

## FROM LINTON TO DELRAY: ECONOMICS AND EDUCATION

STRAND A TIME, CONTINUITY AND CHANGE			
INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
1895 - 1914	<p>A.2 Understand how beliefs, decisions, and chance events have been used in the process of writing and interpreting history.</p> <p>A.3 Identify and understand themes in history that cross scientific, economic and cultural boundaries.</p> <p>A.5 Use chronology, sequencing, patterns and predication to examine interpretations of an event.</p>	<p>Bryant, Isa H. <u>We Are Florida</u>. Florida Black Historic Research Project, West Palm Beach, Florida, 1996.</p> <p>Cayce, Pat. <u>Designation Report of the Susan Williams Historic House</u>. Historic Planner for the City of Delray Beach, 1997.</p> <p>Colburn, David R. and Jane Landers. <u>The African American Heritage Of Florida</u>. University Press of Florida, Gainesville, Tallahassee, Tampa, Boca Raton, Pensacola, Orlando, Miami, and Jacksonville. Board of Regents of the State of Florida, 1995.</p> <p>Deans, Helen E. by and Patricia F. Spears. <u>Florida Pathways To Progress</u>. Pathways Publishing Company, Inc., 1979.</p> <p>Farrar, Margo Ann and Cecil W. <u>From Sapling To Sturdy Oak</u>. Star Publishing Company, Inc., Boynton Beach, Florida. 1975, St. Paul's Church in Delray Beach, Florida.</p> <p>Porter, Kenneth. <u>The Black Seminoles</u>. Revised and edited by Alcione M. Amos and Thomas Senter. Board of Regents of the State of Florida, 1996</p> <p><u>Delray Beach - 1895 – 1995</u> A pamphlet produced in honor of the Diamond Jubilee of the City of Delray Beach. Historical advisors: Kenneth Ellingsworth, Tina Eno, Buster Musgrove, Leroy Croft, Spencer Pompey and Roy Simon. Copyright 1986. Published by Delray Beach Chamber of Commerce.</p>	<p>SS.A.5.3.2 SS.A.5.4.8</p> <hr style="border: 1px solid black;"/> <p style="text-align: center; background-color: #cccccc; padding: 2px;"><b>GOAL 3 STANDARDS</b></p> <p>3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 System Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens</p>

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## STRAND A TIME, CONTINUITY AND CHANGE

**GOAL:** Students will begin to recognize the link between education and economics in historical Delray.

INFUSION POINT	OBJECTIVES
1895 - 1914	<p style="text-align: center;"><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Explain the economic structure of Linton.</li> <li><input checked="" type="checkbox"/> Explain the possibilities for education made by the African American community and the obstacles they encountered.</li> <li><input checked="" type="checkbox"/> Recognize the difference between formal and informal education.</li> <li><input checked="" type="checkbox"/> Recognize the links between formal education and economics in Linton.</li> <li><input checked="" type="checkbox"/> Demonstrate how education and economics effect America and their local communities today.</li> </ul>



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## STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
1895 - 1914	<p>During the early 1800's, the southeastern area of Florida was inhabited by former African and Native American slaves who ran away from slave owners. Their main reason for coming here was to enjoy freedom and to live independently. They became friendly with each other and used their skills and talents to help each other and work cooperatively.</p> <p>In 1894, European American settlers came to the area now known as Delray, and named it Linton, after one of the settlers. These Northerners, however, did not know how to farm the land, control the animals and insects, or weather the hurricanes. They had to ask for the help of the African Americans and Native Americans in order to help establish their homes. The European American migrants from the North hired African Americans and Native Americans to work. They paid them very little wages. They also hired the African American children, and in some cases, did not allow them to go to school, but rather made them work in the fields and hotels to build and beautify the town.</p> <p>While they were slaves, African Americans were not allowed to learn how to read and write. Therefore, they were considered formally uneducated, meaning they had never attended a school. However, they received an <b>informal</b> education while learning how to survive and flourish in Floridian terrain. Because they were not formally educated, African Americans were dependent upon the European American social structure that controlled the jobs. African American women were hired to do laundry and house cleaning. Men were mainly <b>sharecroppers</b>. African Americans never calmly accepted poverty. They struggled to improve their circumstances and to provide decent lives for their children.</p> <p>The African American <b>Pioneers</b> of Linton knew that in this country <b>formal</b> education was necessary to make life and living easier. Therefore, one of the first things they did as a group was to get a teacher for their children. But before they came by</p>



