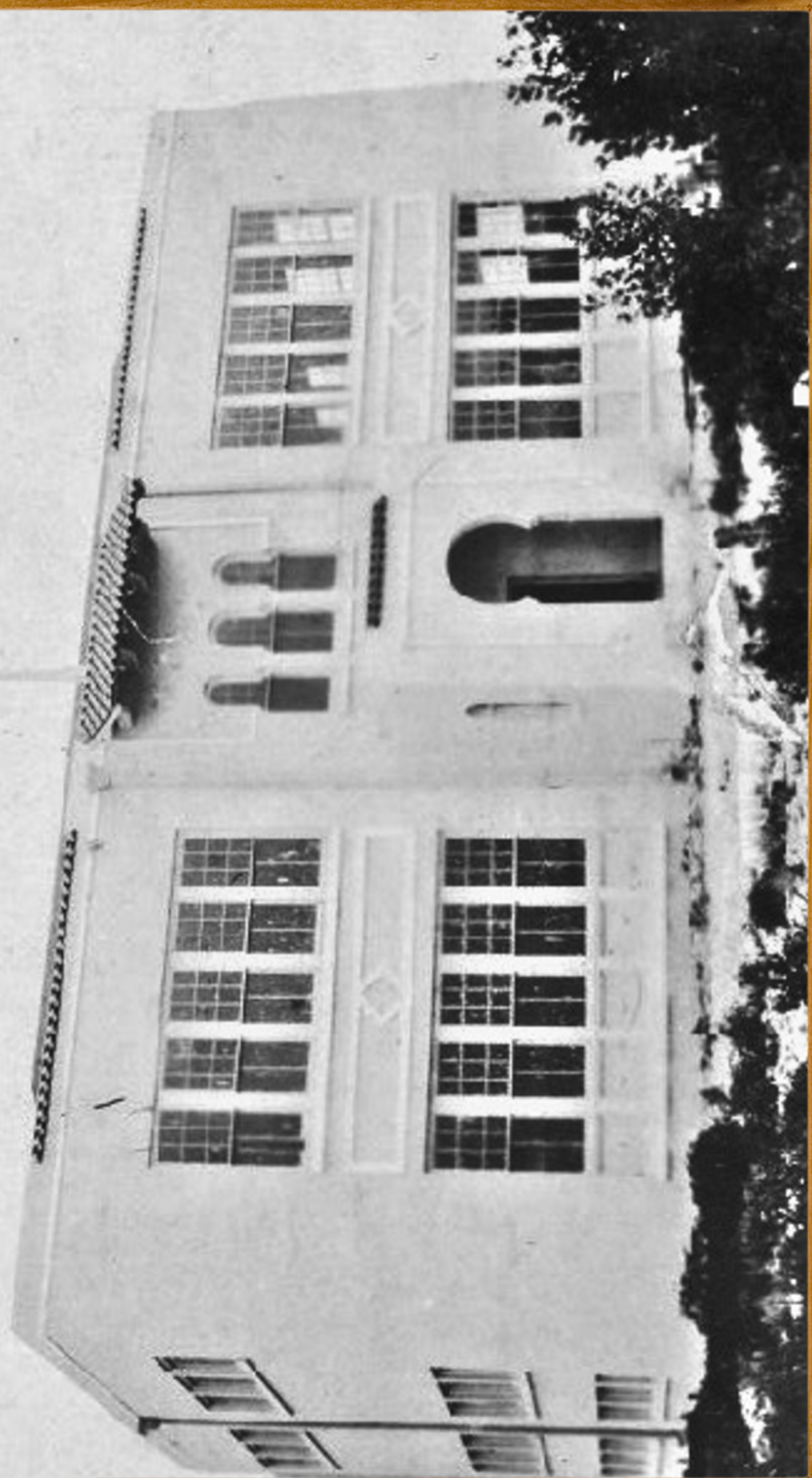
**Step 4** — Explain how electricity helps to simplify and complete certain tasks. Explain the idea of a *convenience*. Ask students how they might complete the activity in the left column and fill in the column on the right—instead of using a dishwasher, they can wash dishes by hand; instead of watching the television for news, they could read a newspaper (or for entertainment, read a book!). *Could each task be accomplished without electricity?*

	Ways I Use Electricity	Without Electricity, I Could...
Sample Chart:	FaceTime with family	write my family a letter!

