

CELEBRATE HIALEAH'S CENTENNIAL

INCORPORATED:
SEPTEMBER 10, 1925

ELEMENTARY (K-5)
EDUCATIONAL ACTIVITIES



A projection of the
TOWN of
Hialeah
at the CURTISS-BRIGHT RANCH
GATEWAY to the EVERGLADES
FIRST TOWN WEST of MIAMI-FLORIDA

CELEBRATE HIALEAH'S CENTENNIAL

CONTENT INCLUDES:

QUICK TIPS

HISTORICAL OVERVIEW

ACTIVITIES/PROJECTS:

- CREATE A CITY GUIDEBOOK
- POETRY PROJECT
- THINKING LIKE A HISTORIAN
- HIALEAH HEROES
- ACTING AND IMPROVISATION
- ABC'S OF HIALEAH
- FIND THE LANDMARK
- MAYOR OF HIALEAH
- HIALEAH'S FLAG PROJECT
- HIALEAH TRADING CARDS



A projection of

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CELEBRATE HIALEAH'S CENTENNIAL

GRADES K-2

Explain to students that just like people, cities have birthdays and use some of the content found in the historical overview of Hialeah to get students excited about Hialeah's upcoming birthday. Then explain the project you have selected to do with your class to your students.

GRADES 3-12

Explain to students that just like people, cities have birthdays and go over the historical overview of Hialeah to get students excited about Hialeah's upcoming birthday. Then show students the various projects they can select to do to learn about and celebrate Hialeah's centennial.



THE HISTORY OF A GREAT CITY: HIALEAH

HIALEAH IN THE 1920S

- Founding of Hialeah (1921)-Hialeah was founded by aviation pioneer Glenn Curtiss and cattleman James H. Bright. The city was incorporated in 1925. Curtiss and Bright envisioned Hialeah as a working-class community, and it quickly grew due to its strategic location and the efforts of its founders.
- Miami-Hialeah Florida East Coast Railway Line (1924)-The construction of the Miami-Hialeah Florida East Coast Railway line and the Miami River Canal Swing Bridge in 1924 significantly enhanced transportation and connectivity in the area. This development facilitated the movement of goods and people, contributing to Hialeah's growth. •
- Hialeah Women's Club (1924)-The Hialeah Women's Club opened the town's first library in 1924. This institution played a crucial role in the educational and cultural development of the community, providing residents with access to books and a space for social gatherings.
- Florida Land Boom (1924-1926)-Hialeah experienced rapid growth during the Florida land boom, attracting investors and new residents. This period saw a surge in real estate development and speculation, which contributed to the city's expansion. However, the boom also led to economic challenges when it ended.
- Hurricane of 1926-In September 1926, a devastating hurricane struck Hialeah, causing significant damage to the city. Despite the destruction, the community showed resilience and eventually recovered, continuing its growth and development in the following years



Hialeah in the 1930s

- Hialeah Park Race Track Reopens (1932)- After being closed due to the Great Depression, Hialeah Park Race Track reopened in 1932. It quickly became one of the most famous horse racing tracks in the United States. Known for its beautiful gardens and flamingos, the track attracted many visitors and played a significant role in the local economy. The reopening marked a period of recovery and growth for Hialeah.
- Installation of the First Totalisator (1932)- In 1932, Hialeah Park installed the first totalisator in the United States. This mechanical device was used to record and display bets at the racetrack, revolutionizing the betting process by making it more efficient and transparent. The totalisator's introduction was a significant technological advancement in the horse racing industry.
- Hialeah Fire Department Expansion (1930s)- During the 1930s, the Hialeah Fire Department expanded its services and infrastructure. This included the purchase of new fire engines and the installation of a fire alarm system. These improvements enhanced the department's ability to respond to emergencies and protect the growing community. •
- Economic Recovery and Growth (Late 1930s)- Despite the challenges of the Great Depression, Hialeah experienced economic recovery and growth in the late 1930s. New businesses and residential developments emerged, contributing to the city's expansion. This period of recovery laid the foundation for Hialeah's future prosperity.
- Community Development and Infrastructure Improvements (1930s)- The 1930s saw significant community development and infrastructure improvements in Hialeah. New schools, roads, and public facilities were constructed, enhancing the quality of life for residents. These developments were crucial in supporting the city's growing population and fostering a sense of community.

Hialeah in the 1940s

- World War II Impact (1940s)- During World War II, Hialeah played a significant role in the war effort. The Hialeah Park Race Track was used as a training ground for military personnel, and the city's economy benefited from the increased activity and employment opportunities.
- Post-War Economic Boom (Late 1940s)- After World War II, Hialeah experienced a post-war economic boom. The population grew rapidly as veterans returned home and new residents moved to the area, leading to increased housing development and business growth.
- Establishment of Hialeah Hospital (1948)- Hialeah Hospital was established in 1948, providing essential healthcare services to the growing community. The hospital became a cornerstone of the city's healthcare infrastructure.
- Expansion of the Hialeah Fire Department (1940s)- The Hialeah Fire Department continued to expand during the 1940s, with the addition of new fire stations and equipment to better serve the increasing population and development.
- Development of New Residential Areas (1940s)- The 1940s saw the development of new residential areas in Hialeah, including the construction of single-family homes and apartment complexes. This development was driven by the city's growing population and the demand for housing.

Hialeah in the 1950s

- Expansion of Hialeah Park Race Track (1950s)- Throughout the 1950s, Hialeah Park Race Track underwent significant expansions and improvements. The track continued to attract large crowds and became a premier destination for horse racing enthusiasts. Its beautiful gardens and flamingos remained iconic features.
- Development of Residential Areas (1950s)- Description: The 1950s saw a boom in residential development in Hialeah. New neighborhoods and housing projects were established to accommodate the influx of residents. This period marked a significant transformation in the city's landscape, with many single-family homes and apartment complexes being built.
- Establishment of the Penn Motel (1950s)- The Penn Motel, located on Okeechobee Road, was established in the 1950s. It became a popular lodging option for travelers and contributed to the local economy. The motel was known for its distinctive architecture and convenient location.
- Introduction of Pee-Wee Sodas (1950s)- In the 1950s, Pee-Wee sodas, brewed and distributed from Hialeah, became a local favorite. These bottled sodas were popular among residents and added to the city's unique cultural identity. The soda brand became a nostalgic symbol of the era.
- Opening of the Hialeah Drive-In Theater (1952)- The Hialeah Drive-In Theater opened in 1952, becoming a popular entertainment venue for residents. It offered a unique movie-watching experience where families and friends could enjoy films from the comfort of their cars. The drive-in theater was a significant cultural landmark in Hialeah during the 1950s, reflecting the era's love for cinema and automobiles.

Hialeah in the 1960s

- Opening of the Hialeah-Miami Lakes High School (1965)- Hialeah-Miami Lakes High School opened in 1965, providing a new educational institution for the growing population. The school quickly became an important part of the community, offering a range of academic and extracurricular programs to students.
- Diane Crump Becomes the First Female Jockey (1969)- In 1969, Diane Crump made history by becoming the first female jockey to compete in a pari-mutuel race in the United States at Hialeah Park Race Track. Her participation broke gender barriers in the sport and paved the way for future female jockeys¹.
- Expansion of Hialeah Hospital (1960s)- During the 1960s, Hialeah Hospital underwent significant expansions to accommodate the growing population. New facilities and services were added, enhancing the hospital's ability to provide comprehensive healthcare to the community.
- Development of Westland Mall (1965)- Westland Mall, originally known as Westland Shopping Center, opened in 1965. It became a major retail hub in Hialeah, attracting shoppers from across the region. The mall's opening marked a significant boost to the local economy and provided a new social gathering place for residents³.
- Cuban Immigration Wave (1960s)- The 1960s saw a significant wave of Cuban immigrants settling in Hialeah, fleeing political turmoil in Cuba. This influx of Cuban residents greatly influenced the cultural and demographic landscape of the city, contributing to its rich cultural diversity.

Hialeah in the 1970s

- El Día Newspaper Begins Publication (1970)- El Día, a Spanish-language newspaper, began publication in 1970. It served the growing Hispanic community in Hialeah, providing news and information relevant to their interests and needs.
- Westfield Westland Shopping Mall Opens (1971)- The Westfield Westland shopping mall, originally known as Westland Mall, opened in 1971. It became a major retail hub in Hialeah, attracting shoppers from across the region and boosting the local economy.
- Formation of KC and the Sunshine Band (1973)- KC and the Sunshine Band, a popular musical group known for their disco hits, was formed in 1973. The band gained international fame and contributed to the cultural scene in Hialeah and beyond.
- Establishment of the Santería Church of Lukumi Babalu Aye (1974)- The Santería Church of Lukumi Babalu Aye was established in 1974. This religious institution played a significant role in the spiritual and cultural life of the Afro-Cuban community in Hialeah.
- Founding of Citrus Health Network (1979)- Citrus Health Network was founded in 1979, providing comprehensive healthcare services to the residents of Hialeah. The organization became a key player in the local healthcare system, offering mental health and primary care services.

Hialeah in the 1980s

- 1. Mariel Boatlift Impact (1980):** The Mariel Boatlift brought over 125,000 Cuban refugees to South Florida, with many settling in Hialeah. This influx further shaped the city's demographic profile and added to its cultural diversity.
- 2. Hialeah's Annexation (1980s):** During the 1980s, Hialeah expanded its city limits by annexing surrounding unincorporated areas. This expansion contributed to the city's population growth and increased its land area.
- 3. Political Shifts (1980s):** The 1980s saw a shift in local politics as Cuban-American leaders began to take on more significant roles in Hialeah's government. This change reflected the growing influence of the Cuban community in the city.
- 4. Hialeah Park's Temporary Closure (1985):** The Hialeah Park Race Track temporarily closed in 1985 due to financial difficulties. This closure marked the end of an era for the historic venue, although it would later reopen.
- 5. Rise of Hispanic Businesses (1980s):** The 1980s saw a significant increase in Hispanic-owned businesses in Hialeah. These businesses contributed to the city's economic growth and solidified its reputation as a center for Hispanic entrepreneurship.

Hiialeah in the 1990s

- 1. Hiialeah's Population Boom (1990s):** Hiialeah experienced another surge in population during the 1990s, becoming one of the largest cities in Florida. The city's population growth was driven by both immigration and natural increase.
- 2. Cultural Celebrations (1990s):** The 1990s saw the establishment of various cultural festivals in Hiialeah, celebrating Cuban and Latin American heritage. These events became an essential part of the city's identity.
- 3. Hiialeah Park's Historic Designation (1990):** In 1990, Hiialeah Park was designated a historic site. This recognition helped preserve the park's unique architecture and history, even as its role in horse racing diminished.
- 4. Growth of Health Services Industry (1990s):** During the 1990s, Hiialeah saw growth in the health services industry, with the expansion of local hospitals and medical facilities. This industry became a significant employer in the city.
- 5. Educational Expansion (1990s):** The 1990s also witnessed the expansion of educational institutions in Hiialeah, with the opening of new schools and the establishment of satellite campuses for local colleges, catering to the growing population.

