

Blended Lives:
The Building of Our Community



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In conjunction with:

John G. Riley Center/Museum

Goodwood Museum and Gardens

Florida's Historic Capitol Museum



JOHN G. RILEY
CENTER / MUSEUM



Goodwood
MUSEUM & GARDENS

For the Teacher

This lesson plan was developed for the Blended Lives program in partnership with Riley Museum, Florida's Historic Capitol Museum, and Goodwood Museum. These lessons can be completed in five days though there are opportunities for enrichment and extension for teachers wishing to explore the topics and themes in depth with their students.

The lessons focus on the history of local places, the people who were integral to the building of our community, and the technological and innovative developments that grew from the times in which they lived.

There are five lessons in this unit that focus on John G. Riley, Smokey Hollow, Florida's Historic Capitol, and Goodwood Museum. Before beginning the unit, we suggest you distribute the comparison timeline to your students. As they progress through each lesson, ask your students to record key events during each designated time period. At the completion of the unit, provide your students with some time to reflect on how the events connect to each other.

We hope that all of your students have the opportunity to participate in the field trip in November, but if not, the curriculum can still be used to address fourth grade social studies and language arts standards for all your fourth graders.

We hope you enjoy exploring these topics with your students. This year, we are offering some new topics and fresh ideas to engage your students in the study of our community and the people who made it.

An electronic copy of these materials may be accessed on the Multicultural Education page at <https://www.leonschools.net/Page/23273>.

Comparison Timeline

Directions: Use this table to compare what was happening across Tallahassee during these time periods. Each box should illustrate/summarize the key events for that community at the time.

	1820-1860	1860-1890	1890-1920	1920-1950	1950-1980
Riley House					
Smokey Hollow					
Florida's Historic Capitol					
Goodwood Museum					

GRADE: 4

Blended Lives	The Building of Our Community
Lesson 1	John G. Riley Leaves a Legacy

LEARNING GOAL:

The students will be able to identify how John G. Riley made significant contributions to the Tallahassee community.

ESSENTIAL QUESTION:

How did John G. Riley contribute to our community?

MATERIALS AND RESOURCES:

1. A printed or digital copy of *Out of the Past, A Noble Leader* (with discussion questions)
2. Pencils/ Pens
3. Handout: John G. Riley Leaves a Legacy
4. PowerPoint with Photographs

SUGGESTED TEACHING TIME: 45 - 60 minutes

1. Show a picture of John G. Riley. See John G. Riley PowerPoint.
1. Review *Out of the Past: A Noble Leader* (audiobook, hard copy, pdf). Audio-video version is located on Leon County Schools you tube page at: <https://youtu.be/tFKINKIEZHE>. Be sure to show a picture of the house as it is today (located in back of book and in PowerPoint) and explain that students will be visiting the house.
2. Read the book, *Out of the Past, A Noble Leader*. The teacher may direct the students to take notes, answer discussion questions, **or** discuss as a class when the teacher reads the book.
3. Using book questions, direct students to work individually, in pairs, or in groups to complete.
4. Conduct a whole-group discussion reflecting on the book.
5. **Possible extension or follow up activity:** Allow students to also reference the “statement of significance” from National Register of Historic Places nomination form as an addition to the “John G. Riley Leaves a Legacy” worksheet. Students may use this document in the culminating activity.

PRIMARY STANDARDS ADDRESSED IN LESSON:

Social Studies

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.
- SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

Language Arts

- LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text.
- LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.4.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Class Discussion Questions for *Out of the Past: A Noble Leader*

Page 1

How many years ago was Mr. Riley born?

What famous Supreme Court decision in 1857 affected the treatment of African Americans?

Page 2

Where did Mr. Riley's ancestors come from and what did he learn from them?

Page 3

What important skill did Mr. Riley learn that not many others could?

Page 4

What did a young Mr. Riley do to help others?

Page 5

What was Mr. Riley's first job?

What kinds of conditions would he have endured at the time?

Page 6

Why were wagons so important at the time?

Page 7

When Mr. Riley became principal of the Lincoln Academy in 1893, what were some of the jobs he would have done? Hint: Think about your own school principal and what he or she does.

Page 8

How did Mr. Riley become a millionaire?

How old is Mr. Riley's house?

Pages 9-10

How did Mr. Riley help his community?

What was Mr. Riley's nickname and why?

How do we honor Mr. Riley's citizenship?

What important Supreme Court case happened the year a Tallahassee school was named after Mr. Riley?

Why do you think this book is called *Out of the Past, A Noble Leader*?

Discussion Questions Answer Key:

1. 158 years - Dred Scott was a slave who forever changed the definition of property. He went with his master to Illinois and Minnesota and claimed that this made him a free man. The Missouri Supreme Court found otherwise. Scott sued his new owner, John Sanford of New York, for damages, alleging physical abuse. A federal court ruled that Scott was a citizen, but the Supreme Court ruled otherwise. Chief Justice Roger Taney, in an 1857 plurality opinion, said that African-Americans could never become United States citizens and that the Missouri Compromise was unconstitutional. Further, the Court said that Congress could not constitutionally exclude slavery from the territories
2. Mr. Riley's ancestors came from Africa; he learned their customs and the way they dressed.
3. Mr. Riley learned to read and write which most slaves could not.
4. Mr. Riley helped others learn to read.
5. Mr. Riley's first job was as a merchant or working for his grandfather.
6. Answers will vary: to transport people and goods, to do work, etc.
7. Answers will vary: teach, manage students, etc.
8. By saving money, fixing up houses, and renting those to families who could not afford to buy homes.
 - a. The house is over 100 years old.
9. Mr. Riley helped his community by providing houses and loaning his church money to fix the roof.
 - a. Mr. Riley's nickname was "Professor."
 - b. We honored Mr. Riley by naming a school after him.
 - c. Brown v. Board of Education
 - i. On May 17, 1954, the Supreme Court unanimously announced an end to public segregation in schools in the famous *Brown v. Board of Education of Topeka* case.
 - d. Answers will vary: teacher, businessman, church leader, civil rights leader.