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INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
1895 - 1914	<p>boat from Miami, the <b>Pioneers</b> had to have a building. The building was a <b>thatched</b> hut, and it was named “School #4 Colored”. It was built on Lincoln lot on NW 5<sup>th</sup> Avenue, next door to Mt. Olive Baptist Church. Mr. James, the first teacher in the African American community of Linton, began teaching in the Fall of 1896.</p> <p>In 1899, the citizens completed a two-story wooden school building and the school term for all children in Linton was changed to nine months a year. In 1901, Mrs. Frances Jane Bright, a trained teacher, came to Linton and was hired to teach with Mr. James. The pay was very small. As the town grew, African American children were made to work in order to make the town attractive and to provide food for the tourists.</p> <p>For this reason, African American children were allowed only six months of education per school term. They were made to understand that they were only to attend until they were old enough to hold full time jobs mainly on the farms. The students became discouraged and many stopped attending. The school building became run down and the schoolyard became overgrown with bushes. In 1907, the <b>superintendent</b> closed the school for poor attendance. But in 1914, the school was repaired and reopened by Mr. Clarence C. Walker, a teacher sent by <b>Dr. Booker T. Washington</b>.</p> <p>In spite of their hardships, some African Americans became financially secure and managed to become <b>entrepreneurs</b>. Some of the businesses they owned were house rental units and grocery stores. Many finally became able to own their own farms, packinghouses, and were able to offer employment to others.</p>

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## STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
1895 - 1914	<ul style="list-style-type: none"> <li>➤ 1895 – The Atlanta Compromise speech is delivered by Booker T. Washington.</li> <li>➤ 1896 – Mr. James – First African American teacher.</li> <li>➤ 1896 – White vigilante activities increase throughout the United States of America.</li> <li>➤ 1901 – Mrs. Frances Jane Bright – First African American female teacher.</li> <li>➤ 1904 – European immigration increases.</li> <li>➤ 1904 – Mary McLeod Bethune establishes Daytona Normal and Industrial Institute, which later becomes Bethune-Cookman College.</li> <li>➤ 1907 – Dr. Booker T. Washington sends Mr. Clarence C. Walker to Delray Beach to teach.</li> <li>➤ 1909 – NAACP is established to fight for the rights of African Americans..</li> <li>➤ 1910 – United Negro Improvement Association is formed by Marcus Garvey.</li> <li>➤ 1911 – African Americans begin mass northern migration.</li> <li>➤ 1911 – The National Urban League is formed to fight for economic development and the rights of African Americans.</li> <li>➤ 1914 – World War I begins and continues to 1918.</li> </ul>