**BONUS!**

Have students choose one of the activities without electricity to try for a day! Discuss how the activity may have changed their day.







# Animals in the Everglades

Pioneers encountered animals everyday in the Everglades frontier! Some of these animals lived on the farm and needed the farmers to care for them—*these are called DOMESTIC animals*. Other animals lived in the wild and took care of themselves—*these are called WILD animals*. As pioneers moved further into the Everglades, there was always a chance to cross paths with a wild animal!

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



# Wild or Domestic?

## Lesson Objectives :

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

## Vocabulary :

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

## Materials :

- Paper
- Crayons or Markers
- Tape

## Procedure :

**Step 1** — Ask students to draw a picture of an animal—maybe one they have seen on their way to school or their personal favorite.

**Step 2** — On your whiteboard, make a T-Chart with the left column titled “WILD” and the right column titled “FARM OR HOME.” (see example)

Sample Chart:

Wild	Farm or Home
	

**Step 3** — Invite your students one at a time to display their picture to the class and then choose where that animal lives—either jungle, desert, plains, ocean, lake or anywhere else in the WILD; or on a FARM or in the HOME. Tape the picture under the title. Continue with each student’s picture.

**Step 4** — Ask students what is different about the animals in the wild from the animals that live on the farm or home. These could include how they find the *resources* (food, water, shelter) they need to survive, how closely they live to or with people, or their role in their environment. *This can also be an opportunity to introduce the Venn Diagram and discuss what the animals have in common!*

**Step 5** — Discuss the term *domesticated*. Domestic animals live closely and depend on people to survive. They also perform “jobs” with humans—cows provide milk and beef; horses and mules pull wagons and can be used for transportation; house pets even have a job, like companionship or security! Some domesticated animals have *wild* cousins—dog and wolf; zebra and horse; cat and lion! Do any animals on your list have a wild or domesticated cousin? What jobs do your domesticated animals have on the farm or home? *This is also an opportunity to discuss how wild animals would not make good pets!*

## BONUS!

*Looking at the animals the students drew, determine if the students 100 years ago at the Davie School would have seen any of the wild animals on their way to school! Which are native to Florida? For animals on the farm, what were their chores to take care of them?*



Blanche Collins Forman  
tending to her chickens  
along the canal bank, 1910.



# *Post-Visit Activities*

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The following activities have been designed to reinforce the activities students participated during their visit to the Old Davie School.

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Dodge Bernarr Lowe and an unknown woman pose with an alligator hunted in the Everglades, with banana and elephant ear plants in the background. The Lowe family arrived in Davie from Indiana in 1911.



# Activity Prompts

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





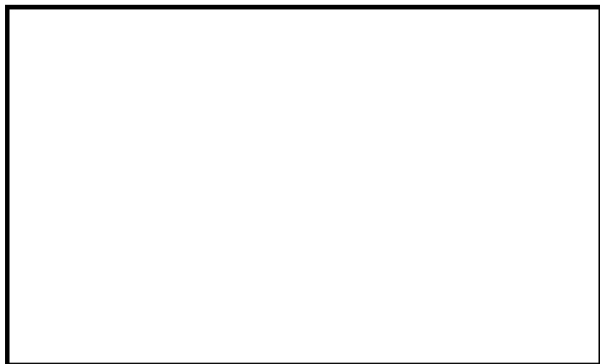
# Sequence of Events: Story of the Davie School