Name _____

Date _____

John G. Riley Leaves a Legacy

How did Mr. Riley show good citizenship?

What are some of the characteristics of good citizenship that Mr. Riley displayed?

How did Mr. Riley's actions have a positive influence in his community?

Explain why Mr. Riley should be remembered.



ALL LESSONS AND ACTIVITIES CAN BE EDITED FOR YOUR CLASSROOM AND CAN SERVE AS SOCIAL STUDIES BENCHMARK CORRELATION

8 SIGNIFICANCE

PERIOD	AREAS OF SIGNIFICANCE -- CHECK AND JUSTIFY BELOW				
<input type="checkbox"/> PREHISTORIC	<input type="checkbox"/> ARCHEOLOGY-PREHISTORIC	<input type="checkbox"/> COMMUNITY PLANNING	<input type="checkbox"/> LANDSCAPE ARCHITECTURE	<input type="checkbox"/> RELIGION	
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> ARCHEOLOGY-HISTORIC	<input type="checkbox"/> CONSERVATION	<input type="checkbox"/> LAW	<input type="checkbox"/> SCIENCE	
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> AGRICULTURE	<input type="checkbox"/> ECONOMICS	<input type="checkbox"/> LITERATURE	<input type="checkbox"/> SCULPTURE	
<input type="checkbox"/> 1600-1699	<input type="checkbox"/> ARCHITECTURE	<input checked="" type="checkbox"/> EDUCATION	<input type="checkbox"/> MILITARY	<input type="checkbox"/> SOCIAL/HUMANITARIAN	
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> ART	<input type="checkbox"/> ENGINEERING	<input type="checkbox"/> MUSIC	<input type="checkbox"/> THEATER	
<input checked="" type="checkbox"/> 1800-1899	<input type="checkbox"/> COMMERCE	<input type="checkbox"/> EXPLORATION/SETTLEMENT	<input type="checkbox"/> PHILOSOPHY	<input type="checkbox"/> TRANSPORTATION	
<input type="checkbox"/> 1900-	<input type="checkbox"/> COMMUNICATIONS	<input type="checkbox"/> INDUSTRY	<input type="checkbox"/> POLITICS/GOVERNMENT	<input checked="" type="checkbox"/> OTHER (SPECIFY)	Black History
		<input type="checkbox"/> INVENTION			

SPECIFIC DATES +1892 c.

BUILDER/ARCHITECT

STATEMENT OF SIGNIFICANCE

John Gilmore Riley was an early black educator in the Tallahassee community. He worked for the local Board of Public Instruction (later School Board) from the 1880's until 1926. During that time and until his death, he was also a leader in the black community, serving on the board of the St. James CME Church and actively participating in the Masons. At the time of his death in 1955 he owned valuable property in several areas of Tallahassee including this house which he had lived in since the 1890's. Shortly after his death, the Leon County School Board named the elementary school on Indiana Street in Tallahassee the John G. Riley School.

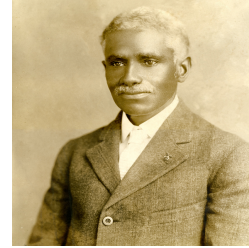
John G. Riley, the son of Sarah and James Riley, was born on September 24, 1857 in Leon County. He never formally attended school but was taught by "Aunt Henrietta" who had been a school teacher.¹ His first teaching jobs were in Wakulla and Gadsden Counties. It is probable that he came to Tallahassee to live in 1885 when he bought the land on which the Riley House stands.² By August of 1893 he was principal of the Colored Grade School also known as the Lincoln Academy.³ However, the Lincoln Academy which Riley served was built in 1875-76 after the previous school was destroyed by fire.⁴ Riley continued as principal and teacher at Lincoln Academy (later Lincoln Graded and High School) until June, 1926 when he retired at the age of 68.⁵

Riley purchased the eastern portion of Lot 8 on which the Riley House stands in 1885 for \$125.⁶ It is not clear when the house was built, but Riley's son remembers living there in the 1890's.⁷ By 1892 the valuation on the County Tax Rolls had reached \$250⁸ which was a typical valuation for a lot and house in that area. The house appears on the Tallahassee Sanborn Map of 1916. Riley continued to live in the house until his death in 1955.

Riley Museum and Smokey Hollow

Blended Lives

John Gilmore Riley



John G. Riley as a Young Man



Picture of Riley House from Long Ago



ca. 1890s - John G. Riley with students at Lincoln Academy (later Lincoln High School), Tallahassee, Florida.

Picture of Riley House/Museum Today



Picture of Smokey Hollow



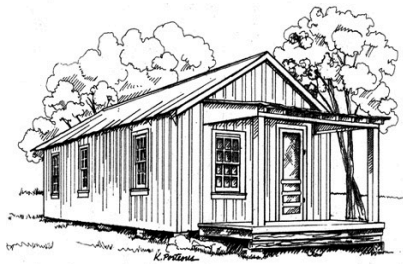
Picture of Smokey Hollow amid Construction of State Buildings



Picture of Smokey Hollow



The Shotgun House



Smokey Hollow Park



GRADE: 4

Blended Lives	The Building of Our Community
Lesson 2	Smokey Hollow

LEARNING GOALS:

1. Students will study the significance of Smokey Hollow in the Tallahassee community.
2. Students will demonstrate understanding of the term *community*.
3. Students will create their own community. (Extension Activity)

ESSENTIAL QUESTION:

How did Smokey Hollow bring people together in the community?