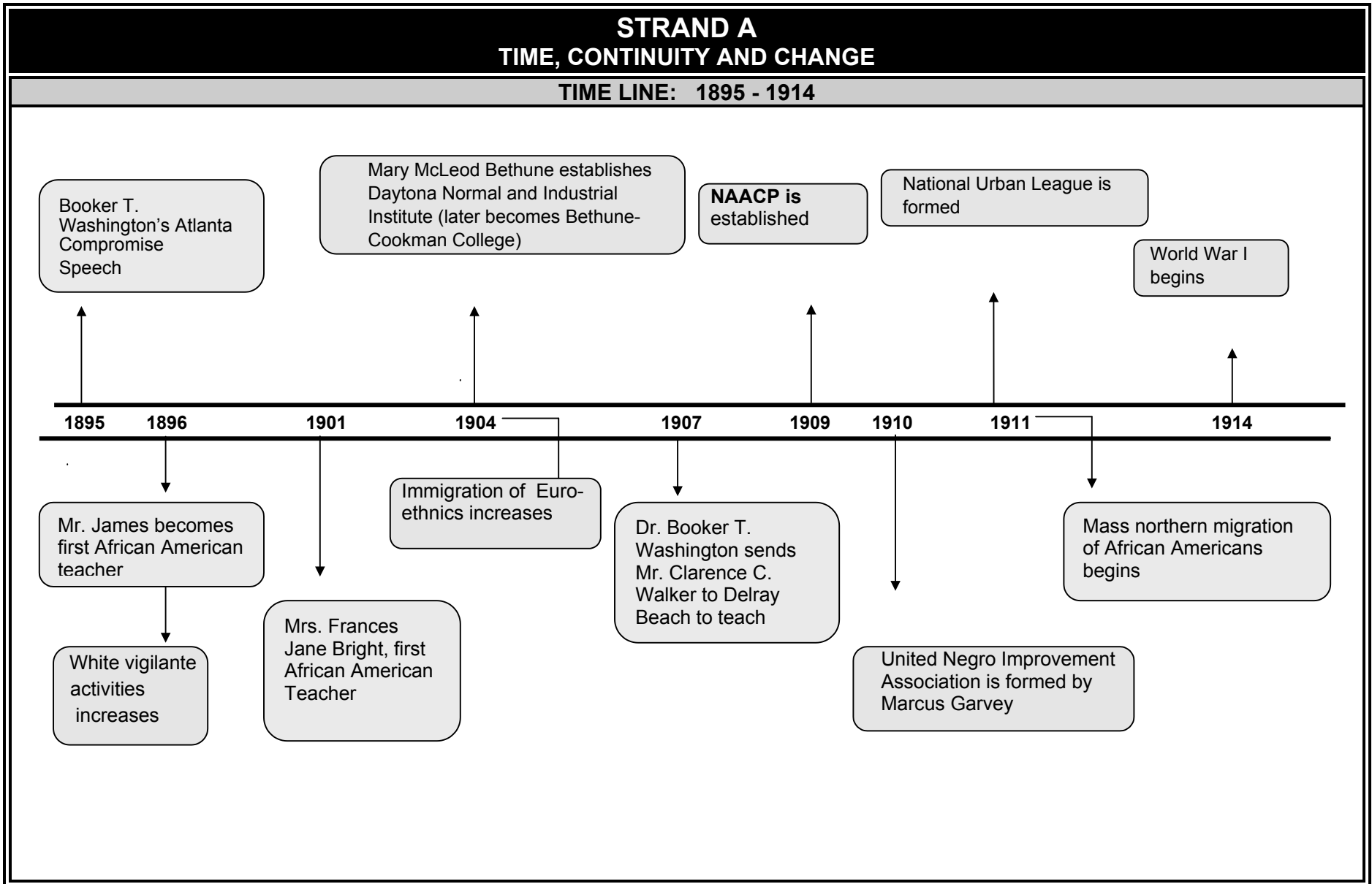


# FROM LINTON AND DELRAY: ECONOMICS AND EDUCATION

## STRAND A

### TIME, CONTINUITY AND CHANGE

TIME LINE: 1895 - 1914



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STRAND A TIME, CONTINUITY AND CHANGE	
INFUSION POINT	DEFINITION OF KEY TERMS
1895 - 1914	<ul style="list-style-type: none"> <li>➤ <b>Colored</b> – The name given to African Americans in the 1800’s by Whites that continued to be used throughout the 1970’s.</li> <li>➤ <b>Dr. Booker T. Washington</b> – An African American educator who established a school and wrote the non-fiction book, <u>Up From Slavery</u>. He lived from 1856 – 1915.</li> <li>➤ <b>Entrepreneurs</b> – People who organize, operate, and assume the risk of business ventures.</li> <li>➤ <b>Formal</b> – Following or adhering to accepted forms, conventions, or regulations.</li> <li>➤ <b>Informal</b> – Not performed according to prescribed regulations or forms, unofficial.</li> <li>➤ <b>Pioneers</b> – Those who venture into unknown or unclaimed territory; innovators.</li> <li>➤ <b>Sharecroppers</b> – A tenant farmer who gives a share of his crop to the landlord in lieu of rent. Often used as a new form of slavery, which limits economic growth and requires tenants to stay on the land.</li> <li>➤ <b>Superintendent</b> – A person who supervises or directs an institution or building; manager; a person who supervises a school system.</li> <li>➤ <b>Thatched</b> – Made of plant stalks or foliage such as reeds or palm fronds, especially for roofing.</li> <li>➤ <b>Wages</b> – Payment for services, usually on an hourly, daily, or weekly basis, or by the piece.</li> </ul>



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## STRAND A

### TIME, CONTINUITY AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### *Language Arts*

- Students will write an essay on “The Best Education of their Lives”, documenting an experience in which they learned a lesson either formally, or informally.
- Students will write a short story about a child growing up in Linton, Florida.
- Students will compare and contrast how children lived then and how they live now.

##### *Science*

- Collect insects of South Florida, name them, and put them on display. Answer the question: “How could the people of Linton have dealt with insects?”
- Grow some of the foods the people of Linton might have grown in a garden at the school.
- Take the students on a field trip to identify the plants that grow in South Florida and discuss how different plants provided food for the people of Linton.

#### Curriculum Infusion

##### *Mathematics*

- Develop a budget for a family of four in Palm Beach County who lives below the poverty line.
- Create a timeline of Linton to Delray.
- Compute the distance between Delray and Miami and which was the fastest way to get there.