K - 2<sup>ND</sup> GRADE ACTIVITY

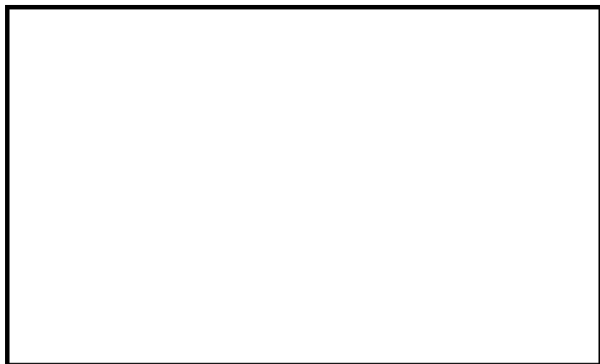
*Help tell the story! Cut out the pictures from the bottom of the page and paste them in the correct order!*



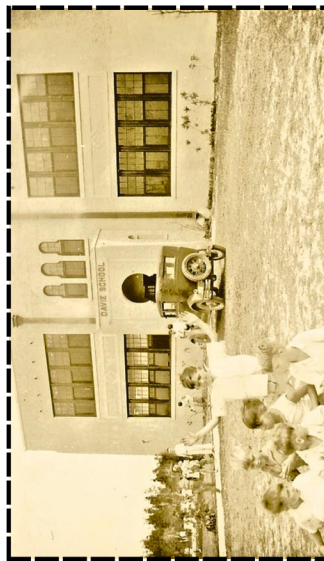
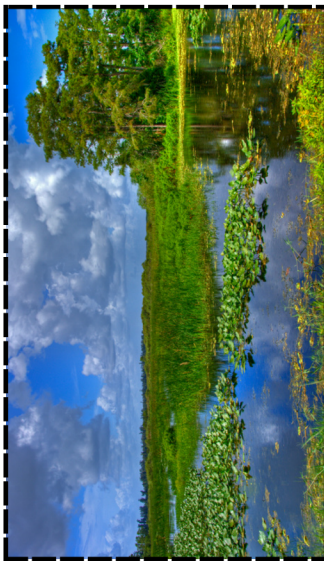
First, the Everglades were wetlands with slow moving water. It was home to many kinds of plants and animals.



Then, people dug canals so families could live and farm in the Everglades.



Last, the new farming families built the Davie School for their children in 1918.







# Remember When?

## Timeline of Davie History

*Things have changed in Davie over the last 100 years!*

*Cut out the boxes from the next page and paste them in the correct order!*

**1906**

**1909**

**1912**

**1918**

**1988**

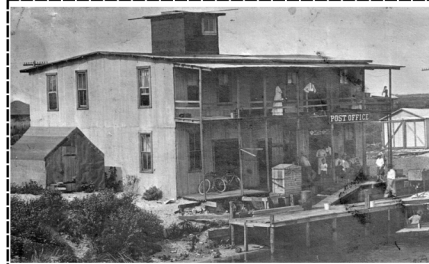


# Remember When? Timeline of Davie History

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



*Be careful  
when using  
scissors!*



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



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



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



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



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



# My Journal in 1918

*Now that you have visited the Old Davie School and learned what life was like in 1918, write a journal entry like today was your first day of school almost 100 years ago! What things did you do for fun? What chores did you help with? What did you learn at school?*





# Recipes from Davie Pioneers



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

These recipes and more can be found  
in the Davie Historical Society's  
Generations of Home Cooking cookbooks.



## Cowboy Cookies

Makes 1 Dozen

### Ingredients:

- 2 cups sifted flour
- 1 teaspoon baking soda
- 1 tsp. salt
- 1 cup shortening
- 2 eggs
- 1 tsp. vanilla
- 1 cup sugar
- 1 cup brown sugar
- 1 package semi-sweet chocolate chips
- 1/2 teaspoon baking powder
- 2 cups rolled oats