MATERIALS AND RESOURCES:

1. Smokey Hollow Comprehension Reading with Questions
2. 8x 14 inch paper, pencils, pens, crayons, rulers, and erasers (extension activity)

SUGGESTED TEACHING TIME: 60 minutes

1. Pass out the reading, "The Story of Smokey Hollow," adapted from Barnes and Fisher's *Times Remembered: Legacy of the Smokey Hollow Community*.
2. Read with students or conduct a paired reading.
3. Direct students to answer the questions individually or in groups. Discuss as a class.
4. After reading and discussing "The Story of Smokey Hollow," define *community*. One definition is: "a group of any size whose members reside in a specific area, share government, and often have a common cultural and historical heritage." Pose the question: "What are the benefits of living in a community?"

ENRICHMENT AND EXTENTION ACTIVITY ON BUILDING A COMMUNITY: 60 minutes

1. Show students sample illustration of an aerial view at <https://goo.gl/H69Qma>.
2. Explain to the students they will be creating a community much like Smokey Hollow. Review the definition of community with students.
3. Pass out the 8x14 sheet of paper to the students.
4. Display the criteria for the community.
5. Have students work in groups to create the community.
5. Share the community projects.

PRIMARY STANDARDS ADDRESSED IN LESSON:

Social Studies

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

Language Arts

- LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

The Story of Smokey Hollow

Smokey Hollow was an African-American community located in what is now Cascades Park. It was founded in 1893 in a low-lying area between the Florida Capitol and the railroad tracks a few blocks east. Its name came from the persistent haze of chimney smoke from cooking fires.

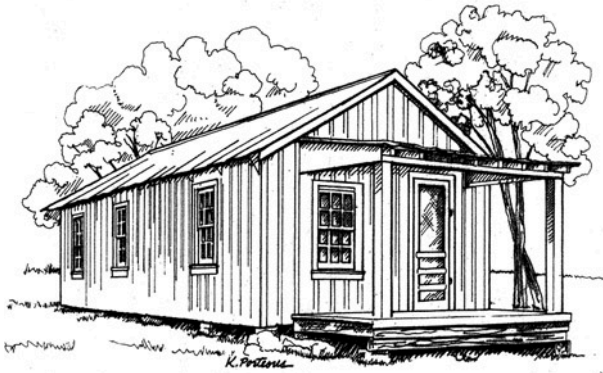


Smokey Hollow was home to several notable black families and future celebrities such as cookie maker Wally “Famous Amos” and musicians Nat and Cannonball Adderley. It was also home to blue-collar workers who made a living as maids, laborers, and teachers. A few residents owned their own homes, but the majority rented.

Smokey Hollow started as a small community, but the residents established a church and a school in the 1920’s. Most residents grew their own vegetables in gardens, and if someone didn’t have one, neighbors shared what they grew. The people who lived in Smokey Hollow grew flowers and vegetables just below the edge of the roof, where rainfall and dew could be collected and directed to the plants below.

As more people moved to Smokey Hollow, organizations and businesses were created to tend to the needs of the community. For example, Robert Nims opened a grocery store and Paul Hunt owned and ran a restaurant. These developments resembled those that occurred throughout the city during that time. However, some urban improvements that were made to much of Tallahassee, such as paved streets and sewer systems, did not come to Smokey Hollow. The paved streets of Tallahassee ended at the edge of Smokey Hollow. The small dirt lanes of Smokey Hollow were muddy and slippery during periods of rain and dusty during dry periods.

The buildings of Smokey Hollow were mostly single- and multiple-family homes with commercial buildings sprinkled throughout the community. Most families lived in shotgun houses, which had two to three rooms and a front and back porch for social gatherings. Most houses had no indoor plumbing, but in later years, many residents added faucets and bathrooms to the back porch. Shotgun houses were ideal for the South because the front and back doors could be opened to allow for the movement of air throughout the house. The homes in Smokey Hollow also had clothes lines, laundry tubs, chicken coops, storage sheds, fencing, wood yards, and burn barrels.



People often say these structures are called shotgun houses because a bullet fired through the front door would go right out the back door without hitting a wall. The name is actually an alteration of the word “shogon.” In West Africa, “shogon” means “God’s House.” Shotgun architecture is now recognized as an African-American contribution to American architectural styles.

In the 1960s, amid much controversy, most of the families in Smokey Hollow were displaced by a federal-spurred urban renewal project. When that effort lost steam, the land was sold to state government and several office buildings were constructed, including the Florida Department of Transportation and the Game and Fish headquarters. In 2000, homes along Marvin Street, the last remnant of Smokey Hollow, were designated as a national historic district.

The Smokey Hollow neighborhood occupied about half of today’s 24-acre Cascades Park. There was always an intention to recognize the neighborhood in the new park, which opened in March 2014. The original concept called for little more than a small plaza, fountain, and historical marker. In 2009, Tallahassee attorney Sean Pittman donated \$100,000 to create the Smokey Hollow Memorial.

Althemese Barnes, executive director of the Riley House Center/Museum of Black History, recognized Smokey Hollow’s value and historical importance. She lobbied tirelessly for a commemoration worthy of the community and its residents. “We wanted a dedicated space where their story could be told in its entirety,” Barnes said. “We wanted people to know the context of that area.”