Hialeah in the 2000s

- 1. Reopening of Hialeah Park (2001):** Hialeah Park Race Track reopened in 2001 after being closed for several years. Although it no longer held the same prominence in horse racing, the park began hosting simulcast races and other events.
- 2. Introduction of Slot Machines at Hialeah Park (2009):** In 2009, slot machines were introduced at Hialeah Park, transforming it into a racino. This development marked a new chapter for the historic venue, diversifying its revenue sources.
- 3. Economic Challenges (2008):** The Great Recession impacted Hialeah's economy, particularly its manufacturing sector. Many businesses faced difficulties, leading to job losses and economic hardship for residents.
- 4. Development of Milander Center for Arts and Entertainment (2005):** The Milander Center for Arts and Entertainment opened in 2005, providing a new cultural venue for the community. The center hosted various events, including concerts, exhibitions, and community gatherings.
- 5. Urban Redevelopment Initiatives (2000s):** The city began several urban redevelopment projects in the 2000s, focusing on revitalizing older neighborhoods and improving infrastructure to meet the needs of a growing population.

Hialeah in the 2010s

- 1. Revitalization of Hialeah Park (2013):** Hialeah Park underwent significant renovations in 2013, with updates to the casino, restaurants, and entertainment facilities. These changes aimed to attract new visitors and restore the park's status as a key city landmark.
- 2. Opening of Hialeah Gardens High School (2015):** The opening of Hialeah Gardens High School in 2015 addressed the growing demand for educational facilities in the area. The school quickly became an important institution in the community.
- 3. Growth of the Technology Sector (2010s):** The 2010s saw the growth of the technology and telecommunications sectors in Hialeah. New businesses in these industries began contributing to the local economy, diversifying the city's economic base.
- 4. Hialeah's 90th Anniversary Celebration (2015):** In 2015, Hialeah celebrated its 90th anniversary with various events and activities, highlighting the city's history, achievements, and vibrant culture.
- 5. Increased Focus on Public Transit (2010s):** The city began focusing on improving public transit options during the 2010s, including expansions of bus routes and proposals for better connectivity with the broader Miami-Dade area.

Hialeah in the 2020s

1. COVID-19 Pandemic Response (2020): The COVID-19 pandemic had a significant impact on Hialeah, as it did globally. The city implemented measures to protect public health and support businesses and residents during the crisis.

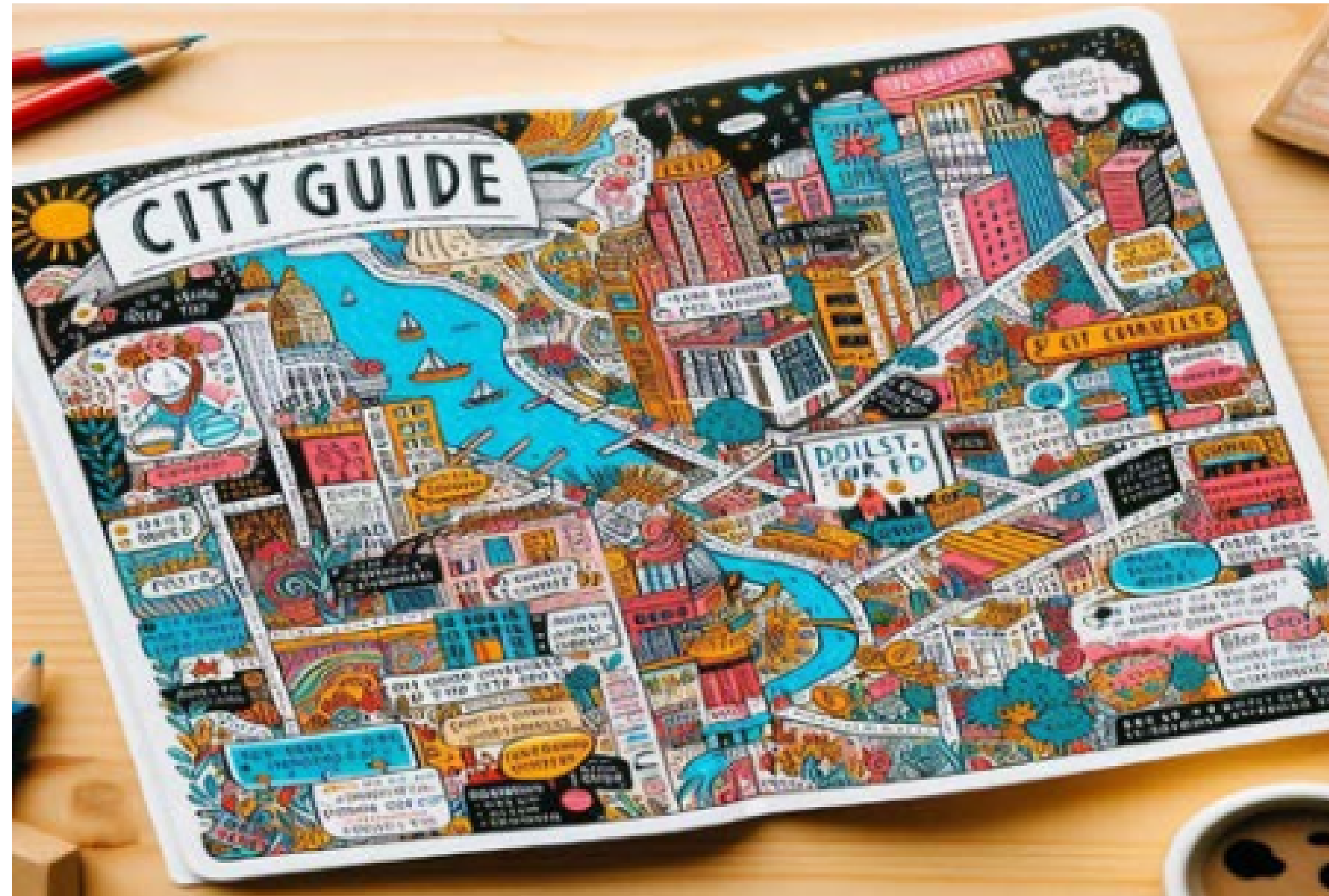
2. Environmental Initiatives (2020s): The city has launched various environmental initiatives, including projects to improve green spaces, promote recycling, and address flooding and other climate-related issues.

3. Focus on Affordable Housing (2020s): The city has made affordable housing a priority in the 2020s, with new developments aimed at addressing the housing needs of its residents.

4. Expansion of Hialeah's Industrial District (2020s): Hialeah has continued to expand its industrial district, attracting new businesses and creating jobs in manufacturing, logistics, and technology.

5. Hialeah's Centennial Celebration (2025 anticipated): Preparations for Hialeah's 100th anniversary are underway, with the city planning major events and activities to celebrate its centennial in 2025.

Activity Plan: Creating a Hialeah City Guidebook



Outcomes: Students will gain a deeper appreciation of their hometown and its cultural offerings. This activity assists in developing research, writing, and digital design skills. Students contribute to their community by creating a resource for others highlighting the best of the City of Hialeah.

Activity Plan: Creating a Hialeah City Guidebook

Step 1 Research: Research the city's history, demographics, and what makes it unique compared to other cities in Miami-Dade County, in Florida, and in the nation.

Step 2 Create an Introduction to the City of Hialeah: The first part of your guidebook should begin with a brief introduction to Hialeah, highlighting its history, unique places, cultural diversity, and plans for the future.

Step 3 Plan the Content of Your Guidebook: Choose 5-10 places in Hialeah that you feel are must-visits. These could include:

- Historical sites: Amelia Earhart Park, Hialeah Park Racing & Casino.
- Cultural spots: Leah Arts District, Milander Center for Arts and Entertainment.
- Local eateries: Local Cuban bakeries, La Carreta, Chico's Restaurant.
- Recreational spots: Bucky Dent Water Park, Hialeah Trail Park. ○ Shopping hubs: Westland Mall, local boutiques, and markets.
- Note: You may select sites not mentioned above, but all places of interest that you want to highlight must reside in the City of Hialeah.

Step 4 Write-ups: Write a brief description (100-200 words) for each place, including its history, significance, and what visitors can expect. ○ Personal Touch: Add personal anecdotes or why you love each spot. This makes the guide more engaging and authentic.

Step 5 Design a Guidebook Cover: Create a catchy cover page with a title like "The Ultimate Hialeah Guide" and include their name as the author.

Activity Plan: Creating a Hialeah City Guidebook

Elementary (K-5):

- **Picture Exploration:** Find and examine pictures of various places in Hialeah (parks, schools, landmarks, etc.). Select a few places from the pictures you found or perhaps pictures you took to include in your City Guide..
- **Guided Writing:** Write a few sentences about each place. Use sentence starters like “This is my favorite park because...” or “You can have fun at...”
- **Draw & Describe:** Younger students can draw pictures of the places and write a simple sentence or two about what they see or why they like it.
- **Craft Time:** Provide materials like construction paper, markers, and stickers for students to create their own page for the guidebook.
- **Templates:** Offer simple templates for them to fill in with their descriptions and drawings.
- **Class Collaboration:** Each student contributes a page, and the teacher can compile them into a single class guidebook.

Activity Plan: Creating a Hialeah City Guidebook

English Language Arts (ELA) B.E.S.T. Standards Elementary School:

- ELA.3.C.1.2: Write narratives using a logical sequence of events and descriptive details.
- ELA.4.C.1.4: Write expository texts about a topic using a source, introducing the topic, providing facts and details, and a concluding statement.
- ELA.5.C.1.3: Write opinions about a topic or text, including reasons supported by details from one or more sources, and a conclusion.

Social Sciences Standards Elementary School:

- SS.4.A.9.1: Utilize timelines to sequence key events in Florida history.
- SS.5.A.1.1: Use primary and secondary sources to understand history and make connections to present-day events.

**HOMAGE TO HIALEAH:
CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH**



Writers have been expressing their feelings through poetry for centuries. Some poems are meant to make readers laugh while some poems inspire deep emotion of pride and love. To celebrate and honor the City of Hialeah's Centennial, the following poetry prompts ask you to identify something or someone worth celebrating in Hialeah and then write a tributary poem honoring the subject you've chosen.

**HOMAGE TO HIALEAH:
CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH**

HAIKU:

A haiku is 3 lines long. 1st line is 5 syllables, 2nd line is 7 syllables, and the 3rd line is 5 syllables.

Haiku originated in Japan in the 13th century as the opening phrase of a renga, a lengthy oral poem. The haiku became a separate form of poetry in the 17th century and is now written by authors around the world in many languages.

The fun but a little tricky part about writing an original Haiku is that you must stick to the formula!

EXAMPLE OF A HAIKU:

The churro man stands
In the corner of my school
waiting for a sale



**HOMAGE TO HIALEAH:
CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH**

LIMERICKS: follows the rhyme scheme AABBA.

The limerick, as history would have it, started out as a short little poem. Just five lines of rhyming text make up the limerick. Lines 1, 2, and 5 rhyme, as do lines 3 and 4. Syllables and wording emphasis was metered to create a sing-song effect when correctly pronounced. Most likely you've heard several versions of popular children's limericks. Even Shakespeare wrote a few. However, what you may not know is the history of limericks. More information may be found [HERE](#).