### Steps:

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

## Orange Dessert

Ingredients : - 1 cup orange juice - 1/2 cup  
- 16 marshmallows whipped cream

### Steps:

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



## Lemon Poppy Seed Muffins

Makes 1 Dozen

### Ingredients:

- 2 1/2 cup flour
- 1/2 cup sugar
- 2 egg whites
- 1 Tbsp. baking powder
- 1/4 cup margarine, melted
- 1 Tbsp. grated lemon rind
- 2 Tbsp. poppy seeds
- 1 1/4 cup skim milk

### Steps:

1. In a large bowl, combine flour, sugar, poppy seed, and baking powder and set aside.
2. In a small bowl, combine milk, margarine, egg whites and lemon peel. Stir into flour mixture just until moistened.
3. Spoon batter into 12 lightly greased muffin pan.
4. Bake at 400 degrees for 20 minutes or until lightly browned.

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



# Teacher Evaluation Survey

Thank you very much for choosing to make the Old Davie School a part of your curriculum this year!

Please complete this survey and return by mail or email ODSHM - or - follow this QR Code and complete the survey online!



## 1. How would you rate your visit to the Old Davie School? Please Circle

Excellent      Above Average      Average      Below Average      Poor

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

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

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

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

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## 6. Do you have any other comments, questions, concerns, or suggestions?

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## 7. How did you hear about the Step Back in Time program? Please Circle

From a colleague or friend	From the Broward County Schools Supplemental Arts & Sciences Program (SASP)	From Google/ Web Search	Social Media (Facebook/ Instagram)	Attended Field Trip in previous years	Other: -----
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# Student Evaluations

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

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

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

*Complete the survey on the following page  
and mail your responses to:*

Old Davie School  
Education Department  
6650 Griffin Road  
Davie, FL 33314

*-or - complete the survey online!*



*Thank you very much!*







# STUDENT SURVEY

What do YOU think?

Circle your grade:

K 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup>  
Middle High

How many MUSEUM HANDS would you give your visit to the Old Davie School?

CIRCLE ONE:



BIG ROUND OF APPLAUSE!



Two Thumbs Up!!



One Thumbs Up!



Thumbs Down

My favorite part of the Old Davie School was \_\_\_\_\_

because \_\_\_\_\_



I would like to learn more about \_\_\_\_\_



Three words to describe my visit to the Old Davie School are

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

Circle the sentences  
that are TRUE for you:

I want to learn more  
about history and  
Florida pioneers!

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

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



# STUDENT SURVEY

What do YOU think?

Circle your grade:

K 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup>  
Middle High

How many MUSEUM HANDS would you give your visit to the Old Davie School?

CIRCLE ONE:



BIG ROUND OF APPLAUSE!



Two Thumbs Up!!



One Thumbs Up!



Thumbs Down

My favorite part of the Old Davie School was \_\_\_\_\_

because \_\_\_\_\_



I would like to learn more about \_\_\_\_\_



Three words to describe my visit to the Old Davie School are

\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

Circle the sentences  
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I want to learn more  
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Old Davie School connect to what  
I am learning in my classroom!

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the Old Davie School  
again soon!