The village-like exhibit pays tribute to the African-American neighborhood that once occupied half of today’s Cascades Park. The commemoration is meant to be a symbolic village represented with fruit trees, vegetable gardens, and flowers maintained by volunteer groups. Three open brick-and-steel “spirit houses” have been constructed to represent the shotgun houses that once filled the neighborhood. The houses are named *Community Spirit*, *Family Spirit*, and *Enduring Spirit*. A barbershop that once graced the community is being restored and will be placed at the commemoration next spring.



Comprehension Questions

1. Describe the Smokey Hollow community. What was special or unique about this part of Tallahassee? Circle places in the text that support your answer.
2. How did the community get its name?
3. Explain the spirit of loyalty within Smokey Hollow. Use examples from the text to support your answer.
4. How did the lack of development impact the community?
5. Why did people work to commemorate Smokey Hollow? Use evidence from the text to support your answer.
6. How are the houses and residents being remembered?
7. Why did people in Smokey Hollow build Shotgun style houses?
8. Compare and contrast the Smokey Hollow community with the community in which you live. You may find it helpful to create a Venn diagram.

BUILD A COMMUNITY ENRICHMENT ACTIVITY

For this activity you will construct a historic community that will need to include the following:

- 12 Houses (one story needs to hold 6 members) with land containing:
 - o Place to grow crops
 - o Fence
 - o Laundry line
 - o Burning can
 - o Chicken coop or other live stock
 - o Storage Shed
 - o Laundry tubs
 - o Out house
- 3 Stores
 - o General Store
 - o Butcher
 - o Baker
- 2 main roads (dirt)
 - o You may have smaller roads
- School
- Church
- Barber shop
- Trees

Remember:

- Give your community a name
- Label your buildings
- A church and store will be bigger than a house.
- Needs to be color
- Make sure you have a key so that others may understand the blueprint

GRADE: 4

Blended Lives	The Building of Our Community
Lesson 3	Florida's Historic Capitol

LEARNING GOALS:

The students will identify significant events in the construction of Florida's Historic Capitol and recognize the contributions of Governor William Jennings.

MATERIALS AND RESOURCES:

1. Timeline PowerPoint of the Construction of Florida's Historic Capitol
2. Florida's Historic Capitol Timeline worksheet
3. Article on Governor William Jennings and Comprehension Questions

SUGGESTED TEACHING TIME: 30-60 minutes

1. Project the PowerPoint on Florida's Historic Capitol.
2. Pass out the timeline worksheet on Florida's Historic Capitol.
3. Pose the question, "What kinds of activities take place in Florida's Capitol building? Who works in the Capitol?" Possible student responses are: "Legislators, lawmakers, congressmen, and congress women, people who make the laws for Florida, the Senate and House of Representatives." Teachers may choose to offer a more detailed explanation about the kinds of laws that legislators create and why.
4. Teach students about the history of Florida's Historic Capitol by presenting the pictures and captions in the PowerPoint. Provide opportunities for students to ask questions and offer comments during the presentation.
5. Direct students to write down important events on the timeline worksheet.
6. Put students in pairs or small groups and pose the questions, "What were some of the renovations to the Capitol building that took place from 1822 to present? Which of these events do you think had the most impact on the lawmakers who worked in the building? How do you think these types of changes affected regular citizens?"

EXTENSION AND ENRICHMENT: 30-60 minutes

1. Distribute the article on Governor Jennings and the Historic Capitol. Direct students to read the article and answer comprehension questions independently, in pairs, or for homework. Discuss as a class. This article will be used in the writing that culminates the unit, so this activity could be done at the end of the unit.

PRIMARY STANDARDS ADDRESSED IN LESSON:

Social Studies

- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media
- SS.4.A.4.1 Explain the effects of technological advances on Florida.
- SS.4.A.6.3 Describe the contributions of significant individuals to Florida.
- SS.4.A.9.1 Utilize timelines to sequence key events in Florida history
- SS.4.C.2.1 Discuss public issues in Florida that impact the daily lives of its citizens.
- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

Language Arts

- LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Florida's Capitol Buildings: 1822 to Present Day

Name _____



1822



1824



1845



1902



1922

What important event was happening during each of these years?

In 1822, _____

In 1824, _____

In 1845, _____

In 1902, _____

In 1922, _____



1947



1977



1978



1982



Present Day

What important event was happening during each of these years?

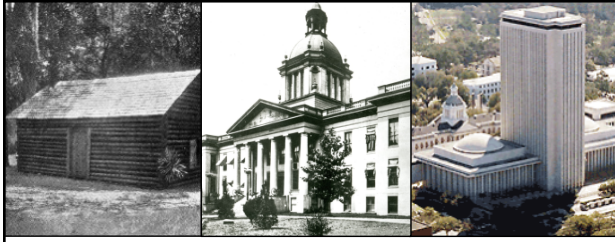
In 1947, _____

In 1977, _____

In 1978, _____

In 1982, _____

In 2017, _____




FLORIDA'S CAPITOL BUILDINGS | 1822 – Present Day

OUR STORY BEGINS IN 1822...

Florida became a territory, combining the colonies of West Florida and East Florida.

The capital of West Florida was **Pensacola**. The capital of East Florida was **St. Augustine**. For two years, the cities took turns hosting government business.

Because travel between the two cities took almost 20 days and was quite dangerous, it was decided that **Tallahassee**, located in the middle, would become the new capital city.

