CELEBRATE HIALEAH'S
CENTENNIAL

INCORPORATED:
SEPTEMEBER 10, 1925

CITY OF HIALEAH

100 YEARS

★ 1925 — 2025 ★

FLORIDA

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

HIGH SCHOOL (9-12)
EDUCATIONAL ACTIVITIES

CELEBRATE HIALEAH'S
CENTENNIAL

CONTENT INCLUDES:

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

CITY OF HIALEAH
100 YEARS
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FLORIDA

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

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

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.

Hialeah in the 1990s

1. Hialeah's Population Boom (1990s): Hialeah 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 Hialeah, celebrating Cuban and Latin American heritage. These events became an essential part of the city's identity.

3. Hialeah Park's Historic Designation (1990): In 1990, Hialeah 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, Hialeah 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 Hialeah, 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
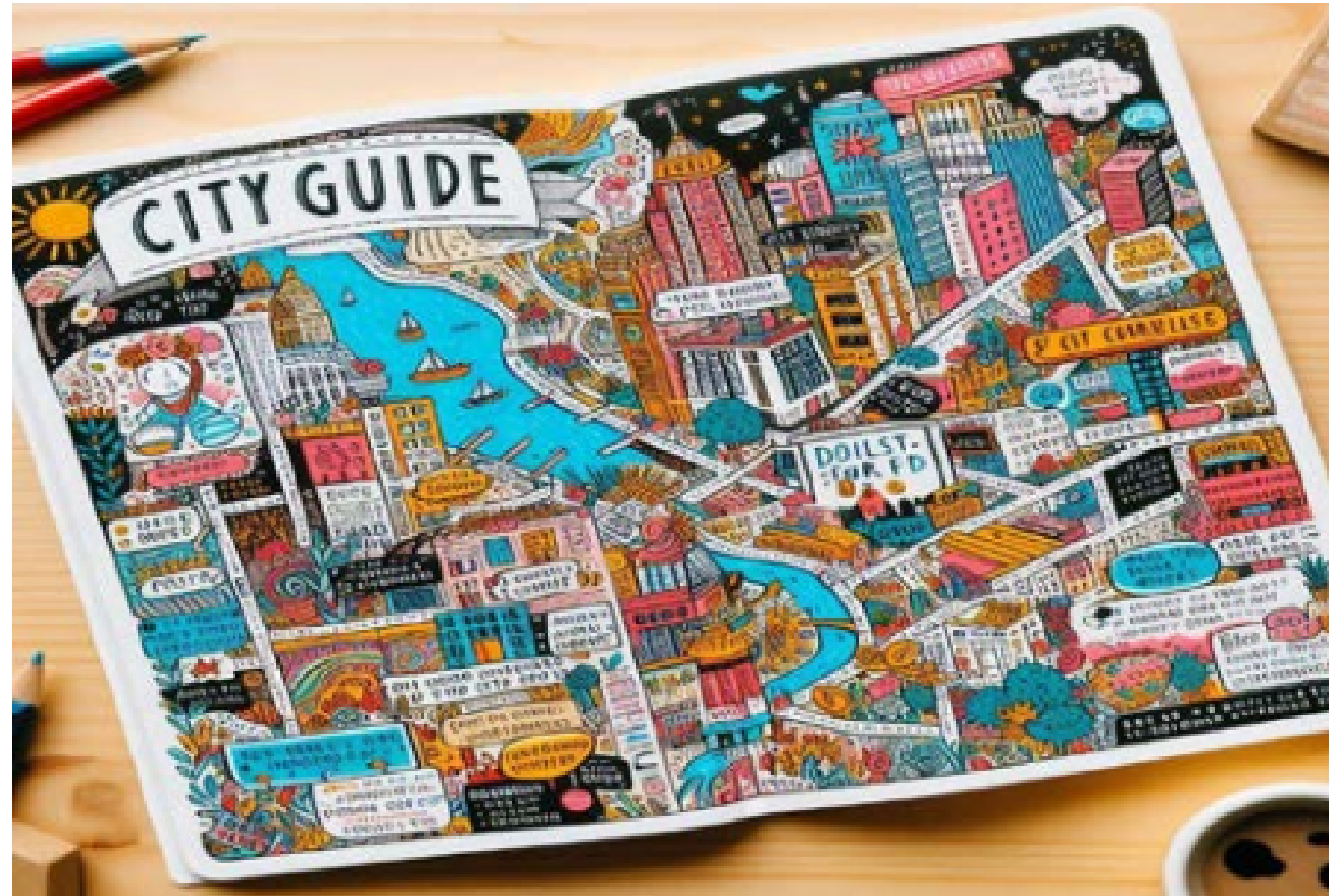
Outcomes: Students will gain a deeper appreciation of their hometown and its cultural offerings. This activity assists in developing research, writing, and digital design skills. Students contribute to their community by creating a resource for others highlighting the best of the City of Hialeah.