# *Resources*

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

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# Timeline of Davie

- **1905:** Napoleon Bonaparte Broward inaugurated as 19th Governor of Florida on a platform to drain the Everglades for agricultural land and efforts for monumental transformation began
- **1906:** The dredge, Everglades, begins its slow pursuit west towards the Everglades beginning from the north fork of Ft. Lauderdale's New River.
- **1908:** R.P. Davie buys 27,500 acres in the Everglades and begins advertising "The First Improved Town in the Everglades"
- **1909:** Permanent settlers begin arriving in Davie, many from the Panama Canal Zone, calling the town Zona. The General Store is built on the south side of the canal.
- **1914:** Two-room wooden building built to provide a school for the growing town. Before this, school was held in a room of the Trading Post. Town renamed Davie after R.P. Davie
- **1915:** Broward County formed from Palm Beach and Dade County land
- **1916:** The town outgrows the two room schoolhouse and looks to the School Board to build a permanent building.
- **1917:** Architect August Geiger designs and construction begins on the new Davie School
- **1918:** Construction completed and the Davie School opens to about 90 students
- **1923:** Broward County Board of Public Instruction approved the installation of electric lights at a cost of \$750.00
- **1925:** 48 residents meet in the upstairs auditorium of the school and vote to incorporate Davie, electing Frank Stirling the first mayor.
- **1926 September 17 & 18:** Category 4 hurricane devastates the town of Davie, however damage to the school was very minimal.
- **1941:** First Orange Festival held to celebrate the prosperous citrus groves in Davie
- **1947:** October hurricane brings massive flooding that took 6 weeks to recede, rotting the roots of the orange trees and devastating the groves, and homes; ignites action by Congress, sending the Army Corps of Engineers to develop a plan for flood control.
- **1949:** The Central and Southern Florida Flood Control District, that later became the South Florida Water Management District, established to control and protect water resources in South Florida
- **1980:** A new Davie Elementary is built and the old Davie School building is used as Broward County School Board offices
- **1983:** Soroptimist International of Davie identifies School for preservation and forms the non-profit Davie School Foundation to have school places on the National Register; the Broward School Board sells the school to the Town of Davie for \$1
- **1988:** The Old Davie School is placed on the National Register of Historic Places, the Davie School Foundation begins restoration of the school and plans for a community museum arise.



## Everglade Tomatoes Solid Hand Packed

By the Zona Glade Company

These Tomatoes are fresh from the Everglades and packed in 20-ounce cans under the personal supervision and care of the Zona Glade Company exclusive sale by

**Everglade Grocery Company**

Fort Lauderdale, Florida

Ad for the Zona Glade Company, 1913



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



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



Class in front of the two-room school building, 1914



The Davie School after its construction, 1918

# Ten Things You Might Not Know about Davie

1. The first permanent settlers began to arrive in 1909 attracted by the cheap land, warm climate and rich soil. A group of the first settlers came from working on the Panama Canal Zone and called the new town Zona.

2. The South New River Canal was the first reliable way people could travel to and from the settlement until 1917. That year, a rock road was built to connect the settlement to Fort Lauderdale. Before the road was made, people traveled by boats!

3. Initially, horses and mules in Davie wore muck shoes to navigate the wet soil of the reclaimed Everglades. By the 1930s, the area became known for horse and cattle pastures. James Bright, a partner in the Hialeah Racetrack, bred Florida's first thoroughbred horses in Davie on Orange Drive.

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

5. In 1917, architect August Geiger designed the Davie School. Construction finished in 1918, and the school welcomed 90 students on its first day. The school remained in operation until 1980, after which it served as school board offices. In 1988, it was added to the National Register of Historic Places and has since been transformed into the museum we know today!

6. The school's second floor served as a gathering space where much of the community's life unfolded, hosting events like potluck dinners, dances, plays, and political meetings. In 1925, 48 residents met in the auditorium to begin the process of incorporation and elected Frank Stirling, the first mayor—namesake of Stirling Road.

7. At midnight on September 17, 1926, Category 4 hurricane winds blew houses off their foundations, crops were pulled out of the ground and the new citrus groves left destroyed. Many families left never to return. The hurricane devastated South Florida and sent it into depression three years before the rest of the country. The original gable roof of the Viele House flew off during the hurricane and was later replaced with the current hip roof. The Viele House was relocated to the Old Davie School in the early 2000s.



Viele House, pre-1926

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



Forman Field, 1940s

9. In October 1947, another devastating hurricane dumped 11 inches of rain on Davie in just 3 hours. The rising water forced residents from their homes. Army Ducks evacuated the homeless to refugee stations at Forman Field and tents provided shelter for the residents to live in until the water receded. The water remained for six weeks before leveling off. It was planting time and fields were under water, cattlemen were losing stock almost daily and roads were being washed away.



Teachers in a boat in front of the Davie School during flooding, 1947

10. While a destructive period in Davie history, the 1947 hurricane initiated the development of the South Florida Water Management District and consideration for the Comprehensive Everglades Restoration Plan. These projects manage and protect the water resources of the region and seek to restore the quality and distribution of water in the Everglades.