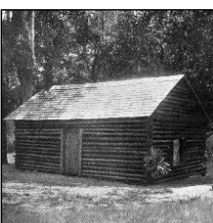



Did you know?
Tallahassee is a Creek Indian word meaning "old fields." The city is located near an early 19th century Creek Indian (Seminole) town.

1824

The Capitol buildings of Florida over the years reflect the growth of the area.

The first meetings of the territorial government in Tallahassee were held in this log cabin.

In 1826, a two-story Capitol building was started but never completed because of lack of funds.


1845

On March 3, 1845, Florida became the 27th State in the Union.


Its first official governor, William Mosely, was sworn in at this newly built Capitol. Its brick walls still stand today.

In 1845, this building had no running water and no electricity.

The Capitol remained virtually unchanged throughout the Civil War (1861-1865).



1902

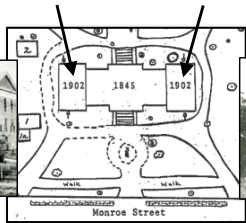




Governor William Sherman Jennings, Florida's 18th governor (1901-1905), was instrumental in renovating the Capitol.

He formed the Capitol Improvement Commission and brought **electricity, heat, and other major renovations** to the building.

Did you know?
He is said to have been friends with Thomas Edison.

1902

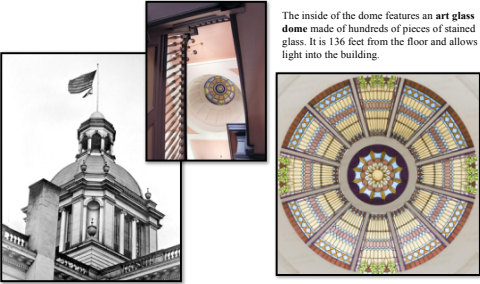




Running water was installed in 1891, and then in 1902, two wings (buildings) and a dome were added to the original building.

1902

The dome is one of the most distinctive features that architect Frank P. Milburn added to Florida's Capitol.

When completed, it was described as "beautiful and graceful."



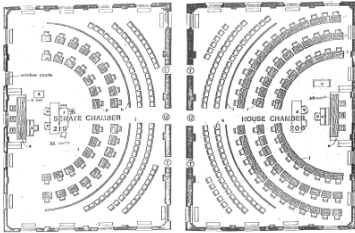
The inside of the dome features an **art glass dome** made of hundreds of pieces of stained glass. It is 136 feet from the floor and allows light into the building.

1902


In addition to the wings and the dome, the Capitol underwent renovations to **modernize** it.



1902 RENOVATIONS



Heating
Until 1902, heat for the Capitol was provided by 24 brick fireplaces: four in House Chamber, two in the Senate Chamber, and one in each of the other rooms, except for the lobby area on each floor.



Gov. Jennings ordered a complete **heating system** using radiators to heat the rooms.

1902 RENOVATIONS

Electricity & Lighting
Tallahassee's City Electric Plant was built around the same time that renovations were being done in the 1902 Capitol.



Gov. Jennings ordered a combination of **gas and electric systems** to light the building so there would be uniform lighting over large areas of the rooms.


Did you know?
Before electricity, kerosene lamps and gas lanterns were used. Only a small area could be lit.



1922

Florida's government grew.

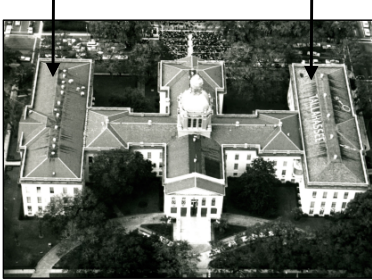
Two more wings were added to the Capitol, and the interior was **remodeled**.



1947

During the late 1930s, work began on new **Senate and House wings**, but because of World War II (1939-1945) they were not completed until 1947. Resources for the building were used for the war instead.

Did you know?
Can you find the "air marker" on the roof of the Capitol building? This helped train pilots during the war. An Air Force base was nearby.



1977

After WWII, Florida's population and government expanded. The Interstate highway system was developed, and air conditioning brought many families to Florida. The Capitol gets **air conditioning**, and it's decided that Florida's government needs an even **bigger Capitol building**.



Did you know?
When the New Capitol was completed, the Old Capitol was slated for **demolition!**

1978

Floridians **protested** the demolition of the old Capitol. The Secretary of State and the people of Florida rallied together to **save the building**.

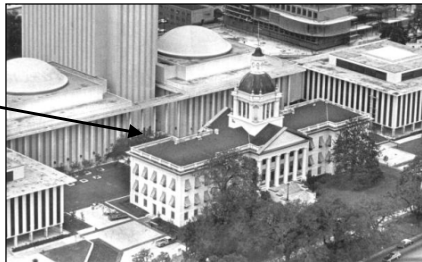
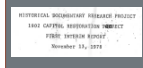
Florida's legislature agreed to save the old Capitol and gave \$7 million to restore it to its 1902 appearance.



1977-1982

Previous additions to the old Capitol were removed to make space between the old and new buildings.

The old Capitol was **restored to its 1902 appearance** and reopened as the **Florida Historic Capitol Museum**.



TODAY

Both buildings still stand.

Florida's **government operates business in the new Capitol**.

The Florida Historic Capitol Museum houses more than 250 artifacts from Florida's history, which are on display for visitors.



Governor William Sherman Jennings, Florida's 18th Governor (1901 – 1905)



Governor William Sherman Jennings, Florida's 18th governor(1901-1905),was instrumental in renovating the Capitol. He formed the Capitol Improvement Commission and brought electricity, heat, and other major renovations to the building.

