Contributions to Palatka: Word Sort

HOW A RIVER HELPED BUILD A TOWN

SKILLS: categorizing, acquiring domain-specific vocabulary, informative writing

COMMON CORE STANDARDS/FLORIDA STANDARDS: L.4.6; L.5.6

MATERIALS:
three-column chart like the one shown

Economic	Political	Social

The Indian Removal Act

Early in the 19th century, white settlers eager for land pressured the US government to acquire Indian territory. In 1830, Congress passed the Indian Removal Act, which gave President Andrew Jackson the power to negotiate treaties with Indian tribes. The treaties stated that the Indians were to give up their lands east of the Mississippi River in exchange for lands to the west. A majority of the Seminole tribe in Florida resisted the law, resulting in a war with the US government from 1835 to 1842 and another from 1855 to 1858. Thousands lost their lives in the conflicts. In the end, the United States paid the remaining Seminoles to move west.

STEPS:

1. Write these terms on the board: *recreation, stop-over point for those heading north, transportation, timber, boat building, farming, job opportunities, agriculture, Indian Removal Act (see sidebar), fishing, commerce, lumber, sovereignty, hunting, tourism, cattle, hogs, oranges.*

2. Explain to students that the terms are all factors that contributed to the development of Palatka through the years. Define or clarify any terms students do not know. Also discuss how the factors are related to or influenced by the St. Johns River.

3. Have each student copy the chart on notebook paper or give each student a reproducible copy of the chart.

4. Have each student work with a partner to sort the contributing factors listed on the board on their individual charts.

5. As a class, discuss how students categorized the contributing factors. Then have each student use the terms to write a one-paragraph summary of how the St. Johns River contributed to the development of Palatka.

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Extensions for Grades 2–3:

Explain that today, people use the St. Johns River for different purposes, such as for generating electricity and for recreational activities. Discuss with students how early inhabitants used the St. Johns River. Then have students write and perform short skits to dramatize these early uses. *Common Core Standards/Florida Standards SL.2.1; SL.2.2; SL.3.1; SL.3.2*

Extensions for Grades 6–8:

Explain that today's rivers transport goods and people, as well as power homes and industries. Have students research how steamboats were used in the Palatka area in the 1800s to transport goods and build a booming tourism industry. If desired, also have students find information about the timber and boatbuilding industries in Palatka and efforts to build the Cross Florida Barge Canal in the 1900s. Then have each student write a short essay comparing and contrasting how people use rivers today to how the St. Johns River was used to develop Palatka. *Common Core Standards/Florida Standards W.6.4; W.6.7; W.7.4; W.7.7; W.8.4; W.8.7*

For more information on Palatka's history, check out these resources:

- http://www.palatkadowntown.com/palatka-history.html
- http://www.palatka-fl.gov
- http://www.putnam-fl-historical-society.org/Historic/Historical%20Documents/PALHIST.html

For more information about the Cross Florida Barge Canal, see

- *Ditch of Dreams: The Cross Florida Barge Canal and the Struggle for Florida's Future* (Florida History and Culture) by Steven Noll and David Tegeder

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An Important Influence

THE ROLE OF THE SEMINOLES IN PALATKA'S HISTORY

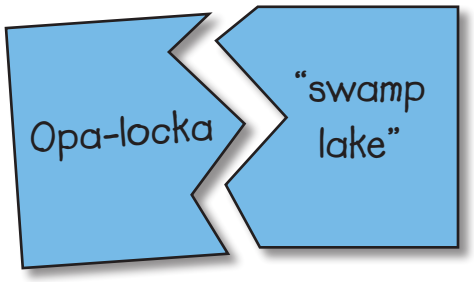
SKILLS: participating in a discussion, word origins

COMMON CORE STANDARDS/FLORIDA STANDARDS: SL.4.1; SL.5.1; L.4.4; L.5.4

MATERIALS:
18 index cards
marker
scissors

STEPS:

1. In advance, cut each index card in half using a unique jagged or curved edge. Write the name of a place from the list shown on one half of an index card, and its meaning on the second half. Repeat for the other items listed.