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. o 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

High School (9-12):

- **Photography & Videography:** Students should take or curate high-quality images and videos that visually represent the places they cover. They might also create virtual tours or video interviews.

- **Graphic Design:** Teach students advanced design principles. They can use tools like Adobe InDesign, Photoshop, or Canva to create a polished, professional layout.

- **Interactive Elements:** Consider adding QR codes that link to videos, interactive maps, or additional online content.

- **Publishing:** Consider publishing the guide online (e.g., as a PDF on the school's website) or printing copies for distribution. You could even collaborate with a local printer for a professional finish.

Activity Plan: Creating a Hialeah City Guidebook

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

- ELA.9.C.1.4: Write expository texts to explain and analyze information from multiple sources, incorporating evidence and analysis.
- ELA.10.C.1.4: Write expository texts to explain and analyze information, using a logical structure, appropriate style, and tone.
- ELA.11.C.1.4: Write arguments in a logical structure, using credible evidence and demonstrating clear reasoning.

Social Sciences Standards High School:

- SS.912.A.1.4: Analyze the impact of geographic and cultural factors on the development of regions.
- SS.912.G.1.3: Analyze geographic information from various sources to interpret and make decisions about local issues.

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

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 <u>HERE</u>.

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

Grades 9-12:

Read the ode "Give me the Streets of Manhattan" by Walt Whitman as a sample. Review hyperbole, allusions, metaphors, similes, etc. used in the poem. Have students write their own ode about an element of Hialeah (e.g., the coffee, culture, a leader, the city overall). Poems must be 10 lines or more and be presented or represented in another art form (e.g. video, voiceover, presentation, image, 3-d model, or a physical item brought in).

Corresponding Senior High School ELA Standards:
- ELA.12.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

HOMAGE TO HIALEAH:

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

Corresponding Florida Academic Standards for Social Sciences:

- SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions

THINKING LIKE A HISTORIAN:
HIALEAH'S HISTORY FOR GRADES 9-12

Students will critically evaluate the historical significance of Hialeah, Florida, from its inception in 1920 to the present, examining its role in the cultural and economic landscape of South Florida.

Materials:
- Primary source documents (newspapers, letters, photographs)
- Access to computers for research
- Essay prompt handouts

Introduction (20 minutes):

Hook: Start with a primary source analysis activity. Provide students with a photograph or newspaper article from Hialeah's early years and ask them to analyze it in pairs. Discuss the importance of primary sources in understanding historical context.

THINKING LIKE A HISTORIAN:
HIALEAH'S HISTORY FOR GRADES 9-12

Activity (35 minutes):

1. **Research Project:**
   - Assign students the task of researching a significant event or trend in Hialeah's history (e.g., its role in the post-WWII economic boom, the impact of Cuban immigration, the development of the Hialeah Park Race Track).
   - Students will write a 2-3 page essay analyzing the event/trend's impact on Hialeah and its significance in Florida's history

2. **Peer Review:**

After writing, students will exchange essays with a peer for feedback, focusing on clarity, argument strength, and historical accuracy.

THINKING LIKE A HISTORIAN:
HIALEAH'S HISTORY FOR GRADES 9-12

Conclusion (20 minutes):
Facilitate a class discussion on how Hialeah's history reflects broader trends in U.S. history. Encourage students to consider how the city might continue to evolve in the future.

Assessment: Essays will be graded based on historical analysis, use of sources, and writing quality. Peer review participation will also be considered.

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.912.A.1.2: Analyze, interpret, and challenge historical events using primary and secondary sources.
  SS.912.A.3.13: Examine key events and issues that impacted Florida's economic, social, and cultural landscape.