##### *Social Studies*

- Compare and contrast the situation of the African American students in Linton to contemporary sweatshops across the world and to the events of the Industrial Revolution, which led to child labor laws.
- Brainstorm on the impact that the Indians and Blacks had on White Americans.
- Construct a model of the No. 4 school and compare how different it is to those today.





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## STRAND A

### TIME, CONTINUITY AND CHANGE

#### RECOMMENDED STUDENT ACTIVITIES

##### *Humanities/Arts*

- Architect a school and build a model, designating specific rooms and explain why the design is appropriate for the lessons to be taught.
- Write a public service announcement about the importance of education and record it on video or tape, to be broadcast in the class, through the school, or at a major radio or television station.
- Present a play on how the Seminole and Blacks taught White Americans about South Florida.

#### Curriculum Infusion

##### *Critical Thinking Skills*

- Write an essay on the link between education and economics in Linton.
- Write an essay on the link between education and economics in Palm Beach County today.
- Hold a debate on the importance of mandatory schooling for children, or government funding for public schools.

##### *Research Skills*

- Create a presentation about the importance of education based on interviews of family members, community members, teachers, and fellow classmates.
- Research the history of their school and create a historical display.
- Research the history of a college university and create a historical display.



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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
1895 – 1914	<p>1) Students will be assessed on their ability to distinguish between <b>formal</b> and <b>informal</b> education</p> <p>2) Students will be assessed on an essay, short story, or an alternate presentation, about the links between education and economics in Linton and contemporary America.</p> <p>3) Students will be assessed on their presentation of a skit between Indians, Blacks and White Americans.</p> <p><b><i>Pre/Post Assessment</i></b></p> <div data-bbox="537 667 1318 1187" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> <li>➤ Use a teacher made assessment instrument.</li> <li>➤ Determine students' knowledge of the economic and educational reality of the people of Linton.</li> </ul> <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> <li>➤ Use unit contents and formulate assessment items.</li> <li>➤ Use journals, presentations, and portfolios in the process.</li> </ul> <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> <li>➤ Use journals and portfolios, to assess gains.</li> <li>➤ Use essays and debates.</li> <li>➤ Use product evaluation of projects.</li> </ul> </div>