

Florida Council for History Education

## The Lincolnville Museum

By Dr. Roger Smith, Colonial Research Associates

The Lincolnville Museum site became home to its first school building in 1902, known then as “School #2” or the “Colored School.” St. Augustine had a prolific history of racism and segregation during the Jim Crow era, so it is not surprising to find the existence of wholly-segregated Black schools like this at this time. But the old school wore out quickly, so plans to completely rebuild were put into place and, in 1925, a brand new school building stood strong and proud in the Lincolnville community. This building was all masonry and coquina and given a more respectful name – Excelsior. For the next several decades this building became Lincolnville’s educational and cultural center to thousands of young people, as well as older residents of the black community in St. Augustine. In 1968, the school was closed as new regulations for desegregated schools became the law of the land. With school children attending elsewhere, the building was utilized as government offices over the next twenty-three years before closing completely in 1991. The facility was left in disrepair until 2005, when the non-profit organization Friends of Lincolnville took over the care and restoration of the old, but sturdy building.

*St. Augustine had a prolific history of racism and segregation during the Jim Crow era, so it is not surprising to find the existence of wholly-segregated Black schools like this at the time.*

Today the Lincolnville Museum and Cultural Center is once again the focus of education and pride in the Lincolnville community. It displays and promotes the Black history of the region and the many significant accomplishments of the people who live in Lincolnville. The museum building and grounds are in a state of perpetual growth, with multiple classrooms – one of which can seat up to 100 people. There is also a stage-room for live musical performances that serves as fundraisers for the community center and can also be utilized for large meetings and conferences. I can personally attest to the quality of the amenities in this room, as I recently spoke to a combined group of supporters with the Friends of Lincolnville and the St. Johns County

*Continued page 2 Lincolnville*



### FLCHE’S MISSION

Professionals dedicated to the advocacy of history in education by promoting history as a way to appreciate the progress and awareness of past and present events.

We are a community where collaboration fosters historical mindedness maintaining intellectual rigor for history education.

### INSIDE THIS ISSUE

La Costa Island and the Padillo Family.....4-5

Thematic Timeline: an Interdisciplinary Approach to History and Literacy.....6-7

English Language Learners: The Fastest Growing Population in Education.....8-9

**FLCHE**  
www.flche.net  
Phone: 941.479.0627  
@flhistoryed

E-mail:  
contactus@flche.net

*Lincolnvillle Continued from page 1*

Friends of the Library. The folks at the Lincolnvillle Museum are some of the most wonderful people you will ever hope to work with, and we know that you will be amazed by their hospitality and by their commitment to this community. To be able to hold the FLCHE Annual Conference in this facility – with a theme such as *Breaking Barriers in History* – is almost too good to be true. Please join us as we support this non-profit organization while we simultaneously look how we can further our own strategies for the 2019/2020 school year.

## **Florida Council of History Education's Newest Board Members Mrs. Angela Harvey, Treasurer**

Angela Harvey is a fifth grade teacher at East Elementary in Punta Gorda, Florida. She holds a Bachelors Degree of Science Cum Lauda in Elementary Education. She has a strong passion for educating her students in the rich history of our nation, with particular emphasis in her family's history in the area. She is a five generation native Floridian and has strong ties in the Cayo Costa Island and Boca Grande.



# SAVE THE DATE

@flhistoryed  
contactus@flche.net  
<http://www.flche.net/>

### **Teaching American History Workshops**

#### ***The Cold War***

Lemon Bay High School  
Englewood, Florida  
May 18, 2019

#### ***Constitutional Convention***

UCF  
Orlando, Florida  
September 7, 2019

#### ***Kennedy and Johnson Years***

Osceola County Historical Museum  
Kissimmee, Florida  
November 2, 2019

### **Sip and Scholarship Excellence Without Exception**

Dr. Andrea Oliver  
The Edison  
Tallahassee, Florida  
May 6, 2019

### **FLCHE 3<sup>rd</sup> Annual Conference**

#### ***Breaking Barriers in History***

St. Augustine, Florida  
August 2-3, 2019

***Our Mission:***  
*Professionals dedicated to the  
advocacy of history in education by  
promoting history as a way to  
appreciate the progress and  
awareness of past and present  
events. We are a community where  
collaboration fosters historical  
mindedness maintaining intellectual  
rigor for history education.*

**"Broaden your perspective,  
share your passion."**

*Sip and  
Scholarship*  
An Evening of Legends  
and Libations

## “Excellence, Without Exception”

May 6, 2019 from 7:00-9:00 PM

Florida Council for History Education will host an evening of libations and stories from Florida's past. Join us in our state's capital, at The Edison Restaurant, as Dr. Andrea Oliver shares narratives of historical events through an informal and interactive lecture, over a glass of wine or local brew.