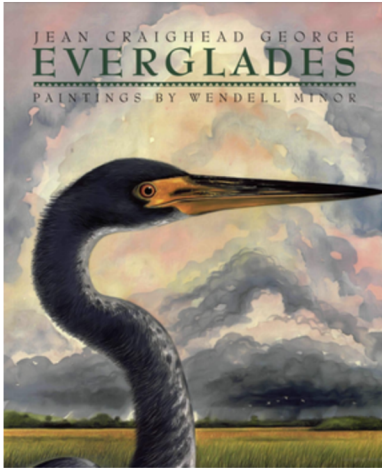
Plans to drain the Everglades in the early 20th century with the construction of the canals completely changed the ecosystem of the natural environment. The Comprehensive Everglades Restoration Plan outlines efforts to restore the Everglades over the next 30 years.





# Reading Recommendations for Students

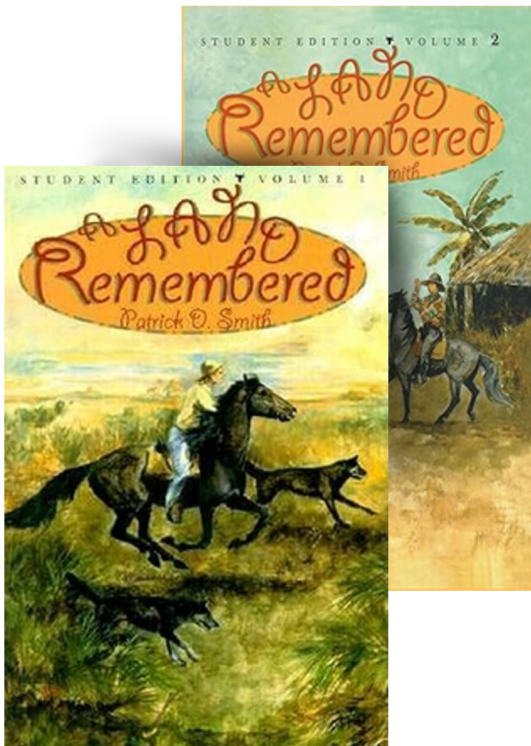
*These books provide further exploration into the themes discussed before and during your visit to the Old Davie School. All of the books listed are available through the Broward County Library System.*



## **Everglades** by Jean Craighead George

This beautifully illustrated book tells the story of the creation and flourishing of the Everglades and the ultimate impact of humans on the natural ecosystem. [Grades 1-4]

George, Jean Craighead. Everglades. USA: Harper Collins Publishers, 1995



## **A Land Remembered: Student Edition Volume 1 & 2** by Patrick D. Smith

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

Smith, Patrick D. A Land Remembered: Volume One Student Edition.  
Sarasota, FL: Pineapple Press Inc., 2009  
Smith, Patrick D. A Land Remembered: Volume Two Student Edition.  
Sarasota, FL: Pineapple Press Inc., 2011



# Reading Recommendations for Students continued

## The Adventures of Charlie Pierce Series

by Harvey E. Oyer III



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

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

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

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



## Ready, Set... WAIT! :

### What Animals Do Before a Hurricane

by Patti R. Zelch

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

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

# Reading Recommendations for Teachers

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



## **Images of America: Davie** by Kimberly Stansell Weismantle

The invaluable collection of 196 photographs from the Old Davie School Historical Museum help tell the story of the distinctive community in the Everglades, along with records from the State Archives of Florida, the Broward County Historical Archives, and contributions from local residents. Kimberly Stansell Weismantle is the Education Director at the Old Davie School.