In 1902,under his leadership, two wings (buildings) and a dome were added to the original building. The dome is one of the most distinctive features that architect Frank P. Milburn added to Florida's Capitol. When completed, it was described as "beautiful and graceful." Many Floridians today consider this a symbol of our government.

The inside of the dome features an art glass dome made of hundreds of pieces of stained glass. It is 136 feet from the floor and allows light into the building.

In addition to the wings and the dome, Governor Jennings also initiated renovations to modernize the Capitol. Until 1902, heat for the Capitol was provided by 24 brick fireplaces: four in House Chamber, two in the Senate Chamber, and one in each of the other rooms--except for the lobby area on each floor. Seeing a need for change, Jennings ordered a complete steam heating system using radiators to heat the rooms.

Governor Jennings also ordered a combination of gas and electric systems to light the building so there would be uniform lighting over large areas of the rooms. Before electricity, kerosene lamps and gas lanterns were used, and only a small area could be lit.

Governor Jennings is said to have been friends with Thomas Edison. Maybe he was inspired by him, or maybe he made these changes to the Capitol because Tallahassee's City Electric Plant was built around the same time that renovations were being done. Either way, Governor Jennings made a big difference in the structure, symbolism, and modernization of Florida's Capitol.

Governor Comprehension Questions

1. What skill(s) made Governor Jennings a successful leader?

2. What impact did his skill(s) have on others?

3. Mr. Jennings had several jobs before becoming governor. What were they?

How did this experience help in his role as governor?

4. Governor Jennings progressed more rapidly and with more patience and respect than any other governor. What lesson can we learn from his experience?

5. Governor Jennings was respected by many people. Do you think that he earned this recognition? Why? Why would he be considered a leader in the community? Provide examples.

1. What skill(s) made Governor Jennings a successful leader?

Possible answer: He was patient, humble, hard working

2. What impact did his skill(s) have on others?

Possible answer: They earned him the respect of others. People saw him as a friend.

3. Mr. Jennings had several jobs before becoming governor. What were they?

Possible answer: Court Commissioner, County Judge, Speaker of the House, Governor

How did this experience help in his role as governor?

Possible answer: This allowed him to learn how to build partnerships and relationships.

Being committed to a cause.

4. Governor Jennings progressed more rapidly and with more patience and respect than any other governor. What lesson can we learn from his experience?

Possible answer: You don't have to be rude and selfish to make it in this world. People will admire humility and dedication.

5. Governor Jennings was respected by many people. Do you think that he earned this recognition? Why? Why would he be considered a leader in the community? Provide examples.

Accept reasonable answers

GRADE: 4

Blended Lives	The Making of Our Community
Lesson 4	Goodwood Museum and Gardens

LEARNING GOAL:

1. The students will explain how individuals in Goodwood’s history contributed to the growth of the community.
2. The students will recognize noteworthy structures on the Goodwood property and explain their significance.

MATERIALS AND RESOURCES:

1. “The History of Goodwood Museum and Gardens”
2. Comprehension Questions
3. Short Virtual Tour of Goodwood (video) located at <https://youtu.be/jgFa6P7rFAc>
4. Student Handout for Virtual Tour of Goodwood
5. PowerPoint of Buildings at Goodwood, if needed to help with virtual tour
6. Map of Goodwood Museum

SUGGESTED TEACHING TIME: 60 -75 minutes

1. Pass out “The History of Goodwood Museum and Gardens.”
2. Review vocabulary terms prior to reading the article.
3. Direct students to read the article silently.
4. Tell students to answer comprehension questions that accompany the story individually or in pairs/small groups.
5. Discuss the answers to the comprehension questions as a class.
6. Provide students with the virtual tour handout.
7. Show the virtual tour of Goodwood to the class. If needed, show pictures of buildings in PowerPoint. Notes are provided for each building.
8. Direct students to write down an interesting fact for the six structures on the virtual tour handout. When the short video is finished, ask students to share their responses.
9. For a culminating activity, ask students to write a paragraph explaining why museums like Goodwood should be preserved and maintained for future generations. Direct students to use text evidence to support their reasons.
10. Optional Activity: Use the attached map of Goodwood to identify and label some of the structures identified in the article and virtual tour.

PRIMARY STANDARDS ADDRESSED IN LESSON:

Social Studies

- SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
- SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media
- SS.4.A.4.1 Explain the effects of technological advances on Florida.
- SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

Language Arts

- LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- LAFS.4.RI.2.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.
- LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Vocabulary for “The History of Goodwood Museum and Gardens”

1. territory - an organized part of a country that is not yet a state
2. extravagant – expensive, costing too much money
3. deceased – dead
4. Confederate army - During the Civil War, eleven southern states left the United States and formed their own country. The eleven states depended on agriculture and used slave labor to support it.
5. Civil War – a war that took place between 1861 and 1864 between southern and northern states who could not agree over the issue of slavery and state’s rights
6. transformed – changed many times for the better as in renovations
7. plantation - an estate on which crops such as coffee, sugar, and tobacco are cultivated by resident labor. During the Civil War, the estates were support by slave labor.
8. estate – houses, buildings, farmland, and woods that surround the gardens and grounds of a large property such as a country house or mansion
9. lavish – over-the-top or costing too much money; extravagant
10. National Register of Historic Places - official list of our country's historic buildings, districts, sites, structures, and objects worth preserving and saving

The History of Goodwood Museum and Gardens

In the 1800's, the United States was a young country with only sixteen states. Many of its citizens hoped to expand into new lands, including the Florida **territory**, to pursue valuable resources and opportunity. Lawyer and planter Hardy Croom purchased land in what we now know as Tallahassee. In 1837, Mr. Croom left Saratoga, New York, with his wife and three children, but a hurricane off the coast of North Carolina ravaged the ship, taking the lives of everyone on board.