Dr. Oliver will speak on the experiences of black students in segregated schools, vis-à-vis their experiences once desegregation happened.

Cash bar and full menu will be available.

\$5 for FLCHE Members

\$10 for non-members; Not a member? Become one today!



The Edison  
470 Suwannee Street, Tallahassee, FL 32301



RSVP [WWW.FLCHE.NET](http://WWW.FLCHE.NET)

## La Costa Island and the Padilla Family

By Angela Harvey

History is all around us. It is being made every minute of every day. As a child, I was surrounded by big influential history making people, although I only knew them as family. My family has been in the area of Boca Grande and Cayo Costa for seven generations. From the fishing "ranchos" to the historical Boca Grande Lighthouse located on Tiger Tail Beach, my family has been involved. As a matter of fact, while

primarily mullet, salted the flesh to prevent spoiling, and used it to trade with Cuba and other surrounding areas. Although, it was just normal everyday life for this family, they were making history. The Padilla family grew into a very large family, as you can see in this photograph below. Toribio Padilla pictured below in the black vest and his wife Juana to the left, had nine children, but only seven would survive to adulthood. Their children helped the family with all

***Island life for children was difficult. They had to help their family in order to survive, so was not high on their priority list.***

researching facts about my family history on the island of Cayo Costa, I discovered a website that was full of facts and pictures of my dad (Stanley Darna). It's amazing to think that people so close to me my whole life would have such a huge impact on history, and that I would have never known about it if I did not ask questions.

In the late 1800's, La Costa Island (Cayo Costa) was inhabited by a family with the last name of Padilla. Toribio Padilla also known as "Captain Pappy" and his wife Laini "Juana" Perez Padilla settled on the north end of La Costa Island to start making a living. Toribio was said to be from the Canary Islands and Juana from Mexico. The couple worked to start what is now known as a "fishing rancho". They caught fish,

the fishing and chores that were necessary to survive on an island in the late 1800's. Toribio and Juana would be my great, great grandparents on my father's side.

Island life for children was difficult. They had to help their family in order to survive, so school was not high on their priority list. However, the children did begin attending school in the early 1900's. They would take the "School Boat", to and from school to attend daily. The school was located in Punta Blanca, (a small island to the east of Cayo Costa) where one teacher taught first through eighth grade, taking turns teaching each grade level. Talk about classroom management.



### The Padillo Family

Toribio Padillo in the black vest and his wife Juana to the left with their nine children taken in 1902 on Cayo Costa

*Printed with permission from  
Friends of Cayo Costa.  
[www.friendsofcayocosta.org](http://www.friendsofcayocosta.org)*



She must have had the patience of a saint to teach eight different grade levels in one day! The school operated in Punta Blanca until 1949, then the school moved to Boca Grande. The School Boat would pick up children on the various islands and transport them to Boca Grande each morning and back home in the afternoons. My dad's family, four generations later, were still living on Cayo Costa, and he was one of the children transported to school by boat daily. Around 1960, the boat transportation was eliminated, forcing my dad's family to move to Boca Grande in order for him to continue his education.

Although times had changed for the families still living on the island in the early 1900's, my grandpa (Alfonso Darna) worked as a fisherman, selling fish he caught to the local fish houses. The history continued as it was passed down from generation to generation. The people still lived off the land and from the bountiful waters that surrounded them.

My grandparents lived on Cayo Costa with their three boys, teaching them all the same valuable work ethic and how to survive island living. There was a big gap in the years between my dad and his two older brothers, so he didn't grow up on the island like they did. They all attended school during the day and helped with fishing and hunting to provide food for the family. They raised chickens, turkeys, and white pigeons. They grew guava, lemon, key lime, mango, coco plum, and sea grapes (most of which grew wild on the island), and of course ate a lot of fresh fish. My grandma used to tell me they ate gopher turtle dumplings, too. I know they are an endangered species now, but they did what they could to sustain life as they knew it. The two older boys would go outside and dig up the turtles out of the ground. She did all the cooking on a wood stove; and heated water in the fire with a big pot used for cooking and washing all their laundry.