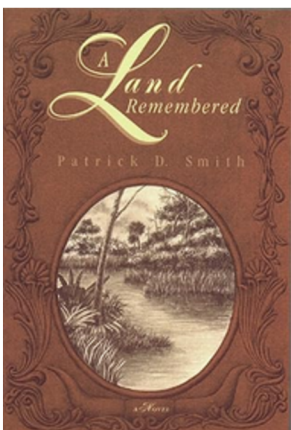
Weismantle, Kimberly Stansell. Images of America: Davie. Charleston: Arcadia Publishing, 2021



## **The History of Davie and its Dilemma** by Victoria Wagner

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

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

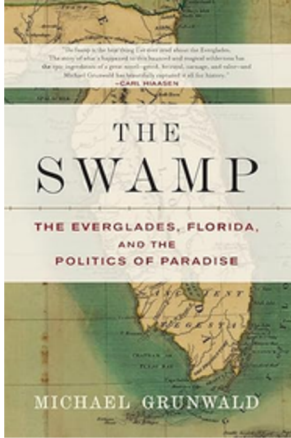


## **A Land Remembered** by Patrick D. Smith

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

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

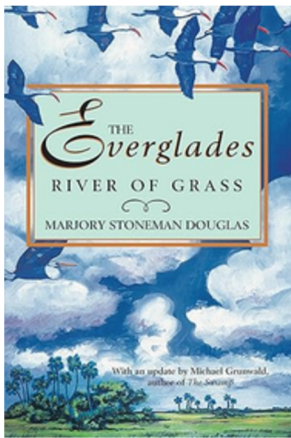
# Reading Recommendations for Teachers continued



## **The Swamp: The Everglades, Florida, and the Politics of Paradise** by Michael Grunwald

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

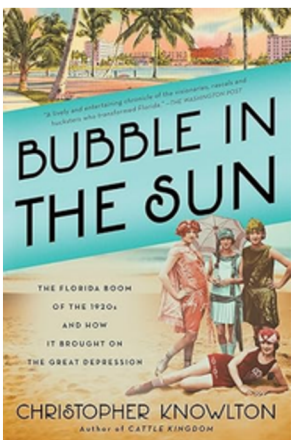
Grunwald, Michael. *The Swamp: The Everglades, Florida, and the Politics of Paradise*. New York : Simon & Schuster, 2007



## **The Everglades: River of Grass** by Marjory Stoneman Douglas

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

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



## **Bubble in the Sun: The Florida Boom of the 1920s and How It Brought on the Great Depression** By Christopher Knowlton

In "Bubble in the Sun," Christopher Knowlton explores the artistic and entrepreneurial visions behind Coral Gables, Boca Raton, and Miami Beach, while revealing the darker aspects of this era. As fortunes were made and nightlife thrived, the Everglades suffered destruction, and predominantly black workers faced severe abuses. Knowlton vividly portrays the influential figures like Carl Fisher, George Merrick, and Addison Mizner, alongside the once-in-a-lifetime hurricane that led into the stock market crash. This compelling history highlights an era that continues to impact the United States today.

Knowlton, Christopher. *Bubble in the Sun: The Florida Boom of the 1920s and How It Brought on the Great Depression*. New York: Simon & Schuster, 2021



# Online Resources

## **Town of Davie**

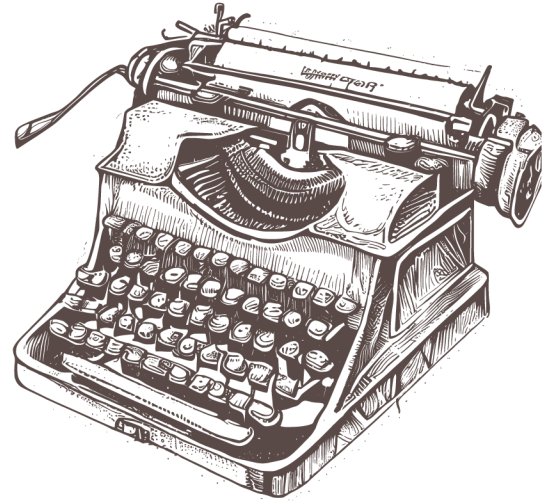
[www.davie-fl.gov](http://www.davie-fl.gov)

Website for the community of Davie, including information on parks, trails, special events throughout the town