EXAMPLE OF A LIMERICK:

There once was a man dressed in red,
With a beard and white hair on his head
But he had a big belly
That shook just like jelly
And got him stuck in a chimney, it's said.

**HOMAGE TO HIALEAH:
CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH**

Tributes/Odes: Other poems make people think. Tribute poems (or odes) express praise for the poem's subject. Odes can be written to honor people, animals, objects, and abstract concepts.

The ode—originally accompanied by music and dance, and later reserved by the Romantic poets to convey their strongest sentiments—is a formal address to an event, a person, or a thing not present. The name comes from the Greek aeidein, meaning to sing or chant, and belongs to the long and varied tradition of lyric poetry. More information may be found [HERE](#).

What is an Ode?

- ❖ A poem praising or glorifying an event or individual
- ❖ A lyric poem that conveys exalted and inspired emotions
- ❖ Like the lyric, it is of Greek origin



HOMAGE TO HIALEAH: CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH

Grade Level Variations:

Grades K-1: Teach syllables and review what makes a haiku. Create a haiku about any subject model. Have students create their own haiku about Hialeah.

- **Corresponding ELA Standards for Grade K-1:**

- ELA.1.C.1.5 With guidance and support from adults, improve writing, as needed, by planning, revising, and editing
- ELA.1.C.5.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

Grades 2-3: Teach rhyme scheme and review figurative language (e.g. hyperbole, metaphor, simile, imagery types). Have students write a limerick about their city.

- **Corresponding ELA Standards for Grades 2-3:**

- ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
- ELA.3.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
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Grades 4-5: Teach rhyme scheme and review figurative language (e.g. hyperbole, metaphor, simile, imagery types, alliteration, assonance). Have students write a limerick about their city. They must attach an (image drawn or from the internet) and create catchy title.

- **Corresponding ELA Standards for Grades 4-5:**

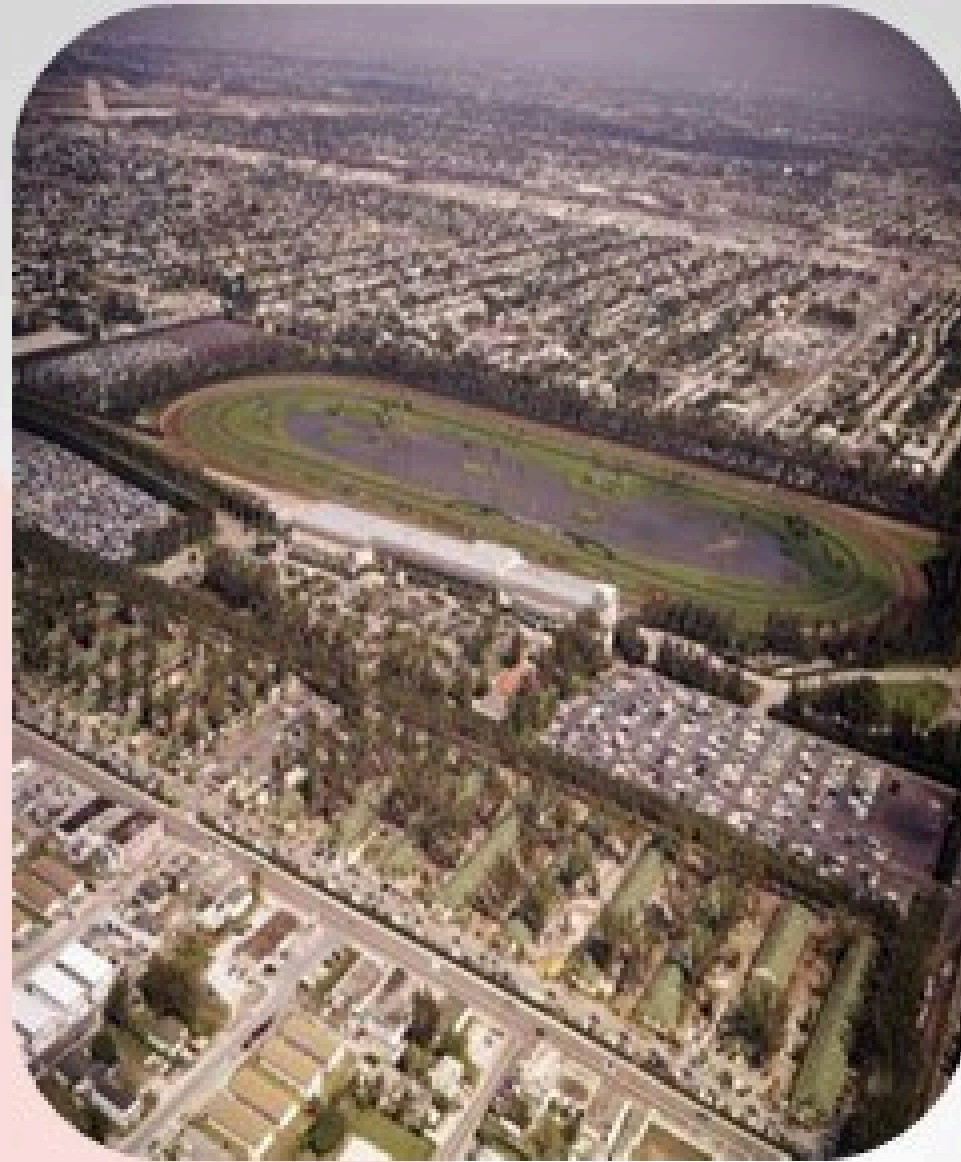
- ELA.5.C.1.2 Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
- ELA.5.C.5.2 Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

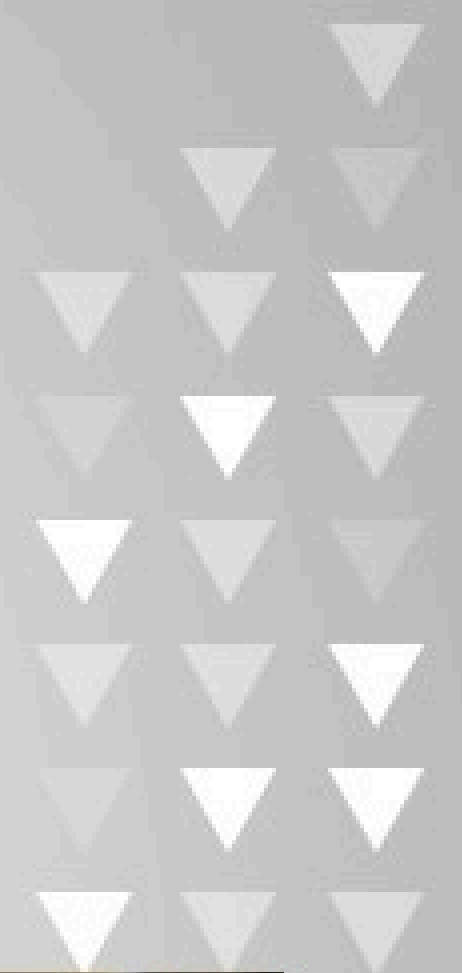
**HOMAGE TO HIALEAH:
CREATE AN ORIGINAL POEM PROVIDING HOMAGE TO THE GREAT CITY OF HIALEAH**

Corresponding Florida Academic Standards for Social Sciences:

- SS.K.A.2.2: Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.
- SS.1.A.2.3: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
- SS.2.A.2.8: Explain the cultural influences and contributions of immigrants today.
- SS.3.G.2.6: Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
- 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.5.A.1.1: Use primary and secondary sources to understand history

Poem about Hialeah





Your job is to write a poem celebrating what makes our great city of Hialeah unique. Be sure to celebrate the cultural diversity, the vitality of street life, and the sense of possibility that our city has to offer.



Haiku

- A 3 line poem
- Consists of syllable count-5,7,5
- Does not need to rhyme



Grades K-1

Limerick

- Rhyme scheme
AABBA
 - Typically humorous or
a riddle
- Grades 4-5 must:
- Create catchy title
 - Attach an image from
the internet or drawn



Pastelitos

Grades 2-5

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES K-2

Students will learn about the City of Hialeah, Florida, and understand how it has changed over time through a simple storytelling and hands-on activity.

Materials:

- Picture book or story about a city (e.g., "The Little House" by Virginia Lee Burton, which can be adapted to talk about Hialeah)
- Visual aids (pictures of Hialeah in the past and present)
- Large paper or poster board
- Crayons, markers, stickers

Introduction (10 minutes):

Story Time:

1. Read a story about how a place (like a city) changes over time. You can use a book like "The Little House" and relate the story to Hialeah.
2. Discuss with the students how the place in the story changes, asking questions like, "What happened to the little house?" and "How did the place around the house change?"

Connecting to Hialeah:

1. Show students pictures of Hialeah from the past and present. Explain that Hialeah has changed a lot over time, just like in the story.

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES K-2

Activity (20 minutes):

Create a Timeline Together:

1. On a large paper or poster board, draw a simple timeline. Mark one end as "Hialeah a Long Time Ago" and the other as "Hialeah Today."
2. Use the pictures of old Hialeah (e.g., a picture of Hialeah from the 1920s, an old car, or a historic building) and place them on the "Hialeah a Long Time Ago" side.
3. Use pictures of modern Hialeah (e.g., schools, parks, or current buildings) and place them on the "Hialeah Today" side.
4. Let students add drawings, stickers, or color the timeline.

Discussion:

Talk about what the students notice. Ask questions like, "What is different?" and "What stayed the same?"

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES K-2

Conclusion (10 minutes):

Review: Go over the timeline with the students. Ask them to point out something they learned about how Hialeah has changed.

Wrap-Up: Explain that cities like Hialeah grow and change, just like we do, and it's fun to learn about how things used to be.

Assessment: Students will be assessed based on their participation in the activity and their ability to identify differences between Hialeah's past and present.

Reflection: Refer to the Thinking Like a Historian Handout (see final page) and talk to students about the skills historian's use to write, speak, and create information about history.

Standards

- SS.K.A.1.1: Develop an understanding of how to use and create a timeline.
- SS.1.A.2.1: Understand the importance of a location in historical events.

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES 3-5

Students will understand the history of Hialeah, Florida, from its founding in 1920 to the present, identifying key events and changes over time.

Materials:

- Timeline handouts with pictures
- Markers, crayons, and colored pencils
- Projector or smartboard for visual aids

Introduction (10 minutes):

Hook:

Show students a picture of Hialeah today and ask, "Do you know what this city looked like 100 years ago?" Introduce Hialeah's history briefly, focusing on its founding in 1920, its growth, and major changes.

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES 3-5

Activity (30 minutes):

Create a Timeline Together:

1. Hand out a simple timeline from 1920 to today with key dates (e.g., founding in 1920, incorporation in 1925, population growth in the 1950s, cultural shifts in the 1980s, etc.).
2. Students will color and add images to each key date.
3. Discuss each event as students work

Discussion:

As a class, talk about how Hialeah has changed over time. Ask students how they think the city might change in the future.