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.
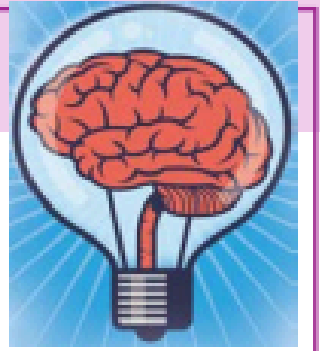
Watch the video "Think Historically" for an overview of ways of thinking inherent in knowing and doing history.

VIew "Think Historically" Video
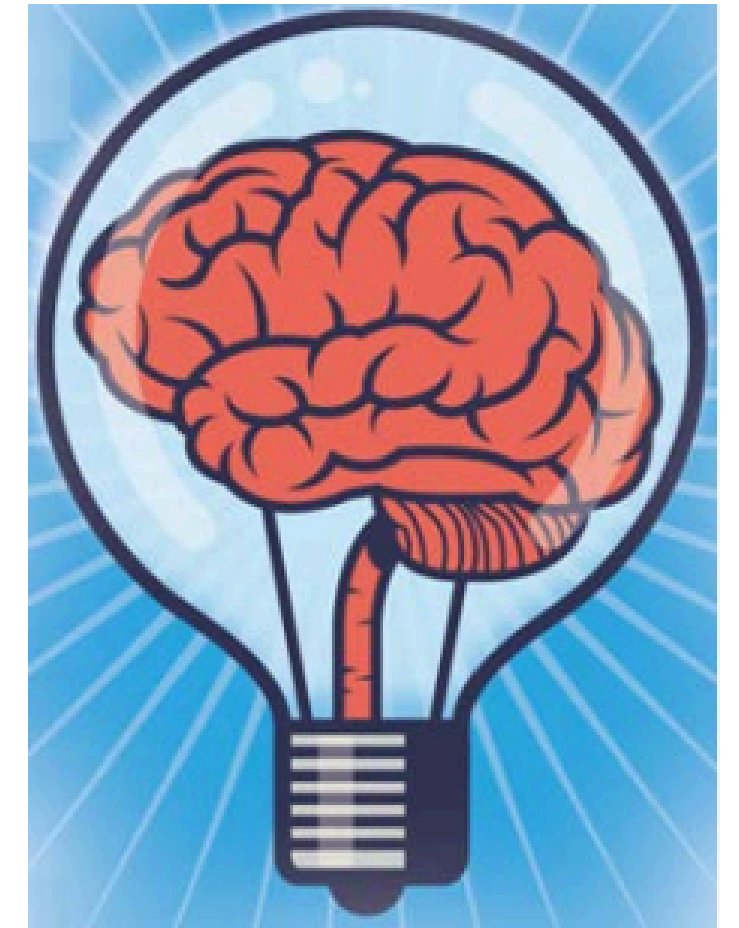
Historical Thinking Skills:
Not only WHAT we know about the past,
but HOW we know it!

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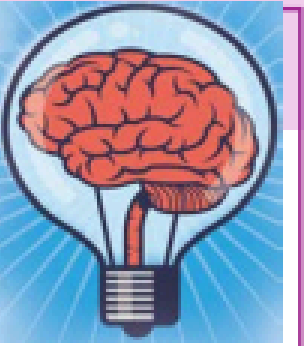
Context: What it does? Context is at the core of historical thinking and it requires, among other things, making connections between historical eras and circumstances and particular events and accounts.