Hardy's grieving brother, Bryan, inherited the land Hardy Croom had purchased and constructed a home that became known as Goodwood Plantation. During that time in the South, white land owners used slave labor to construct buildings, farm the land, and maintain households. Bryan Croom was no exception. Enslaved people labored over a period of years to construct the big house where Mr. Croom and his family lived.

At its largest, Goodwood was approximately 8,000 acres in size with a workforce of around 200. Bryan Croom went on to create an **extravagant** home for his family, shipping the finest wood, fabric, artwork, and housewares from England. Mr. Croom also added other buildings to the property, including the kitchen and several cottages.



After a long legal dispute with his **deceased** brother's mother-in-law Henrietta Smith, Bryan Croom lost Goodwood and relocated to Alabama. Mrs. Smith sold most of the property to Tallahassee merchant, Susan Branch Hopkins, in 1858.

Like many other southerners during that period, Mrs. Hopkins supported the **Confederate army** by making uniforms and flags, preparing food, and raising money. When the **Civil War** ended in 1864, Mrs. Hopkins could no longer maintain the extravagant lifestyle she once enjoyed. Without slave labor for cotton production, Mrs. Hopkins struggled to meet the mortgage and was forced to sell most of the property to Dr. and Mrs. William Lamb Arrowsmith from England.

When the Civil War ended in 1865, enslaved African-American people who had worked at Goodwood left to pursue free lives of their own. Like other African-Americans living at Goodwood Plantation at that time, Moses and his wife Daphne assumed the last name of the owner, Mr. Croom, adding an "s" to establish themselves and their new identities. After the couple left Goodwood, they helped create an African-American community named Jamestown near Orlando. Their children and grandchildren went on to become successful citizens, working as ministers, a carpenter, and an educator. While slavery was a reality for many African-Americans during Goodwood's early years, the determination, strong will, and character of former enslaved people like Moses and Daphne shaped and defined Florida in years to come.

Goodwood changed owners many times over the years, but it was Fanny Tiers who **transformed** Goodwood from a **plantation** of the Old South to a country **estate**. She frequently invited her northern friends to join her for extended visits to escape the cold winters in New Jersey. When Mrs. Tiers first purchased the property, it was 160 acres of vegetable gardens, chicken yards, pecan groves, and woodland. Fanny, who was enormously wealthy, modernized Goodwood by adding bathrooms, electricity, a new kitchen, a butler's pantry, and a screened side porch. Her other projects included the construction of a carriage house, laundry building, swimming pool, tennis courts, skating rink, pool house and Jubilee Cottage. She also added a water tower to better supply the needs of the various cottages that made up the Goodwood estate. All of these original structures remain on the property today.

When Fanny began her massive makeover of the Goodwood Estate, local people seeing the vast sums of money being spent, began calling her the "Richest Woman in America." It was not an accurate statement, but her fortune did make it possible to create a **lavish** manor. In 1924, Fanny Tiers sold Goodwood and moved to Paris. There were other owners after Fanny, but she is considered the most influential in modernizing the property.

It was owner Tom Hood whose work resulted in Goodwood earning a place on the **National Register of Historic Places**. He often said that Goodwood was "too precious to sell, too expensive to keep." Thanks to his efforts, Goodwood is now a museum. A visit to Goodwood today provides guests with a unique glimpse of history and the people who made their mark in Tallahassee's local history.



Comprehension Questions for Reading

- (1) Why did Hardy Croom purchase the property we now know as Goodwood Museum and Gardens?

- (2) How did his brother, Bryan, come to be the owner of Goodwood?

- (3) What important idea is discussed in the second paragraph? Use details and evidence from the text to support your answer.

- (4) What did Mrs. Hopkins do to support the Confederate army during the Civil War?

- (5) Why was Mrs. Hopkins forced to sell Goodwood to Dr. and Mrs. Arrowsmith?

- (6) What does paragraph four reveal about former slaves during the period after the Civil War? Use text evidence to support your answer.

- (7) Why is Fanny Tiers significant in the story of Goodwood? What were some of her major contributions and what was the impact?

- (8) What did Tom Hood do to preserve the Goodwood property?

Goodwood Virtual Tour

Name: _____

Directions: As you view the virtual tour of Goodwood, look for the structures below. Write one interesting fact for each in the space provided.