## **Everglades National Park Photos & Multimedia**

[www.nps.gov/ever](http://www.nps.gov/ever)

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



## **Florida Memory: Division of Library & Information Services**

[www.floridamemory.com](http://www.floridamemory.com)

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

## **Broward County Farm Bureau**

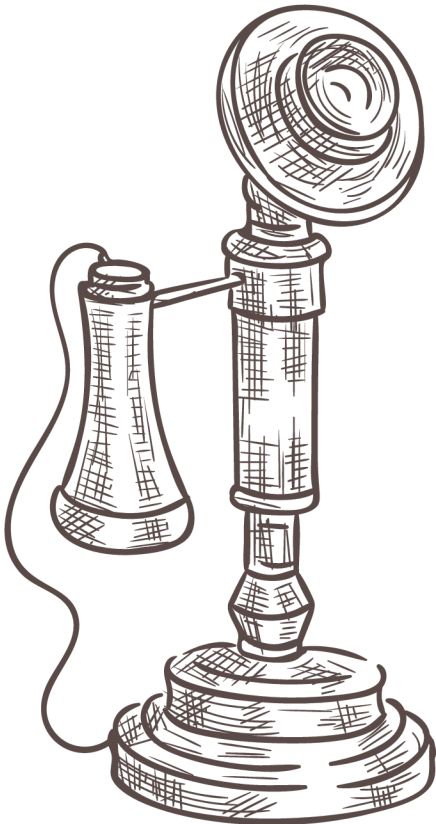
[www.browardfarmbureau.com](http://www.browardfarmbureau.com)

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

## **Florida Agriculture in the Classroom, Inc.**

[faitc.org](http://faitc.org)

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



# Answer Key

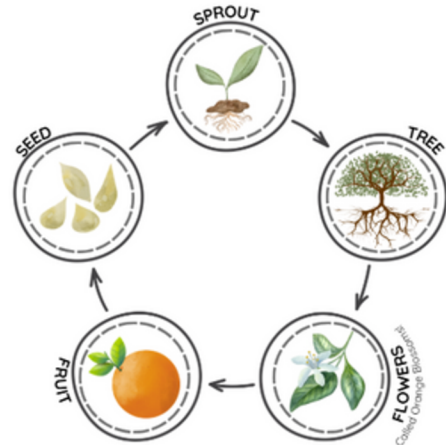
## Growing Citrus, pg. 15

What do plants need to grow? Circle THREE things plants need to grow!



## Lifecycle of Citrus Fruit, pg. 16

Complete the Life Cycle of Citrus Fruits by cutting out the pictures and gluing them in the correct order!



## Old Davie School Vocabulary Word Search, pg. 19



## Remember When? Timeline, pg. 33

1906



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

1909



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

1912



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

1918



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

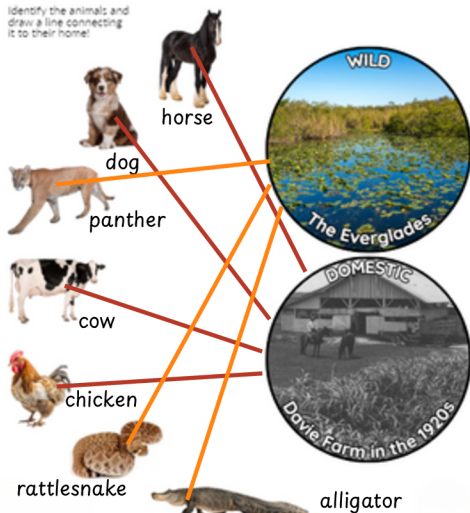
1988



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

## Animals in the Everglades, pg. 28

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



## Sequence of Events, pg. 32



First, the Everglades were wetlands with slow moving water. It was home to many kinds of plants and animals.



Then, people dug canals so families could live and farm in the Everglades.



Last, the new farming families built the Davie School for their children in 1918.

Organized by Kim Weismantle 2014, Updated 2025