2. Review any Greek or Latin roots the students have learned at this point in the school year. Then explain that the names of many places and sites in Florida, including Palatka, have Native American Indian origins.

3. The area around Palatka was once inhabited by Native Americans called the *Timucuan*. By the end of the 1600s, many of these people were wiped out by infectious diseases brought to the area by European settlers and by conflicts with these settlers. Ask each child to turn to a partner and discuss these questions: What would it have been like to be a Timucuan Indian living in this area when the first European settlers arrived? How would you have felt about their arrival? After three minutes, have students share their ideas.

Apalachicola—"those people residing on the other side or shore"
Chattahoochee—"marked rock"
Fenholloway—"high foot log"
Hialeah—"pretty prairie"
Homosassa—"the place where wild peppers grow"
Lake Panasoffkee—"deep valley"
Locktsapopka (Hillsborough River)—"the place where the acorns are eaten"
Micanopy—"head chief"
Miccosukee—"chief of the hog clan"
Ocala—"heavily clouded"
Opa-locka—"swamp lake"
Palatka (from "Pilo-taikita")—"crossing over," "ford crossing," or "cow crossing"
Sopchoppy (changed from Lockchoppe)—"red oak"
Steinhatchee—"dead man's creek"
Tallahassee—"old town"
Wauchula—"cow house"
Weeki Wachee Springs—"little spring"
Wewahitchka—"water eyes"
Yeehaw (Junction)—"wolf"

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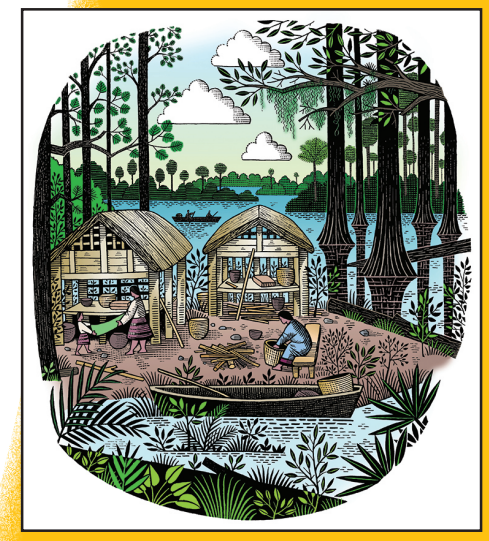
An Important Influence

THE ROLE OF THE SEMINOLES IN PALATKA'S HISTORY

4 By the late 18th century, Creek and other Native American tribes had moved to Florida and, from this migration, the Seminole tribe was formed. (It is believed that the Timucuan Indians who survived the epidemics caused by diseases brought to the area by European settlers may have later joined this tribe.) These people named the area *Pilo-taikita*, which means "crossing over," "ford crossing," or "cow crossing." Ask each child to discuss this question with a partner: Why do you think the Seminoles chose this name? After three minutes, have students share their ideas. Point out that the St. Johns River becomes more narrow and shallow in this area, making it possible for local farmers in the 18th century to move their cattle across certain points along the river.

5 Distribute the card halves to students, one per child. On your mark, have students wander the room looking for their match. Once all matches have been made, have students share the name of each place and its meaning with the class.

6 Post a chart in the room with this heading: "What else would you like to find out about the Seminole Indians?" Place a marker nearby. Encourage students to write their questions on the chart; then provide time to explore the questions together using the resources given on page 5.