Conclusion (10 minutes): Review the timeline as a class. Ask students to share one thing they learned about Hialeah's history.

Assessment: Students will be assessed on participation and the accuracy/completion of their timeline.

Reflection: Refer to the Thinking Like a Historian Handout (see final page) and talk to students about the skills historian's use to write, speak, and create information about history.

Standards

SS.3.A.1.2: Utilize timelines to sequence events.

SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES 6-8

Students will analyze the social, economic, and cultural development of Hialeah from 1920 to today, focusing on the city's role within the larger context of South Florida.

Materials:

- Historical maps of Hialeah
- Research materials (textbooks, online articles)
- Poster boards and markers

Introduction (15 minutes):

Hook: Present a historical map of Hialeah from the 1920s and compare it with a current map. Discuss the significant changes in land use, population, and infrastructure.

Activity (35 minutes):

Group Research & Presentation:

1. Divide students into small groups. Assign each group a specific time period or theme (e.g., early development, post-WWII growth, Cuban influence in the 1960s, modern-day Hialeah).
2. Groups research their assigned period/theme using provided materials.
3. Each group creates a poster summarizing key events, changes, and their impact on Hialeah's development.

THINKING LIKE A HISTORIAN: HIALEAH'S HISTORY FOR GRADES 6-8

Presentation & Discussion:

1. Groups present their findings to the class.
2. Encourage a discussion on how these periods/themes are interconnected.

Conclusion (10 minutes): Recap the major developments in Hialeah's history. Discuss the importance of understanding local history in the context of broader historical trends.

Assessment: Group presentations and posters will be evaluated based on accuracy, depth of research, and presentation skills.

Reflection: Refer to the Thinking Like a Historian Handout (see final page) and talk to students about the skills historian's use to write, speak, and create information about history.

Standards:

- SS.6.W.1.3: Interpret and evaluate primary and secondary sources.
- SS.7.C.2.1: Evaluate the impact of significant historical events on the development of Florida.

Social Sciences and Historical Thinking Skills

- **Social Sciences' instruction can be enhanced when it is intentional about embedding historical thinking skills into teaching and learning practices.**
- **Using historical thinking skills allows students to contextualize history and its complexities through multiple accounts and perspectives, analysis of primary sources, sourcing, context, and claim-evidence connections.**
- **By doing so, students are provided instruction about how to think and not what to think.**



Historical Thinking Skills

Multiple Accounts & Perspectives

The textbook's account is the one that students encounter most frequently and routinely in their history classrooms. However, the complexities encountered in history education, warrant the use of multiple accounts and perspectives to truly understand a particular time period, event, or significant point in history.

Analysis of Primary Sources

Using multiple accounts highlights the necessity of analyzing multiple accounts and students need explicit instruction in how to analyze primary sources.

Sourcing

When we “source” a document—a word originally coined by researcher Sam Wineburg—it means that we consider its origins to help us make sense of it.

Context

Context is at the core of historical thinking, and it requires, among other things, making connections between historical eras and circumstances and particular events and accounts.

Claim-Evidence Connection

Historical arguments and stories rest on evidence and students need to be taught this essential fact. By requiring students to provide evidence to support their claims as a consistent best instructional practices leads to an increase in reading and analysis skills and ultimately, a more profound knowledge base in history.

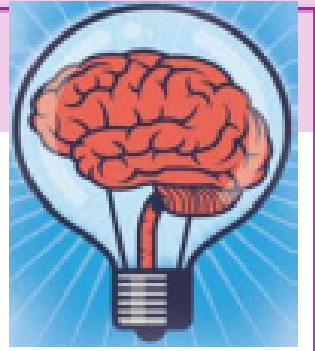
Watch the video [“Think Historically”](#) for an overview of ways of thinking inherent in knowing and doing history.

View [“Think Historically”](#) Video



Historical Thinking Skills:

Not only **WHAT** we know about the past,
but **HOW** we know it!



Multiple Perspectives: What it does? Helps teachers and students build a fuller a more accurate picture of the past by comparing various accounts from primary sources about a given event in history.

Example: Looking at an account from a commander from the British army during the Battle of Lexington and Concord, which set the path for the beginning of the American Revolution and compare it to an account from the viewpoint of an American colonist from the same event.

Analysis of Primary Sources: What it does? Helps teachers and students make sense of multiple perspectives and pushes the analysis of history through the lens of evidence.

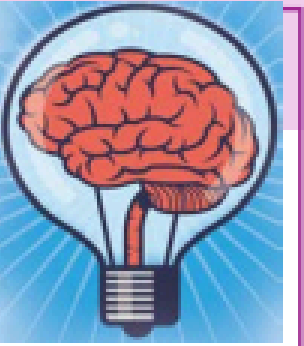
Example: Students compare a video of a Holocaust survivor's testimony to that of the information found about the Holocaust in the textbook (primary versus secondary source of information).

Sourcing: What it does? Pushes the analysis of historical events to consider the origin of a primary source or secondary source of information. Learners form the habits of asking questions about sources being evaluated in terms of accuracy and purpose. In essence, students analyze the trustworthiness of information in front of them.

Example: Students look at the date of a letter written regarding the plans for the Montgomery Bus Boycott during the Civil Rights era, and it is dated a year before the arrest of Rosa Parks, who is often credited with causing the idea of the bus boycott to be formulated. The source, specifically, the date of the letter, allows the students to understand historical events as a series of events with causes and consequences as opposed to impromptu events caused by one individual.

Historical Thinking Skills:

Not only **WHAT** we know about the past,
but **HOW** we know it!



Context: What it does? Context is at the core of historical thinking and it requires, among other things, making connections between historical eras and circumstances and particular events and accounts.

Example: Consider the following quote from Abraham Lincoln, “I have no purpose to introduce political and social equality between the whites and black races.” Considering the context of this quote by asking questions such as “Who was he addressing and what was the purpose of the speech” allows space for history learners to not jump to conclusions about individuals and instead consider the attitudes of people at the time.

Claim-Evidence-Connection: What it does? To speak or write about history, we tell stories and ask and answer questions. To tell history, content must be based on facts and evidence must be used from trustworthy sources to support our answers (claims).

Example: Students challenge a popular painting depicting the first Thanksgiving by providing evidence that certain details found in the painting might have been impossible to have existed given the time and setting. Then students make claims about what motivated the painter to paint such an image and use their historical research and evidence to support their conclusions.

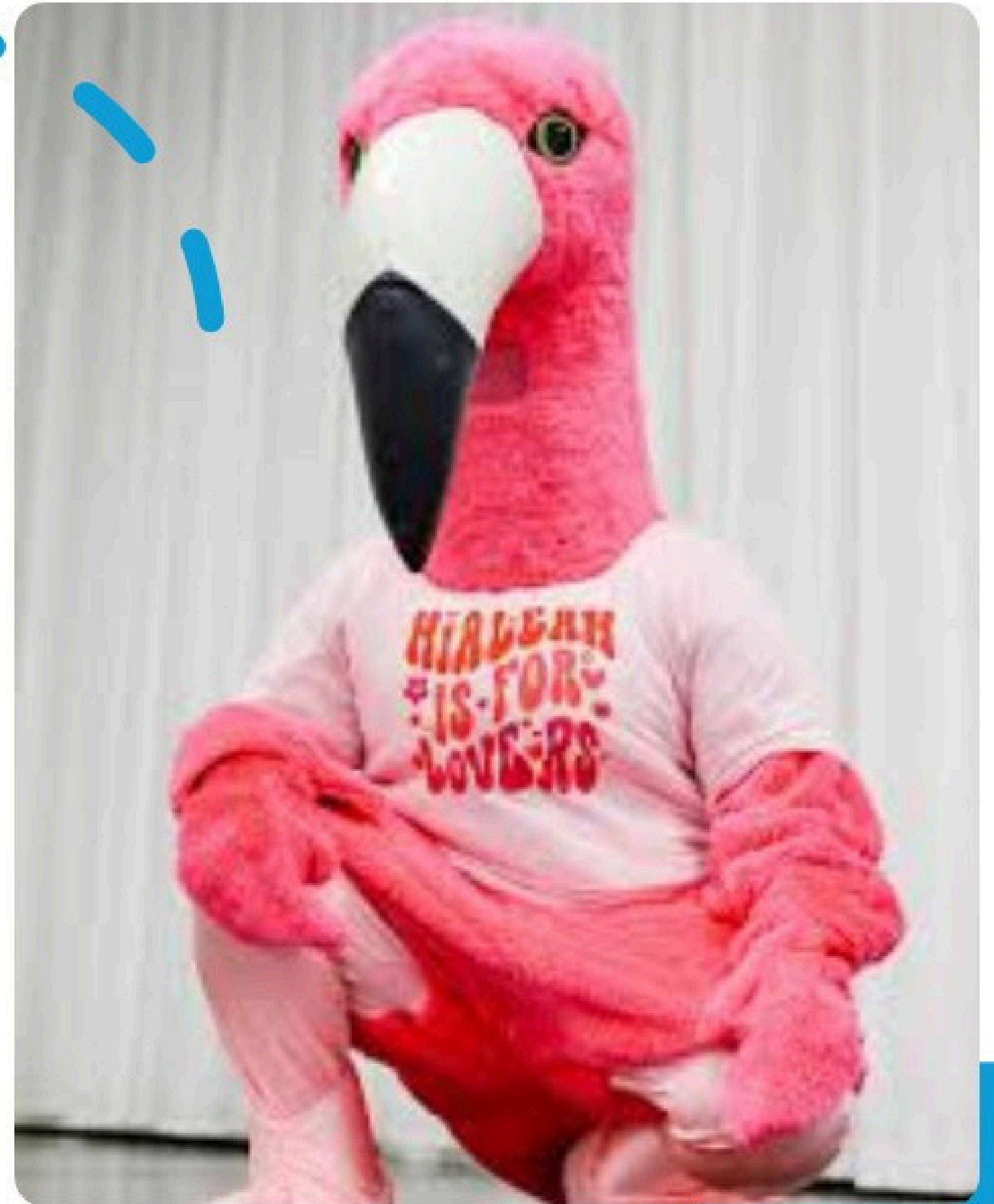
HIALEAH HERO



HIALEAH HEROES

Did you know that Hialeah has been the birthplace or hometown of some of our nation's most notable figures across various fields?

Among them are Charlie Hough, the renowned knuckleball pitcher; Alex Fernandez, celebrated for his powerful fastball; and John Cangelosi, a distinguished outfielder. The city's influence also extends to professional football with Vince Kendrick making his mark, and space exploration, with astronaut Ken Mattingly flying aboard the space shuttle Columbia. Additionally, Hialeah has produced influential vocalists like K.C. of K.C. and the Sunshine Band, as well as Terry Desario and John Secada, to name just a few.



Hiialeah
CITY LIMIT



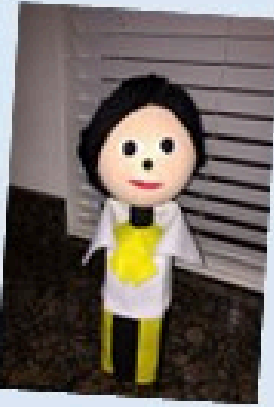
Hiialeah Heroes Character Doll Project: K-5
Research a famous/influential person that came from Hiialeah. Demonstrate what you learn about them by creating a doll.