In 1960, the family moved to Boca Grande, where they bought a house on Tarpon Street. Grandpa continued to fish in order to provide for his family. My dad was around eleven

years old when they moved to Boca Grande. He remembers fondly the time on Cayo Costa and has many stories to share. Recently, he was interviewed and videotaped in a documentary intending to preserve the history, memories, and stories of the people of who lived on the island. The documentary is called *Mullets and Mangroves* and was aired on PBS in 2018. My dad and many others were videotaped sharing memories of their lives on Cayo Costa.

History is so fascinating, and the more questions you ask, the more you learn! My family has so many precious memories and fascinating stories that make me very proud to be a fifth generation Floridian. There are many more stories to come!

The map below is a map from <https://friendsofcayocosta.org/>. The map depicts the area discussed in this article, minus Punta Blanca which is an island just north of Cabbage Key and east of Cayo Costa. This website has lots of interesting facts and photos of my family and a copy of the DVD "Mullets and Mangroves" can be purchased as well.



## **Thematic Timelines: An Interdisciplinary Approach to History and Literacy**

**Kacie M. Nadeau, Ph.D**

In an era of accountability and subsequent high-stakes testing, elementary social studies has witnessed reduced instructional time and focus. However, the adoption of the Common Core State Standards in 2014 promises more meaningful social studies instruction. One way to increase exposure to social studies content is to integrate the use of informational texts and research strategies during language arts instruction. Conversely, social studies courses can reinforce reading strategies while increasing connections among content areas.

Classroom practices can embrace an interdisciplinary approach through use of thematic timelines which reinforce historical content in both chronologic and evaluative ways. Even with limited time, students at any grade level can be given any topic of study, and when guided by evaluative manner with which to select pivotal events, determine their relationships to each of the themes of social studies. These activities provide students the opportunity to construct a timeline on a topic or historical era of their choosing based on instructional preference.

### **Themes of Social Studies:**

*These are suggested themes, although any topics or standards will work.*

<b>History</b>	<b>Story of people, places, and events in the past</b>
<b>Economics</b>	<b>Study of money and the things people make, buy, and sell</b>
<b>Science &amp; Technology</b>	<b>Technology is the use of scientific knowledge to solve practical problems</b>
<b>Geography</b>	<b>Study of the relationship between Earth's physical features, climate, and people</b>
<b>Culture</b>	<b>Combination of customs, traditions, habits, and values of a group of people</b>
<b>Citizenship</b>	<b>Rights, privileges, and duties of being a member of a community, state, or nation</b>
<b>Government</b>	<b>Group of people in charge of making decisions about an area and its people</b>

### Instructional Objectives:

1. Explain the relationships or interactions between events, ideas, or concepts through use of both primary and secondary sources.
2. Draw on information from multiple print or digital sources by demonstrating the ability to construct a chronology and assessment of historical events
3. Evaluate the importance of historical events and apply thematic approaches
4. Sharpen students' visual literacy skills, reinforcing the valuable process of citing specific textual evidence to support analysis
5. Demonstrate how visual and textual evidence enhance interdisciplinary literacy in meaningful ways

In my classroom, students complete three thematic timelines over the course of the school year. As an introduction to research and the integrative nature of most historical assignments in my class, students are first asked to build a timeline of events that occurred on their month and day of birth. Thousands of events have occurred on this date, and based on the enormity of options, students must only select seven, and decide on which of the seven themes of social studies this event aligns. This skill not only teaches them look at historical events from alternative perspectives, such as through an economic or cultural lens, but also to evaluate events *worthy enough* to be placed on their timeline.

Similarly, during our study of the American Revolution, students have conducted a close read and analyzed the portions and intended purpose of the Declaration of Independence. As part of this process, students have examined events as possible causes in declaring independence. To extend this thinking, students then match these events to grievances identified in the Declaration of Independence. Next students build a thematic timeline in which they select seven events they believe led to the Declaration of Independence. These events clearly involve history and government, but when analyzed carefully, can also represent other themes of social studies. The challenge is to select only seven-one for each of the seven themes.

Lastly, I end my course with a thematic timeline covering the Louisiana Purchase and the Lewis and Clark Expedition. As before, students are required to find seven events during this period and select one event for each of the seven themes of social studies. In an era when elementary social studies continues to be marginalized, thematic timelines offer a wonderful opportunity to maximize literacy and multi-dimensional thinking. Applying the themes of social studies to any historical topic reinforces the interdisciplinary nature of language arts and social studies. Thematic timelines promote routine use of digital primary and secondary sources in authentic ways.