Example: Consider the following quote from Abrham 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.
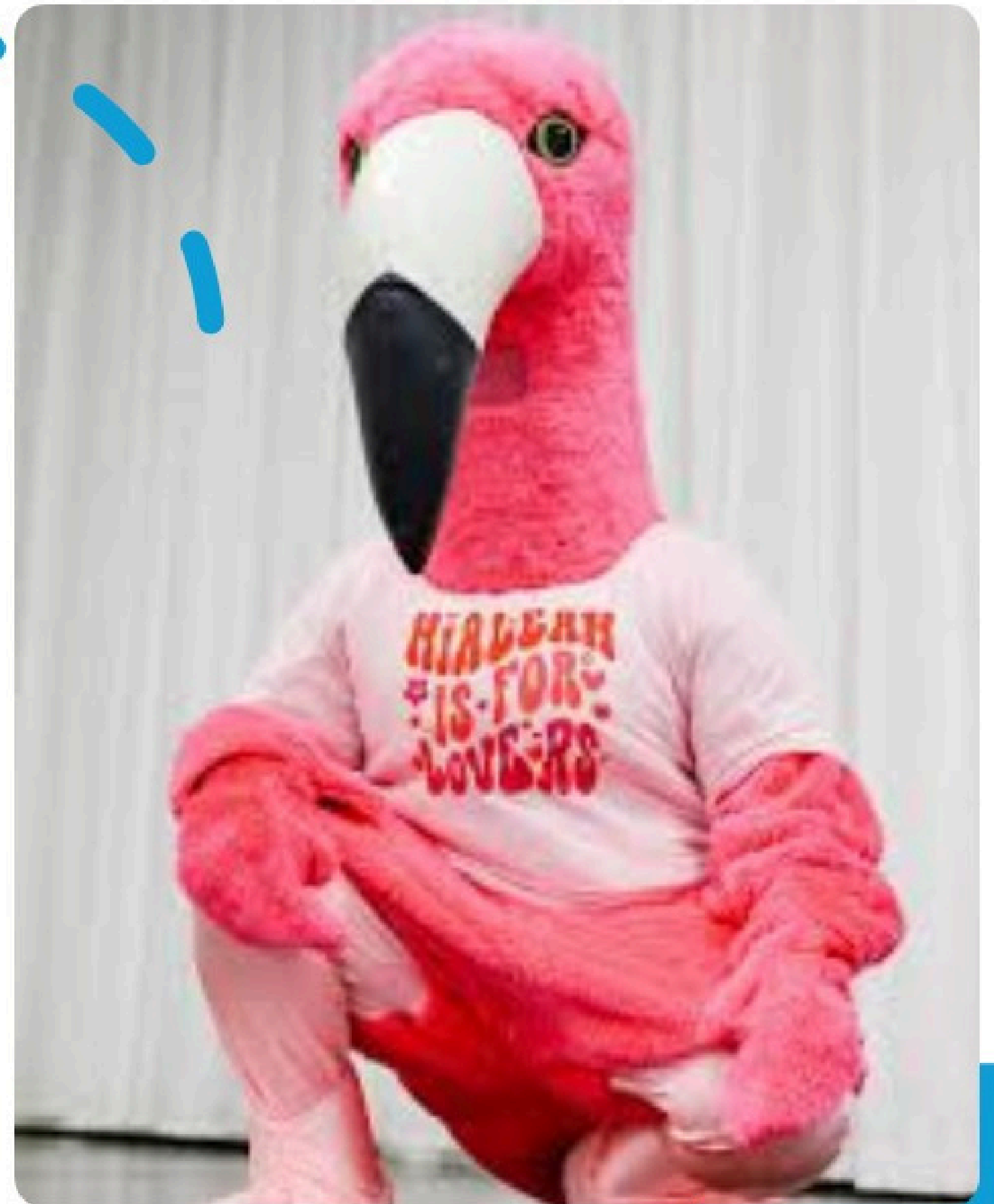
HIALEAH HERO

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.

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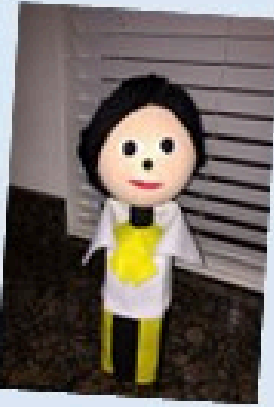
6-12 students make a 2D or 3D model using poster board/cardboard/2 Liter Soda bottle/ Styrofoam or any materials you like to make your model. Dress the character based on some of her/his photos (e.g. in a baseball uniform or a business suit).

• 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
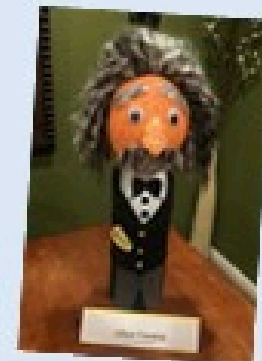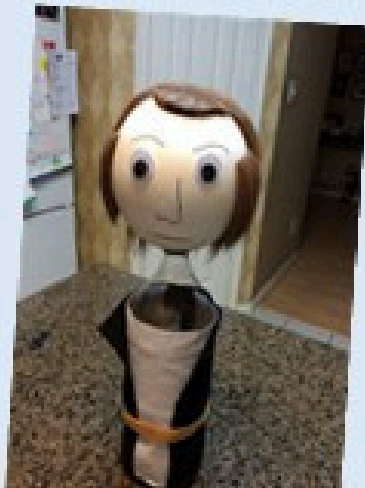
General Guidelines for All Grades:

- **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)
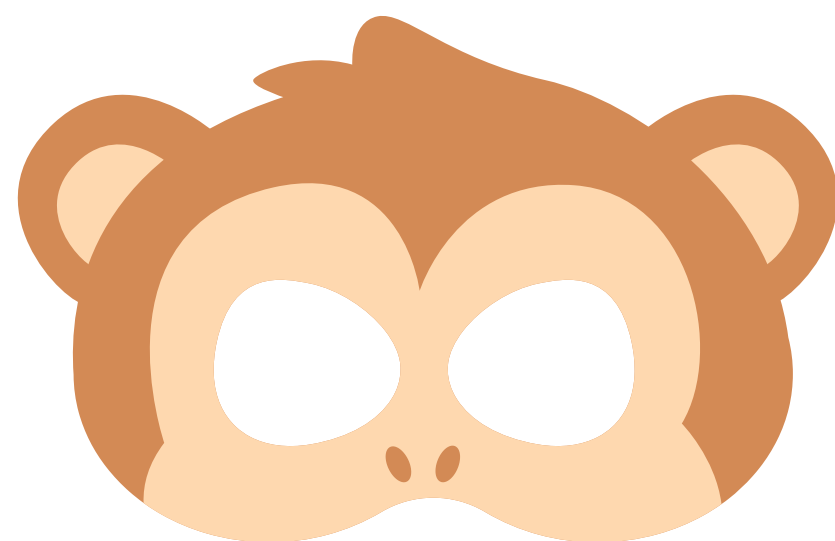
ACTIVITY GUIDE FOR HISTORICAL EVENTS ABOUT HIALEAH:
ACTING AND IMPROVISATION

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

9th to 12th Grades

Standards:

- Number: TH.912.H.2Title: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- Number: TH.912.C.1Title: Cognition and reflection are required to appreciate, interpret, and create with artistic intent. -
- Number: SS.912.H.3Title: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.
- Number: ELA.12.C.2Title: Communicating Orally

Activities:

1.Choose a historical event and adapt it into an improvisational story that includes interesting conflicts of interest, socio-economic implications, and contradictory relationships between the main characters.

2. Discuss the details of the chosen historical event and open a discussion on its main conflicts.

3. Explain who each character is, their conflicts, goals, and role in the story that the students are about to improvise.

4. Encourage the students to improvise five scenes of no more than 5 minutes each based on the historical event, with an organized structure of introduction, main conflicts, and final resolution