K-5 students use template ([included](#)). Add clothing, hair, and accessories to the template.

- K-1 Include one sentence that describes your hero or write on fact about your hero.
- 2-3 Write one-three paragraphs that gives information about your chosen hero.
- 4-5 Write three-four paragraphs that give information about your chosen hero.

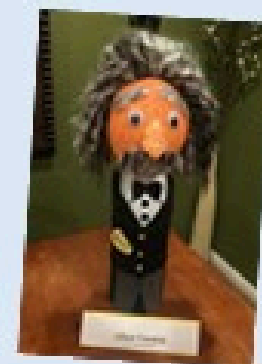
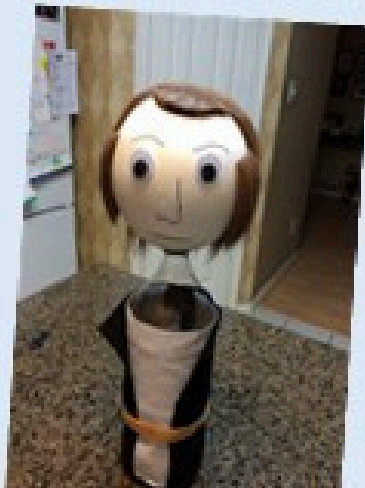
[ACCESS TEMPLATE HERE](#)

Hialeah Heroes Character Doll Project: Grades 6-12
Research a famous/influential person that came from Hialeah.
Demonstrate what you learn about them by creating a doll



6-12 students make a 2D or 3D model using poster board/cardboard/2 Liter Soda bottle/ Styrofoam or any materials you like to make your model. Dress the character based on some of her/his photos (e.g. in a baseball uniform or a business suit).

- Be sure that you make the face look like the person including hair color, eye color, and include any facial hair/glasses/etc.
- Include a one-two page paper and include the following:
 - Heroes name, country, job, and dates while active as a leader. Write in a detailed description of the person's rise to power or importance. What family, social, and/or economic crises might have influenced his/her actions? Explain what programs or ideas is he/she responsible for? How did people respond to these ideas? What is something



Standards



Grade K-1

Social Studies:

- **SS.K.A.1.1:** Recognize the contributions of important people in the community.
- **SS.K.A.2.1:** Use various sources like books and pictures to learn about people and events.

English Language Arts (ELA):

- **Reading Literature (RL.K.1, RL.1.1):** Ask and answer questions about key details in a text.
- **Writing (W.K.2, W.1.2):** Write about familiar people or events using drawings and simple sentences.

Speaking and Listening:

- **SL.K.4, SL.1.4:** Describe people, places, and events with relevant details.

Project Application:

Grade K-1 students will: Write a sentence or two about the person, including their name and what they did. They will create a paper doll representing the person, using simple materials to illustrate key features.

Standards



Grade 2-3

Social Studies:

- **SS.2.A.1.1:** Describe the lives and contributions of important individuals in history.
- **SS.2.A.1.2:** Use various sources to gather information about historical figures.
- **SS.3.A.1.1:** Identify and describe the contributions of historical figures.
- **SS.3.A.1.2:** Use tools like timelines to understand the sequence of historical events.

English Language Arts (ELA):

- **Reading Informational Text (RI.2.1, RI.3.1):** Ask and answer questions about key details in a text.
- **Writing (W.2.2, W.3.2):** Write informative/explanatory texts, including a clear introduction, details, and a conclusion.

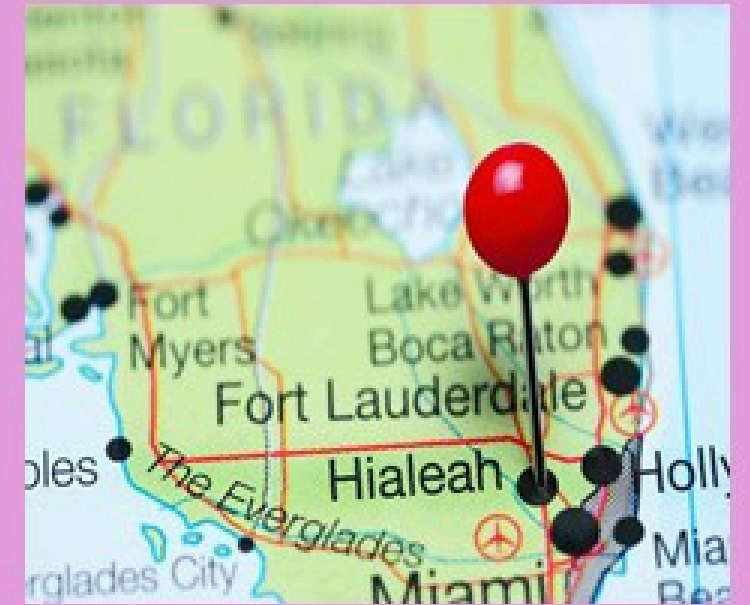
Speaking and Listening:

- **SL.2.4, SL.3.4:** Present information or ideas clearly, speaking in a focused manner.

Project Application:

Grade 2-3 students will: Write up to three paragraphs about the person, detailing their life, contributions, and impact. Their paper doll will include features and clothing related to their research.

Standards



- **Grade 4-5**
- **Social Studies:**
 - **SS.4.A.1.1:** Describe the impact of significant individuals on the community, state, or nation.
 - **SS.4.A.1.2:** Analyze the contributions of historical figures and their influence on events.
 - **SS.5.A.1.1:** Identify key historical figures and their impact on history.
 - **SS.5.A.1.2:** Use multiple sources to gather and analyze information about historical figures.
- **English Language Arts (ELA):**
 - **Reading Informational Text (RI.4.1, RI.5.1):** Cite textual evidence to support analysis and draw inferences.
 - **Writing (W.4.2, W.5.2):** Write informative/explanatory texts with an introduction, detailed body paragraphs, and a conclusion.
- **Speaking and Listening:**
 - **SL.4.4, SL.5.4:** Present information clearly and logically, focusing on key points and relevant details.
- **Project Application:**
 - **Grade 4-5 students will:** Write up to three to four paragraphs detailing the person's rise to prominence, their contributions, any influencing crises, and the public response. Their paper doll should be a detailed representation, incorporating accurate attire and features based on their research.

General Guidelines for All Grades:

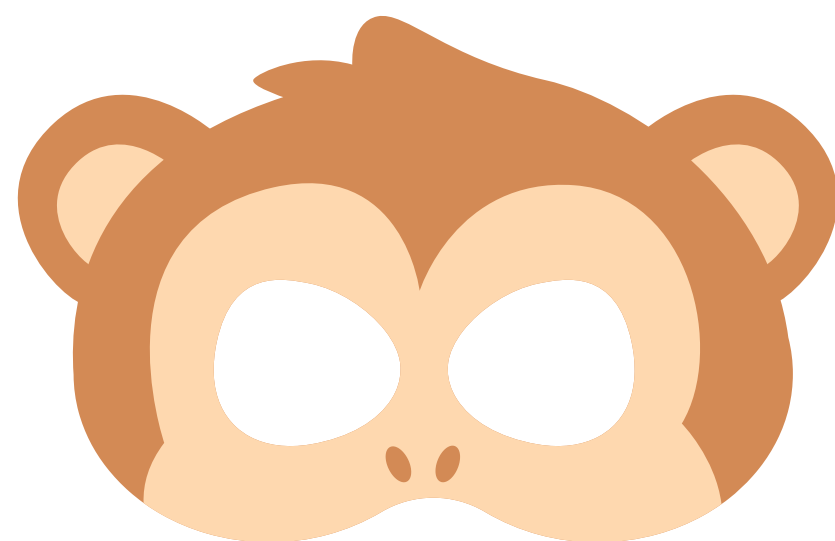
- **Research Skills:** Encourage students to use age-appropriate sources like books, articles, and interviews to gather information about the individual.
- **Writing:** Emphasize clear, organized writing with appropriate details and supporting facts.
- **Model Creation:** Encourage creativity and accuracy in making the paper doll, ensuring it reflects the individual's characteristics and attire based on historical information.

ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH: ACTING AND IMPROVISATION

This activity guide is designed to help students explore significant historical events related to Hialeah through acting and improvisation. By embodying characters and reenacting events, students will gain a deeper understanding of Hialeah's history in an interesting, fun, and engaging way. The lesson is adaptable for all grade levels from K to 12, with variations that cater to different age groups. The goal is for the students to perform a scene depicting a significant event that occurred in Hialeah.

Materials:

- Costume pieces and props (hats, scarves, simple props)
- Printed images and brief descriptions of the selected historical event
- Fun fact sheets about the chosen event
- Recording device for filming the final scene (optional)



ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH: ACTING AND IMPROVISATION

Activities:

1. Choose a significant event in the history of Hialeah (e.g., Hialeah's incorporation in 1925 and the construction of Hialeah Park Race Track for horse racing).
2. Research the chosen event and create a story to be improvised by the students.
3. Read the main events and character descriptions related to the chosen historical event aloud to the students. This helps set the context and provides a clear understanding of the storyline.
4. Distribute roles to the students or let them choose their characters. Ensure each student understands their character's background, goals, and significance to the event.
5. Provide simple costume pieces and props to help students identify with and embody their characters. This makes the activity more engaging and helps students get into character.
6. Guide the students through improvising their lines and actions. Explain each character's goals and the sequence of events. Encourage them to follow the logic of the historical event while improvising.
7. Prepare the performance area. Ensure all students are ready with their costumes and props. Arrange the space to reflect the setting of the historical event.
8. Allow the students to improvise the story based on the historical event. Encourage creativity while ensuring they stay true to the main facts and logic of the event.
9. Provide constructive feedback after the initial improvisation. Point out any mistakes and suggest improvements to make the scene more accurate and engaging.
- 10.(Optional) Repeat and record: Encourage the students to repeat the improved scene. Use a recording device to film the final performance. This can be a fun way for students to see their work and share it with others.

ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH: ACTING AND IMPROVISATION

K to 1st Grades

Standards:

- Number: TH.K.C.1 Title: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- Number: TH.1.S.2 Title: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
- Number: SS.1.A.1 Title: Historical Inquiry and Analysis.

Activities:

1. Choose a historical event and adapt it into a fun improvisational story that includes puppets, music, games, and easily recognizable characters like animals or objects.
2. Display pictures and comment on the chosen historical event.
3. Show images of the characters. Explain who each character is and their role in the story that the students are about to improvise.
4. Encourage the students to improvise a short scene of no more than 3 minutes based on the historical event.

ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH: ACTING AND IMPROVISATION

2nd to 3rd Grades

Standards:

- Number: TH.2.H.2 Title: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- Number: TH.3.H.3 Title: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
- Number: ELA.2.C.2 Title: Communicating Orally.
- Number: SS.2.A.3 Title: Chronological Thinking

Activities:

1. Choose a historical event and adapt it into a fun improvisational story that includes puppets, music, games, and easily recognizable characters like animals or objects.
2. Display pictures and comment on the chosen historical event.
3. Explain who each character is and their role in the story that the students are about to improvise.
4. Encourage the students to improvise two short scenes of no more than 3 minutes each based on the historical event.

ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH: ACTING AND IMPROVISATION

4th to 5th Grades

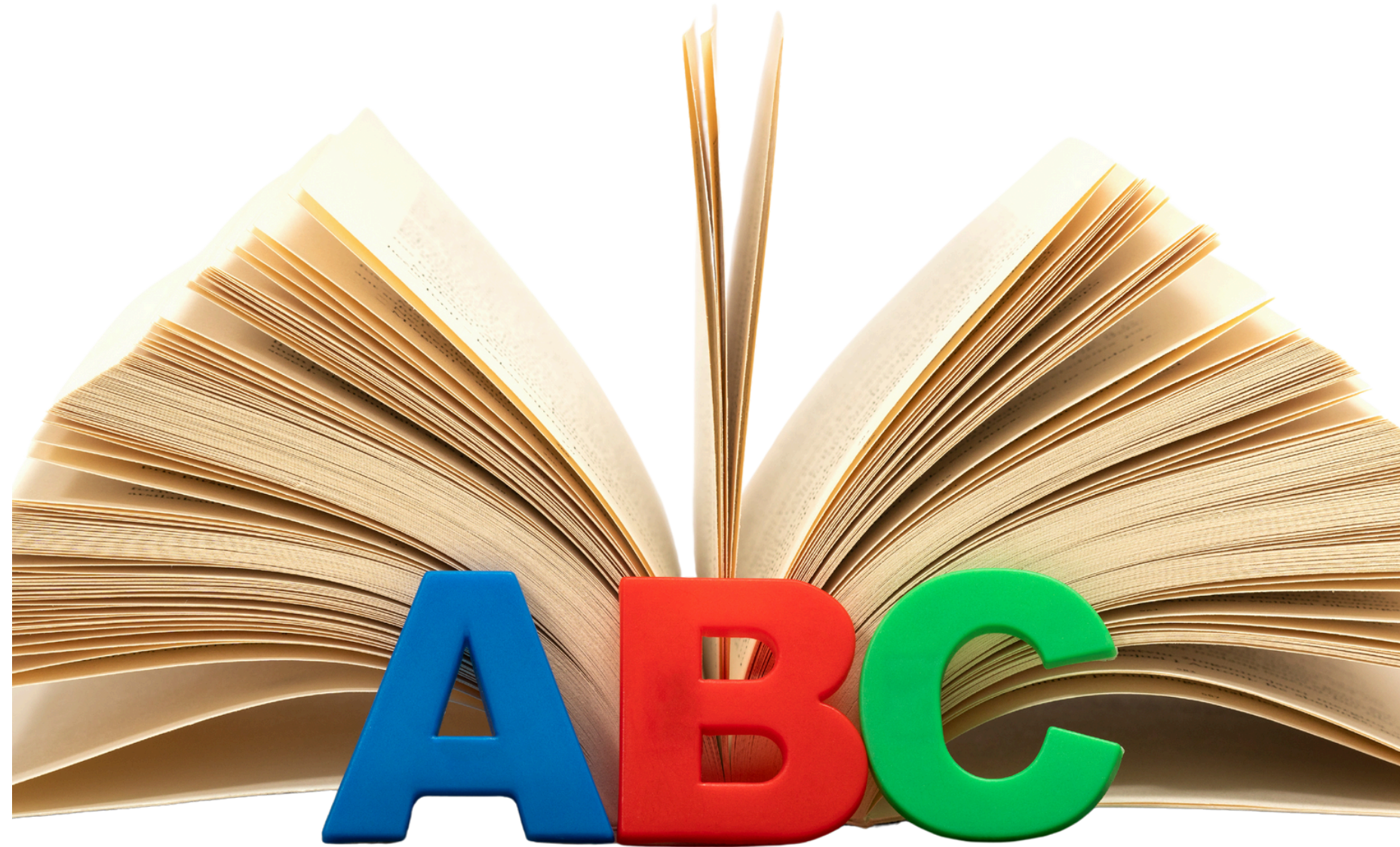
Standards:

- Number: TH.4.H.2 Title: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- Number: TH.5.O.2 Title: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
- Number: SS.4.A.6 Title: Industrialization and Emergence of Modern Florida.
- Number: SS.4.A.4 Title: Growth of Florida

Activities:

1. Choose a historical event and adapt it into a fun improvisational story that includes puppets, music, games, and easily recognizable characters like animals or objects.
2. Display pictures and comment on the chosen historical event.
3. Show images of the characters. Explain who each character is and their role in the story that the students are about to improvise.
4. Encourage the students to improvise two short scenes of no more than 3 minutes each based on the historical event.

THE ABC'S OF HIALEAH AN ALPHABET BOOK



Students will create an "ABC Book" that highlights different aspects of Hialeah. This project will help them practice certain skills such as alphabet recognition and ordering, writing sentences and researching facts about their city. This lesson can be modified depending on grade level.

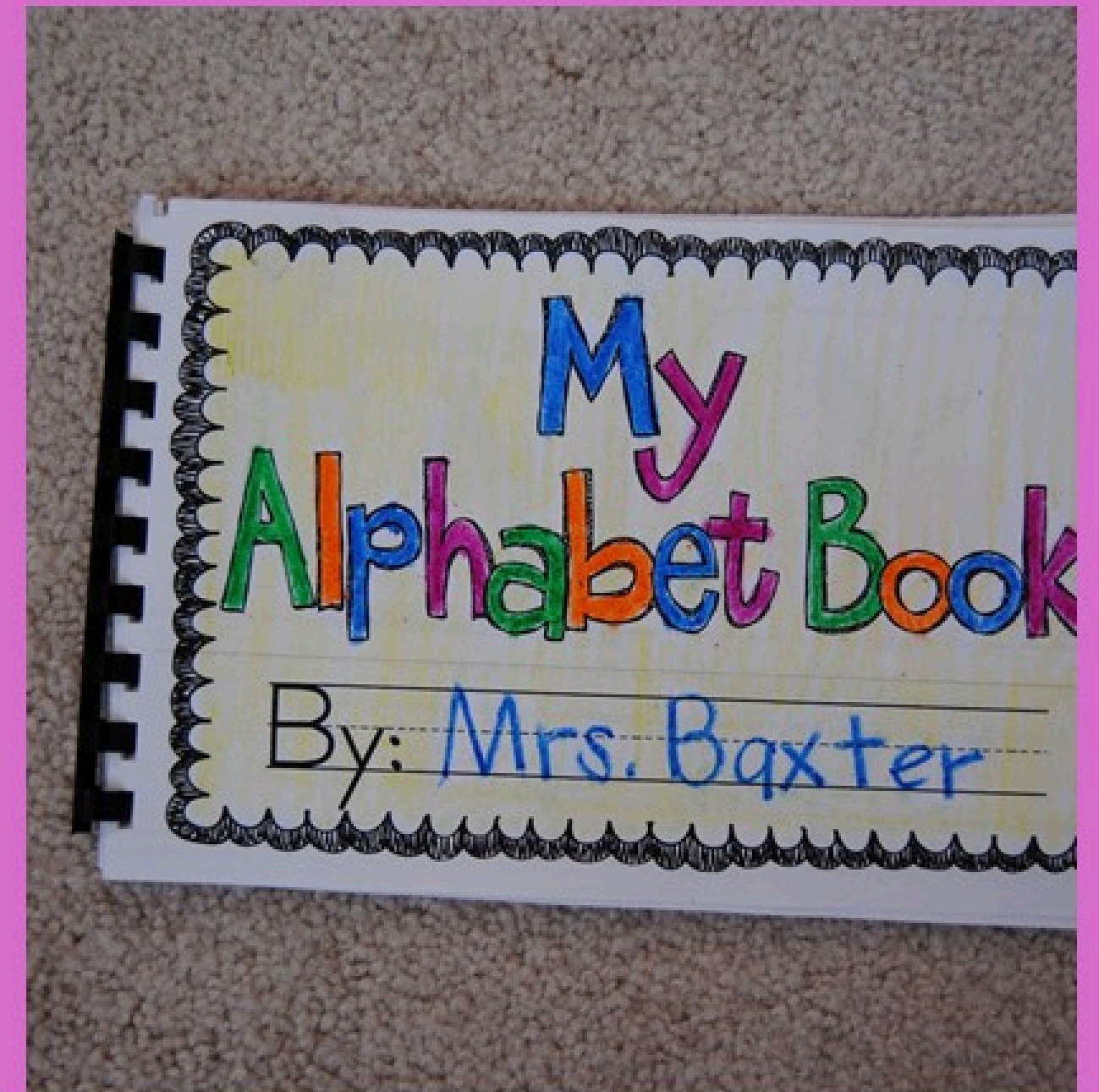


Directions (Elementary)

- Discuss what an ABC book is (each letter of the alphabet represents something about their city).
- Show an example of an ABC book (either about another city or a generic ABC book).
- As a class, brainstorm different words or topics that represent Hialeah, starting with each letter of the alphabet (e.g., A for Amelia Park, B for Bakery, C for City Hall, etc.).
- List all the ideas on the board.
- Divide students into pairs or small groups.
- Assign each group 3-4 letters of the alphabet (depending on class size).
- Each group will research specifics of their city and create pages for their assigned letters.
- Students will use books, the internet, or teacher-provided information to research each word/topic.
- Students will write 1-2 sentences for each letter on notebook paper, summarizing the information they found.
- Encourage them to use descriptive words and proper sentence structure.

Directions continued (Elem.):

- Provide each group with a large sheet of paper or construction paper for each letter.
- Students will write their sentences neatly on the top half of the paper.
- Students will create illustrations or drawings to match their letter and topic.
- If time allows, they can also cut out pictures from magazines or print images from the internet to glue onto their page.
- Students should then organize all the pages in alphabetical order.
- Bind the pages together with staples, yarn, or place them in a binder to create the class ABC book.



Elementary B.E.S.T. Standards

English Language Arts (ELA)

ELA.2.R.1.2:

- *Purpose and meaning of text*
 - **Standard:** Identify and explain the main idea and relevant details in a text.

ELA.2.C.1.2:

- *Narrative writing*
 - **Standard:** Write narratives using appropriate techniques, such as descriptive details and sequencing.

ELA.3.C.1.4:

- *Expository writing*
 - **Standard:** Write expository texts about a topic, using a logical organizational structure, relevant details, and facts.

ELA.2.C.2.1:

- *Collaborative conversations*
 - **Standard:** Participate in collaborative conversations with diverse partners about grade-level topics and texts.

Social Studies Visual Arts

SS.2.C.3.2:

- *Civic responsibility and community*
- **Standard:** Recognize symbols, individuals, and events that represent local and national heritage.

SS.2.G.1.3:

- *Using geographic tools*
- **Standard:** Label and locate places on a map, identifying physical and human characteristics.