Nadeau, Kacie M., "The Common Core State Standards and the Elementary Social Studies Curriculum: A Case Study of Teacher Perceptions in Florida" (2017). *Graduate Theses and Dissertations*. <http://scholarcommons.usf.edu/etd/7067>

## English Language Learners: The Fastest Growing Population in Education. Teaching Methods to help them learn in a diverse Environment

By Dawn Vittorio, M.Ed.

Through an interesting twist of events that have happened in my life, I find myself teaching English Language Learners in a resource setting and consulting with mainstream classroom teachers for kindergarten through twelfth grade who have ELL students in their classes. As a fifth grade teacher, my favorite subjects were always government and U.S. History. So, in my newly appointed position, I was a little discouraged with the thoughts of teaching the syntax of the English language day after day. After a little reflection regarding my circumstances, I realized that just like all of our students, those who are new to the United States needed to know about our country. In the famous words of Thomas Jefferson, "An educated citizenry is a requisite for survival of free people ([www.monticello.org](http://www.monticello.org)). My students, just like any other students, need to know about our constitution, our history, and our politics.

Most ELL students have parents that have not been educated in the United States. They do not have the common knowledge of our history.

like many of our English-speaking students have. Like the example from above where students discuss politics and history with their parents. Another example of this is Thanksgiving. In one of my small groups, we were discussing the Thanksgiving holiday. With my limited Spanish abilities, I realized the students were calling it the day of the turkey. They did not really know the background of the Pilgrims sailing on the Mayflower and landing at Plymouth Rock. This was a group of very young students, and as a result we read several books about Thanksgiving and its history.

Reiss also states that another obstacle is cultural differences. Many students have difficulty asking questions of teachers when they are presented with words they do not understand. They might not understand the importance of group work and consider it as busy work. Others might find group work as a way of cheating and not understand that while students from other cultures might benefit and understand because in their culture they work together in a community.

*I was a little discouraged with the thoughts of teaching the syntax of the English language day after day.*

As a teenager and a history nerd, I found that I could have friendly arguments with my very knowledgeable dad about many topics ranging from the constitution to politics. These arguments allowed me to argue with my dad in a deliriously, rebellious discussion and learn from a different perspective about various topics while also not being in trouble for being disrespectful. In the ELL world, this is known as enculturation. I was learning about my culture through my dad. ELL children typically do not have the opportunity to do this to learn about the United States. These students are also in mainstream classrooms and while they may not have all of the English skills, they need to know about our history.

According to Jodi Reiss, there are several different obstacles that prevent ELL students from learning in a social studies environment. For many they have a limited background knowledge. These students have not learned through enculturation

ELL students may also have difficulty learning from a social studies textbook with the sentence structure and vocabulary of academic language. When a student is learning English, it is almost impossible for them to read a grade level text in social studies and understand it.

Learning from a lecture and taking notes may also present problems for ELL students. Often, they have not developed the listening skills to truly understand the discussion, or they may have difficulty with understanding the accent of the teacher.

Classroom teachers are finding it more common to have one if not several ELL students in their classroom. According to [socialstudies.org](http://socialstudies.org), there are a few things that teachers can do to provide a better learning environment for their ELL students.

There are four different aspects that main-



stream social studies teachers can use to help ELL students. Those four areas are vocabulary, Promoting Interactive Learning between ELLs and English-speaking students that is comprehensible, and accommodating a variety of learning styles. ([www.socialstudies.org](http://www.socialstudies.org))

Exposure to new vocabulary words cannot be emphasized enough when teaching ELL students. Recently, I was discussing the Lewis and Clark Expedition with a group of fifth grade ELL students. Remarkably, they had no prior knowledge of many of the terms that were discussed such as expedition or the difference between states, territories, and cities. But something that really stood out was the word party. In the reading, it discussed the Lewis and Clark Party. These students had no idea what this meant. They knew the word

text to students. Teachers could also modify reading passages to make it easier for students who are learning the language to understand the concepts. Visual representation is an excellent way for students to understand concepts with such things as graphs and diagrams. Analyzing historical pictures would also be a very relevant activity for these students. Observing pictures does not require a significant amount of academic language and can help students relate and understand the concepts.