THE MAIN HOUSE



THE KITCHEN



THE CARRIAGE HOUSE



THE WATER TOWER



THE SWIMMING POOL



THE SKATING RINK

Goodwood Museum

Blended Lives

Main House



The Sunken Garden



The Carriage House



Woodshed



Cline's Cabin



Water Tower



Aviary



The Old Kitchen



Rough House



The Pool

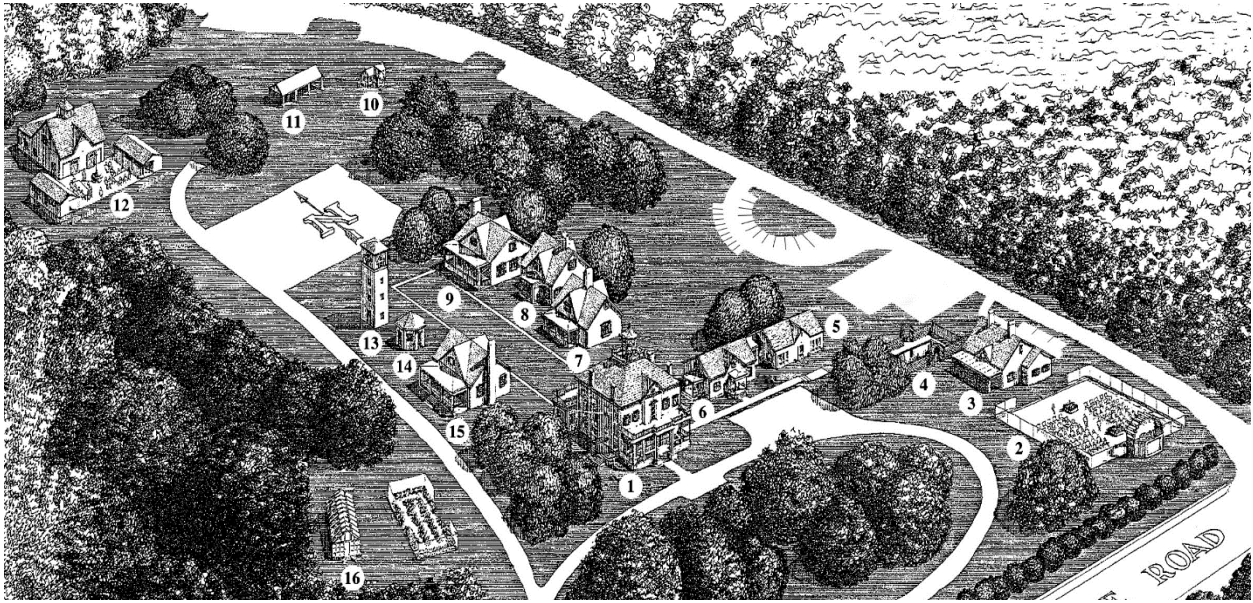


The Skating Rink



Map of Goodwood Museum and Gardens

Directions: As you view the virtual tour, write the name of the buildings and structures on the lines. Use different colors for the different owners who added to Goodwood.



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. ** _____

GRADE: 4

Blended Lives	The Building of Our Community
Lesson 5	Culminating Writing

LEARNING GOAL:

The students will explain the impact of John G. Riley, Governor Jennings, and Fanny Tiers on the Tallahassee Community.

ESSENTIAL QUESTION:

How did John G. Riley, Governor Jennings, and Fanny Tiers contribute to our community?

MATERIALS AND RESOURCES:

1. A printed or digital copy of *Out of the Past, A Noble Leader* (with guiding questions)
<https://www.youtube.com/watch?v=tFKINKIEZHE> (see lesson 1.)
2. John G. Riley Statement of Significance
3. Governor Jennings Article
4. "The History of Goodwood Museum and Gardens"
5. Informative/ Explanatory Writing Prompt
6. Pencils

SUGGESTED TEACHING TIME: 60- 120 minutes (1 - 2 Days)

1. Announce to students, "Previously, we learned about John G. Riley's contributions to the Tallahassee community, Governor Jennings' impact on the Florida Historic Capitol, and Fanny Tiers' makeover of Goodwood. In this last lesson before our field trip, let's take a look at these individuals and the impact they had on our community."
2. Ask students to collect all of the articles they have read in this unit. They should have read something on all three individuals. If not, you may distribute any missing texts at this time.

3. Ask students to work in pairs to review all of the documents and annotate places in the texts that show the contributions of each individual.
4. After students have had an opportunity to annotate the texts, give students a chance to share their findings.
5. Project the informative/explanatory writing prompt on the screen and read out loud while the students follow along.
6. On the board, create a graphic organizer with three columns for students to take notes about the positive contributions of the three individuals they studied in the Blended Lives curriculum unit. Direct students to independently write an essay about how Riley, Jennings, and Tiers contributed to the development of the Tallahassee community, including their impact on the future. Remind students to use textual evidence to support their answers.

ALTERNATIVE WRITING ASSIGNMENT:

Teachers could use the comparison timeline table distributed in the beginning of the unit as a tool for students to answer this explanatory writing prompt: “Select a time period from the comparison table and review the events from all four rows: Riley Museum, Smokey Hollow, Florida’s Historic Capitol, and Goodwood Museum. After reviewing the information, write a paragraph summarizing some of the key events that took place in Tallahassee during that time period.”

Teachers could also incorporate an art activity and presentation as a culminating assignment.

PRIMARY STANDARDS ADDRESSED IN LESSON:

Social Studies

SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media
SS.4.A.4.1	Explain the effects of technological advances on Florida.
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.

Language Arts

LAFS.4.RI.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to explain the topic.
LAFS.4.W.2.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.4.L.1.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Demonstrate legible cursive writing skills. b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). c. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. d. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., to, too, two; there, their).
LAFS.4.L.1.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.

Blended Lives Writing Prompt

Directions:

Read and review all of the sources provided for John G. Riley, Governor Jennings, and Fanny Tiers. Write an informative essay in which you explain how John G. Riley, Governor Jennings, and Fanny Tiers positively contributed to the Tallahassee community. Use evidence from the sources to support your answer.

Manage your time carefully so that you can:

- Read the passages;
- Plan your responses;
- Write your response; and
- Revise and edit your response.

Be sure to include:

- an introduction
- support for your controlling idea using information from the passages; and
- a conclusion that is related to your controlling idea.

Your writing should be in the form of a well-organized, multi paragraph essay.