Extensions for Grades 2-3:

Have students research the Seminole Indian culture of the past. Then instruct each student to fold a sheet of drawing paper twice to make four squares. In each square, the student illustrates an element of the Seminole culture, such as dress, shelters, foods, and tools. Have students write a caption to explain each illustration. *Common Core Standards/Florida Standards W.2.7; W.3.7*

Extensions for Grades 6-8:

Have students create a timeline of events related to the Seminole Wars and the Indian Removal Act of 1830. *Common Core Standards/Florida Standards W.6.7, 8; W.7.7, 8; W.8.7, 8*

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An Important Influence

THE ROLE OF THE SEMINOLES IN PALATKA'S HISTORY

For more information on the Timucuan and the Seminole Indians, *see*

- http://www.nps.gov/timu/historyculture/timucua.htm
- http://www.fcit.usf.edu/florida/lessons/timucua/timucua1.htm
- http://www.jaxhistory.com/Jacksonville%20Story/Timucua%20Times.htm
- http://www.flheritage.com/facts/history/seminole/
- http://www.flheritage.com/facts/reports/names/
- http://www.semtribe.com/history/
- http://www.keyshistory.org/seminolespage1.html

For more information on the Indian Removal Act and the Seminole Wars, *see*

- http://www.semtribe.com/history/IndianRemoval.aspx
- http://www.legendsofamerica.com/na-indianremovalact.html
- http://www.loc.gov/rr/program/bib/ourdocs/Indian.html
- http://www.pbs.org/wgbh/aia/part4/4p2959.html

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BOTANIST WILLIAM BARTRAM

William Bartram is called "America's First Naturalist." A naturalist is someone who studies living things. Bartram was an expert in botany. This is the study of plants. He explored Florida along the St. Johns River. He documented his travels by drawing pictures and writing about his adventures. This was important work. No one had explored Florida as a scientist before Bartram.

Directions: Read these quotes from William Bartram. The language he used to describe nature was much different than how we talk today. Think about Bartram's statements. Then draw a line to match the statement to its meaning.

Bartram's Quotes

1. (about Florida alligators) "They force the water out of their throat which falls from their mouth like a Cataract and a steam of vapour from their Nostrals like smoke."
2. "Animal substance seems to be the first food of all birds, even the granivorous tribes."
3. "It may be proper to observe, that I had now passed the utmost frontier of the white settlements on that border."
4. "The rhododendrons, plots of wild strawberries, flame azaleas, Solomon's seal, sweet shrub, mountain laurel, ginseng, Fraser magnolia...create a seemingly infinite green tapestry that surrounds the trail."
5. "My progress was rendered delightful by the sylvan elegance of the groves, chearful meadows, and high distant forests, which in grand order presented themselves to view."

What It Means

A. I had moved from settled villages into wild, unsettled lands.

B. The trail is surrounded by beautiful plants that seem to go on for as far as the eye can see.

C. I came upon a splendid grove and meadow with a high forest in the distance. The scene was spectacular.

D. Birds eat from animal waste before they eat grains or seeds on the ground.

E. Alligators look like monsters with water gushing from their mouths and steam rising from their noses.

Bonus: Did Bartram use first- or third-person perspective to tell of his adventures? How does his use of this perspective compare to other informational texts you've read? Write your answers on the back of this page.

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Common Core Standards/Florida Standards RI.4.1; RI.4.3; RI.4.10; RI.5.1; RI.5.3; RI.5.10

Note to the teacher: For grades 2–3 students, discuss the job of a botanist; then have students research and draw illustrations of plants found in your area. *Common Core Standards/Florida Standards W.2.7; W.3.7*

Have students in grades 6–8 research botany-related careers and compare them with the work done by William Bartram. *Common Core Standards/Florida Standards W.6.7; W.7.7; W.8.7*

BOTANIST WILLIAM BARTRAM

ANSWER KEY

1. E
2. D
3. A
4. B
5. C

For more information on William Bartram, check out these resources:

- http://www.bartramtrail.org
- http://www.flmnh.ufl.edu/naturalists/bartramw01.htm