Like all students, ELLs have different learning styles. Teachers should accommodate for all different types. I have discovered that one way for students to learn a concept while learning a language is through the use of music.

Graphic organizers can be used to

*There are many things that you can do to help students learn when they have limited English*

party in terms of a birthday party and such, but not in terms of describing a group of people. I asked them if they had ever been to a restaurant and was asked how many people were in their party. They had never heard that phrase as well. So, that one word resulted in a discussion of the word party and its many different usages.

Promoting interactive learning between ELLs and English-speaking students is also very important. Many teachers want to shelter their ELLs by not requiring them to communicate with their peers in the classroom environment or answer questions during discussions. This desire to protect can also hurt these students. They need many opportunities to practice their new language and interact with their peers. Speaking a new language is a difficult state of language acquisition. They need the practice of speaking in an academic setting to become fluent.

Text that is not comprehensible is another factor that inhibits student learning in a social studies environment. To alleviate the difficulties with higher level text, teachers could do pre-reading activities to introduce the

break down concepts and allow students as well as notes that are in outline format that they need to complete during a lecture. This type of note would have blanks where they complete the outline.

There are many things that you can do to help students learn when they have limited English proficiency. It is exciting to teach them new concepts about our country and how it relates to their everyday lives. The lesson on Lewis and Clark which was a simple reading turned into a discussion about how the country was not settled and how Lewis and Clark walked all the way to the Pacific Ocean and back to St. Louis. These students were fascinated, and your excitement about history or government, will make them excited as well. And after all, our goal as social studies teachers is for ALL students to be educated about our government, history, and the constitution.

As an ELL teacher, I have learned the value of teaching English Language Acquisition through Social Studies in a small group setting as well as helping teachers in mainstream classrooms.

Cruz, B. and Thornton, S. (2009). Social Studies for English Language Learners: Teaching Social Studies that Matters [PDF File]. Retrieved from [https://www.socialstudies.org/system/files/publications/articles/se\\_7306271.pdf](https://www.socialstudies.org/system/files/publications/articles/se_7306271.pdf)

[www.monticello.org](http://www.monticello.org)

Reiss, J. Teaching Content to English Language Learners: Strategies for Secondary School Success, Longman, 2005.



# SAVE THE DATE

@flhistoryed  
contactus@flche.net  
<http://www.flche.net/>

## FLCHE's Board Members

Dr. Tammara Purdin, *Executive Director*  
Angela Harvey, *Treasurer*  
Dr. Jennifer Jaso, *Secretary*  
Dr. Bernadette Bennett, *Board Member*  
Carol LaVallee, *Board Member*  
Kaley de Leon, *Board Member*  
Stephanie Boynton, *Communications Chair*  
Dawn Vittorio, *Editor of In Context*

## Teaching American History Workshops

### *The Cold War*

Lemon Bay High School  
Englewood, Florida  
May 18, 2019

### *Constitutional Convention*

UCF  
Orlando, Florida  
September 7, 2019

### *Kennedy and Johnson Years*

Osceola County Historical Museum  
Kissimmee, Florida  
November 2, 2019

### Sip and Scholarship *Excellence Without Exception*

Dr. Andrea Oliver  
The Edison  
Tallahassee, Florida  
May 6, 2019

### FLCHE 3<sup>rd</sup> Annual Conference

### *Breaking Barriers in History*

St. Augustine, Florida  
August 2-3, 2019

*Our Mission:  
Professionals dedicated to the  
advocacy of history in education by  
promoting history as a way to  
appreciate the progress and  
awareness of past and present  
events. We are a community where  
collaboration fosters historical  
mindedness maintaining intellectual  
rigor for history education.*

"Broaden your perspective,  
share your passion."

Stay  
Connected

Get social with FLCHE!



## Contributing to In Context, A Peer Reviewed Journal

*The following types of articles will be accepted for publication:*

- Articles relating to history, humanities, and other social sciences;
- Perspectives, analyses, and evaluation of current issues related to social studies and history education;
- Ideas and techniques for strengthening history education at all levels: elementary, middle, high school, and post-secondary;
- Significant research findings, interpretations, or theories in history and history education;

### **Length of Manuscripts**

Manuscripts should be between 500 and 1,500 words in length. Editors may consider longer manuscripts in some cases.

### **Submitting Your Manuscript**

Manuscripts are accepted by email: [contactus@flche.net](mailto:contactus@flche.net).

For more information, visit

<http://www.flche.net/flche-quarterly-publication.html>