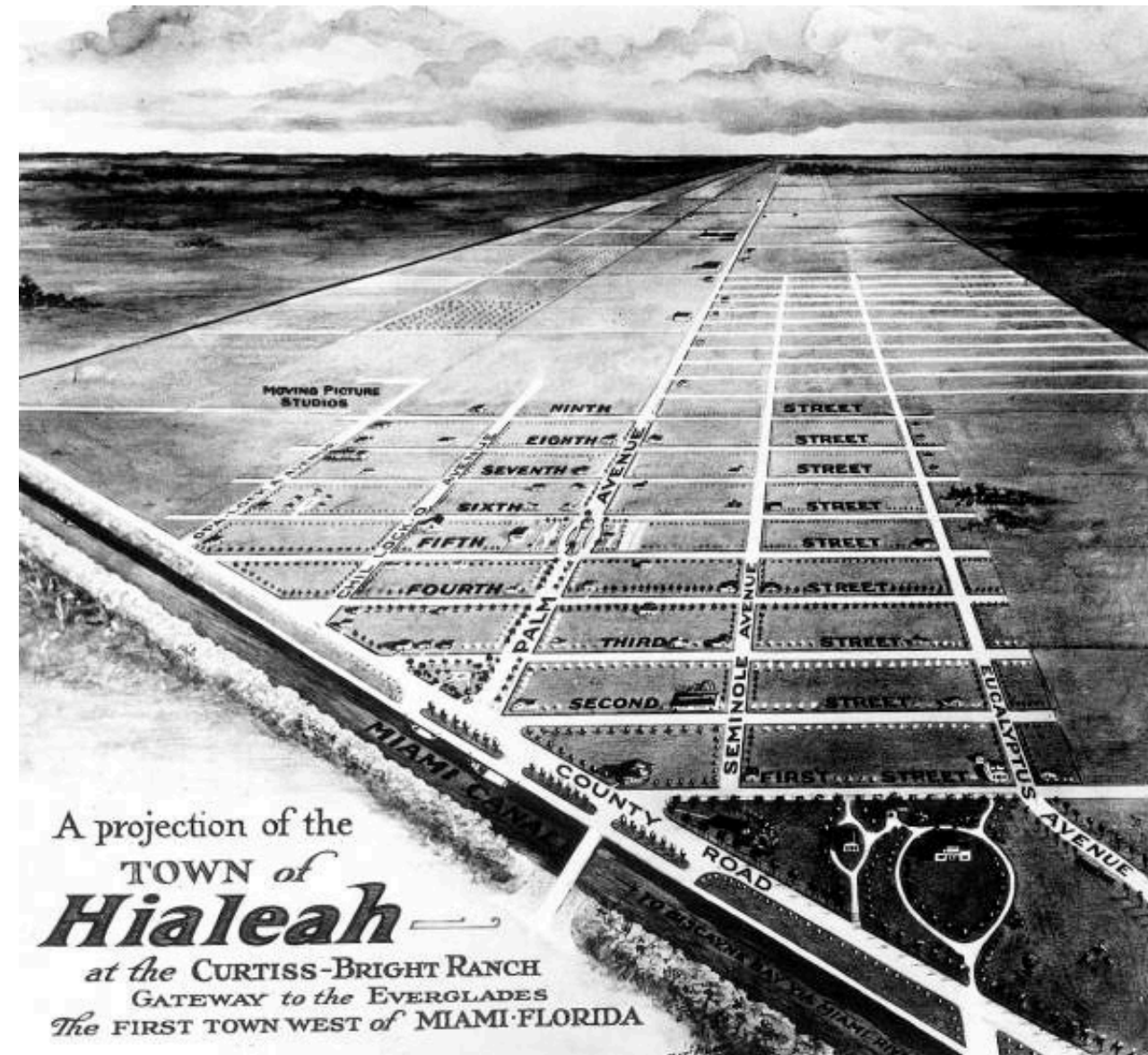
VA.2.F.1.1:

- *Imagination and creativity*
- **Standard:** Use imagination and creative ideas to create artwork based on real and imaginary experiences.

VA.3.S.1.1:

- *Materials and techniques*
- **Standard:** Use varied art materials and techniques to create original artworks.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT



Description for the Teacher: The city of Hialeah will be divided into 4 quadrants. Important landmarks and buildings will be identified and recognized in each quadrant (10- 15 buildings/landmarks) in each quadrant will be recognized with brief descriptions on how they assisted in the development of the city of Hialeah. Students will be able to identify the locations via stickers/cutouts/ or by marking it's location on the map. After the 4 quadrants are completed the maps can be pasted/taped/bound together to create a larger map of the city of Hialeah.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

Description for Students: The City of Hialeah is full of amazing landmarks.

Your task is as follows:

- Find a detailed map of Hialeah and divide it into 4 quadrants (sections). Each group or student selects on quadrant.
- Identify important landmarks and buildings in each quadrant. Mark them on the map. You may find things interesting other than buildings or landmarks and that's OK!
- Write a brief description of each landmark, building or other identify feature for each place you have marked.
- Bring your completed quadrant to your teacher so that it can be part of the whole map.



CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

VPK-1st Grade

Objective: Introduce young students to the city of Hialeah and its important landmarks.

Materials:

- Large map of Hialeah divided into four quadrants
- Stickers
- Pictures of landmarks
- Simple descriptions

Landmarks:

- 1. Hialeah Park:** Known for its beautiful flamingos and historic racetrack.
- 2. Amelia Earhart Park:** A large park with playgrounds and a petting zoo.
- 3. Milander Center for Arts and Entertainment:** A place for fun events and shows.
- 4. Westland Mall:** A popular shopping spot.

Activity: Show students the map and explain the four quadrants. Give each student a picture of a landmark and a sticker. Read a simple description of each landmark and help students place their stickers on the correct location on the map.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

2nd-5th Grade

Objective: Teach students about the history and development of Hialeah through its landmarks.

Materials:

- Map of Hialeah divided into four quadrants
- Stickers
- Pictures and descriptions of landmarks
- Worksheet with questions

Landmarks:

- 1. Hialeah Park:** Famous for its racetrack and flamingos.
- 2. Amelia Earhart Park:** Named after the famous aviator, it offers many outdoor activities.
- 3. Milander Center for Arts and Entertainment:** Hosts cultural events and performances.
- 4. Westland Mall:** A key shopping destination that supports local economy.

Activity: Divide students into groups and assign each group a quadrant. Provide pictures and descriptions of landmarks. Have students place stickers on the map and write a brief description of each landmark on their worksheet. Discuss how each landmark has contributed to the city's development.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

Florida State Standards:

2nd Grade: SS.2.G.1.1 - Use different types of maps (political, physical, and thematic) to identify map elements.

3rd Grade: SS.3.G.2.4 - Describe the physical features of the United States, Canada, Mexico, and the Caribbean.

4th Grade: SS.4.A.1.1 - Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

5th Grade: SS.5.G.1.1 - Interpret current and historical information using a variety of geographic tools.

**MAYOR OF HIALEAH:
ESTEBAN BOVO, JR.**

“Steve” Bovo is Hialeah’s current mayor. Bovo has served since November 2021 and his 4-year term ends November of 2025. Prior to this role Bovo served on the Hialeah City Council, in the Florida House of Representatives, and on the Miami Dade County Commission. Link to site: https://www.hialeahfl.gov/195/City-Mayor_Elementary_

Grades K-2: The teacher should read Mayor Steve Bovo’s information found on the staff directly page from the City of Hialeah’s website: <https://www.hialeahfl.gov/directory.aspx?eid=106>

Students will identify major professional positions and activities mentioned and will place them on a timeline.

Standards:

SS.1.A.3.2 Create a timeline based on the student's life or school events, using primary sources.

SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred in school, home, or community.



**MAYOR OF HIALEAH:
ESTEBAN BOVO, JR.**

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Grades 3-5: Task is to create a list or timeline of accomplishments that have happened during Bovo through research. Students can use Canva or PowerPoint/Prezi to visually display their research findings.

Standards:

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

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

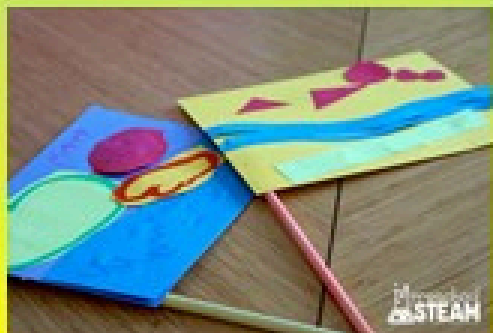


Modernizing our Flag

- Flags play a crucial role in representing identity and values at various levels—from national pride to local heritage. They foster unity, celebrate diversity, and serve as powerful symbols of political expression. By recognizing the significance of flags, we can appreciate the diverse identities they represent and the stories they tell. In a world increasingly connected yet diverse, understanding the role of flags can help us foster respect and appreciation for the rich cultural landscape that shapes our communities.

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SA



Objective:

Students will learn about the history and symbolism of the Hialeah city flag and use their creativity to design and embellish a modern version of the flag.

Grades K-1

Objective: Introduce students to the concept of symbols and colors in flags.

Materials:

- Template of the Hialeah city flag
- Crayons, markers, and stickers
- Examples of other state and city flags

Activity:

1. Introduction:

- Discuss what flags are and what they represent. Show examples of flags, focusing on symbols and colors.
- Introduce the Hialeah city flag and talk briefly about its history.

2. Designing the Flag :

- Provide each student with a flag template.
- Ask them to think about what they love about Hialeah (e.g., parks, family, culture) and how they might represent that with symbols or colors.
- Allow students to color and decorate their flag with crayons and stickers.

3. Sharing:

- Have students share their flags with the class, explaining their designs.



Grades 2-3

Objective: Understand the importance of community and culture through flag symbolism.

Materials:

- Template of the Hialeah city flag
- Colored pencils, markers, and craft materials (glitter, fabric scraps)
- Chart paper for brainstorming

Activity:

1. Introduction

- Discuss the significance of the Hialeah city flag and what it represents.
- Brainstorm as a class what elements represent Hialeah's culture, history, and community.

2. Designing the Flag :

- Provide students with a flag template.
- Students will create their own modernized version of the flag incorporating elements discussed.
- Encourage creativity by using various materials.

3. Presentation

- Each student presents their flag to the class, explaining their choices.



Grades 4-5

Objective: Explore the historical context of flags and engage in civic expression.

Materials:

- Template of flag
- Art supplies (markers, paint, fabric)

- Access to research materials (books, internet)

Activity:

1. Introduction

- Discuss the history and significance of flags.
- Explore flags from different cultures and their meanings.
- In groups, research symbols or colors used in flags from all over the world.

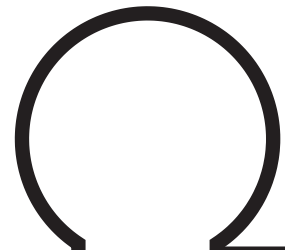
2. Designing the Flag:

- Distribute the flag template.
- Students will design a new flag that reflects modern Hialeah, using historical elements for inspiration.

3. Gallery Walk :

- - Set up a gallery walk where students display their flags.
- - Have peers provide positive feedback on each other's designs.