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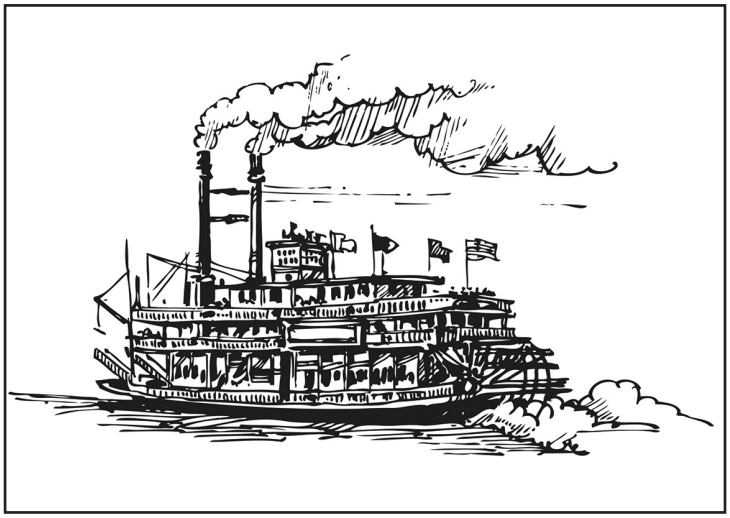
STEAMBOATS OF PALATKA

Read the article.



In the 1850s, Palatka was a major transportation **hub (1)**. Another important industry was tourism. Palatka became known as a **haven (2)** for people from northern states. They wanted to escape their **harsh (3)** winters. Many traveled to Palatka on steamboats.

Soon there were lots of steamboats on the St. Johns River. The time period between 1865 and 1895 became known as the "golden age" of Palatka. The city became the major **port (4)** for steamboats on the St. Johns River. In 1885, seven steamboat lines were operating in Palatka. Sometimes up to 40 ships waited in the **harbor (5)** to load or unload **cargo (6)**.

In the 1880s, railroads expanded. Palatka became an important railroad **junction (7)**. With more and more railroads, the number of steamboats coming into Palatka declined. In 1884, a fire destroyed the business district of Palatka. This included the hotels tourists stayed in. Many tourists had to travel farther south to find **accommodations (8)**. By 1890, the railroads in Palatka could not compete with those in nearby Jacksonville. Jacksonville was a bigger city. Steamboats also began operating only during tourist season. Jacksonville **siphoned (9)** off much of the shipping business from Palatka as well.

Directions: Write each number beside the matching definition. Use the context to help you.

_____ a. goods carried in a ship, airplane, or other vehicle

_____ b. a place where railroads meet or cross

_____ c. housing, food, and services for travelers

_____ d. city through which lots of traffic flows

_____ e. town or city where ships can unload cargo

_____ f. place that offers good conditions

_____ g. severe

_____ h. drew off

_____ i. part of a body of water that is protected and deep enough for ships to anchor in

Bonus: On the back of this page or another sheet of paper, write a journal entry as if you were a tourist on a steamboat headed to Palatka.

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Common Core Standards/Florida Standards RI.4.1; RI.5.1; L.4.4a; L.5.4a; L.4.6; L.5.6

Note to the teacher: For grades 2–3 students, read the text aloud. Then share photos of steamboats and discuss what makes them special, such as steam power, a paddle wheel, tall smokestacks, etc. *Common Core Standards/Florida Standards SL.2.1–3; SL.3.1–3*
For grades 6–8, have students research to find out how railroads affected river transportation in American history. *Common Core Standards/Florida Standards W.6.7; W.7.7; W.8.7*

STEAMBOATS OF PALATKA

ANSWER KEY

a. 6
b. 7
c. 8
d. 1
e. 4
f. 2
g. 3
h. 9
i. 5

For more information about the steamboat era in Palatka, check out these resources:

- http://www.putnam-fl-historical-society.org/Historic/Historical%20Documents/PALHIST.html
- http://www.fcit.usf.edu/florida/3d/boats/boats01.htm

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