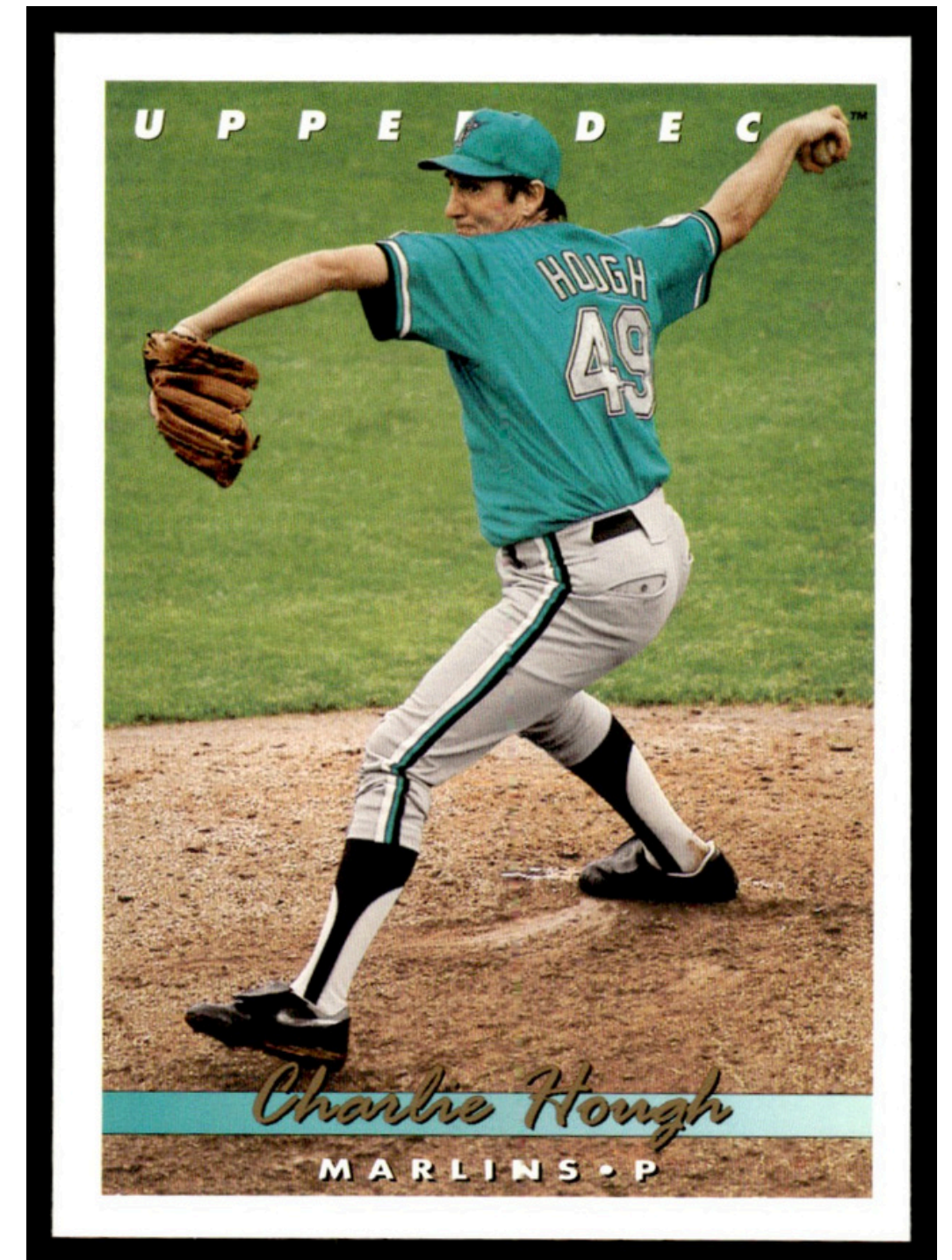
ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

Introduction: This activity guide is designed to engage students in a hands-on lesson where they create trading cards featuring important figures in the history of Hialeah. Through this activity, students will learn about significant personalities, develop creative skills, and interact with their peers in an engaging and educational way. The lesson is adaptable for all grade levels from K to 12, with variations that cater to different age groups.

Learn more about trading cards from:

[PBS's History Detectives](#)

(See the end of the teacher guide for easy use student directions.)



ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

Materials:

- Pre-cut cardboard pieces (trading card size)
- Markers, crayons, colored pencils
- Scissors (safety scissors for younger students)
- Glue sticks
- Printed images or handouts with brief descriptions of important figures in Hialeah's history
- Research materials (books, internet access, etc., for older students)
- Decorative stickers and embellishments
- *Optional:* Printer or digital tools for older students to design and print cards

Activity:

1. Begin by introducing the concept of trading cards and how they will create their own cards featuring important figures from Hialeah's history. Provide a brief overview of the figures they'll be learning about.
2. Distribute the pre-cut cardboard pieces and materials. Explain that each student will create their own trading card featuring an important historical figure. They can draw the figure, color it, and add details such as the person's name, a brief description, and fun facts.
3. Guide the students through the process of creating their trading cards, providing assistance as needed. Encourage creativity and make sure they include key information about each figure on their cards.
4. Once the cards are completed, students can share their creations with the class. Depending on the grade level, they may also trade cards or participate in a related game or activity, as outlined in the variations below.

ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

K to 1st Grades

Standards:

- Number: VA.K.H.1 Title: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- Number: VA.1.H.2 Title: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- Number: SS.1.A.1 Title: Historical Inquiry and Analysis.

Activity:

1. Students are introduced to a few important personalities from Hialeah's history. They select one figure, draw and color them on pieces of pre-cut cardboard, and add simple features like the person's name.
2. Assist students in drawing and coloring, encouraging them to add their own creative touches to their cards.
3. Students present their cards to the class, sharing what they've learned about the figure they chose. The teacher can facilitate a simple discussion about each figure's importance

ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

2nd to 3rd Grades

Standards:

- Number: VA.2.O.2 Title: The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
- Number: VA.2.S.1 Title: The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.
- Number: SS.3.A.1 Title: Historical Inquiry and Analysis.

Activity:

1. Encourage students to add special features to each character, such as symbols or objects that represent something about the person.
2. Students create their cards with more detail, adding fun facts or symbolic elements that make their cards unique.
3. After completing the cards, students play a game where they describe their character's features without revealing the name, and others try to guess who it is

ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

4th to 5th Grades

Standards:

- Number: VA.4.S.2 Title: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
- Number: SS.4.A.7 Title: Roaring 20's, the Great Depression, and WWII in Florida
- Number: SS.4.A.8 Title: Contemporary Florida into the 21st Century.

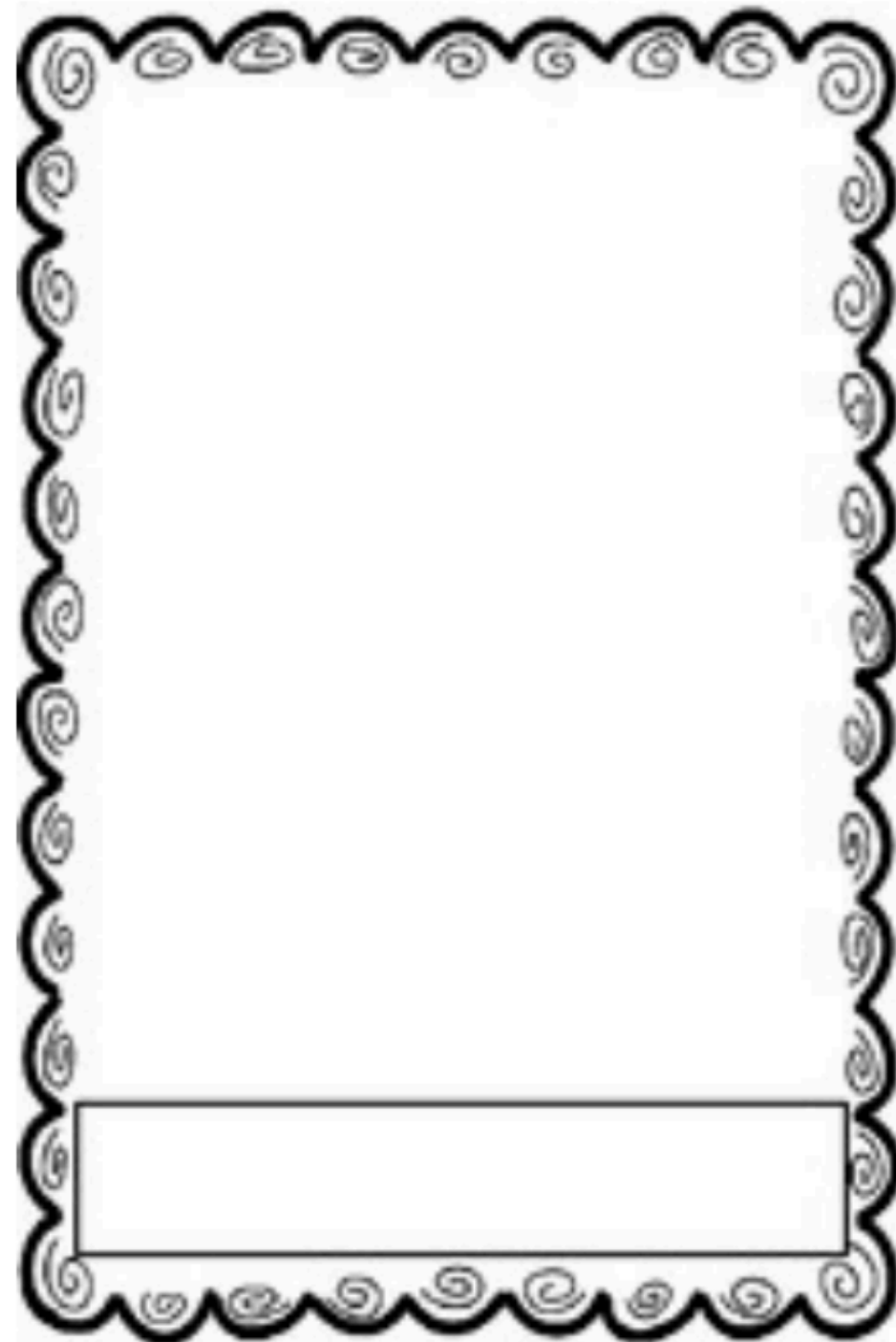
Activity:

1. Students design trading cards with detailed drawings, names, and descriptions. They also assign “powers” or special abilities to each figure based on their historical significance.
2. Once the cards are completed, students use their cards in a board game where they trade cards and use the “powers” to win points or challenges.
3. Students play the board game in small groups, trading cards and using their figures' powers strategically to win.

ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

A history trading card should include key details about a historical figure, event, or place, such as their name, a brief description of their significance, relevant dates, location, major contributions, and a visual image, allowing for a quick summary of their historical impact on the front of the card, with more in-depth information on the back.

See the sample template to create your own trading card about someone famous from Hialeah.



Name: _____

D.O.B.: _____

Hometown: _____

Family: _____

Famous For: _____

Interesting Fact: _____