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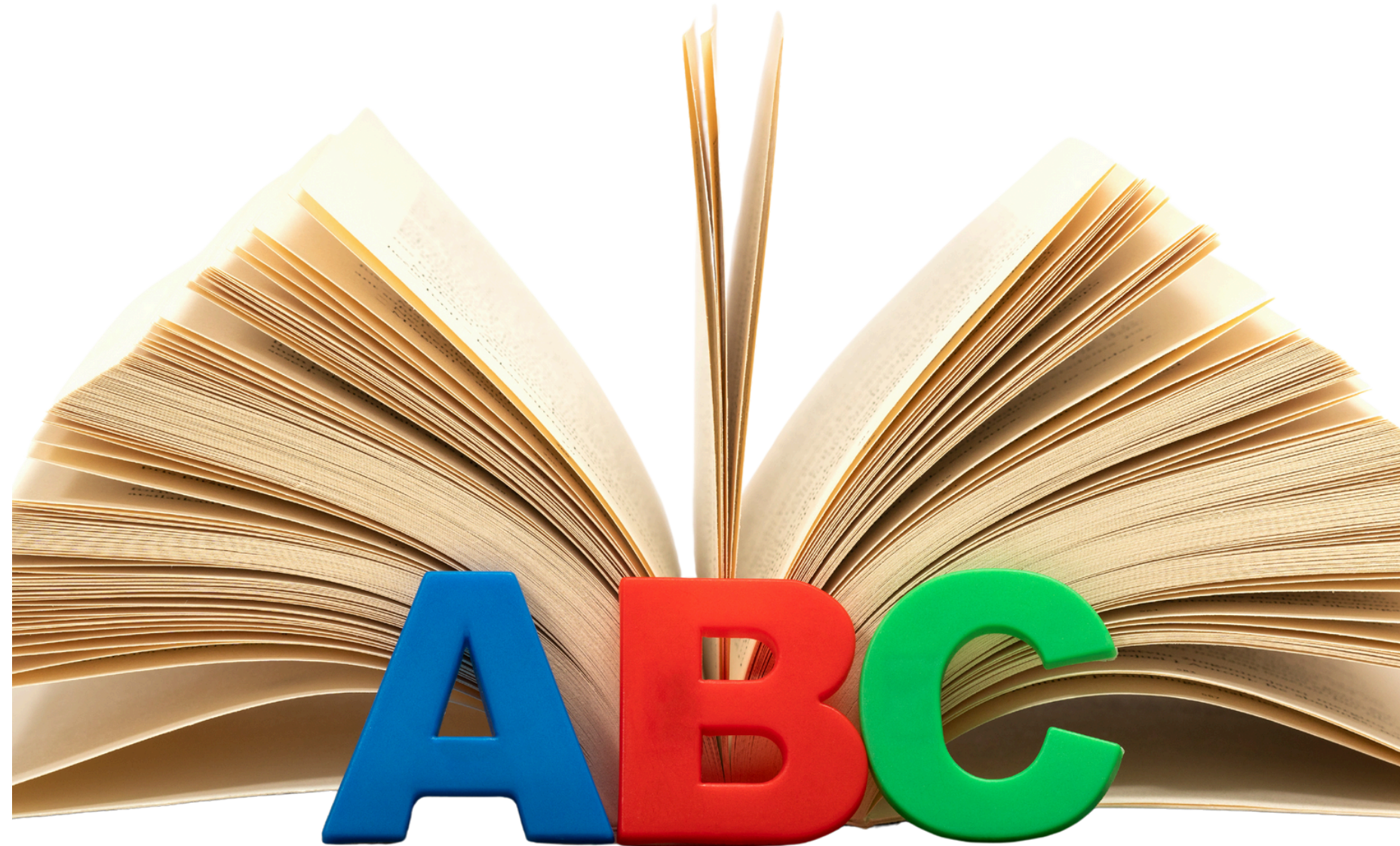
Students will create an "ABC Book" that highlights different aspects of Hialeah. This project will help them practice certain skills such as alphabet recognition and ordering, writing sentences and researching facts about their city. This lesson can be modified depending on grade level.

9th- 12th Objective

- Students will create an alphabet book that highlights key cultural, historical, and geographical aspects of Hialeah. This project integrates research, analytical writing, and design skills to reflect the unique features of the city.

Directions: High School

o **Mini-Lesson:** Introduce the concept of an alphabet book as a tool for organizing information around a central theme. Show examples of alphabet books with sophisticated designs and writing.

o **Class Discussion:** Brainstorm potential topics for each letter related to Hialeah (e.g., "A for Art in Hialeah," "C for Cuban Culture," "R for Racetrack").

o **Research Plan:** Students are assigned specific letters or choose letters/topics, ensuring no overlap. They begin initial research on their topics using reliable sources (e.g., city websites, historical databases, interviews).

Activity (cont.)

o **Mini-Lesson:** Teach students how to evaluate sources for credibility and synthesize information from multiple sources. Discuss how to structure an informative paragraph with a clear topic sentence and supporting details.

o **Activity:** Students complete their research and begin drafting 1-2 paragraphs for their chosen letter. Each paragraph should explain the significance of the topic and include any relevant facts, figures, or anecdotes.

o **Peer Review:** Students share their drafts with a peer for feedback on clarity, depth of research, and engagement.

Activity (cont.)

o Discuss principles of design and layout, including typography, color, and balance. Show examples of professional and student-designed book layouts.

o Students sketch or digitally draft a design for their page, incorporating the letter, visuals (e.g., photos, drawings, icons), and text. Encourage students to consider how the design can enhance the meaning of the text.

o Students work independently or in small groups (depending on how the project is structured) to finalize both the written and visual components of their pages. They will either create physical pages or use digital tools like Canva or Adobe Illustrator to produce polished pages.

o Students work together to assemble the pages into a cohesive book. If physical, the pages can be bound into a single volume. If digital, students can compile the pages into a slideshow or digital book format.

High School B.E.S.T. Standards

English Language Arts (ELA)

ELA.9.C.1.4 (Communication - Writing)
- Write expository texts to explain and analyze complex information from multiple sources.

ELA.9.C.4.1 (Communication - Researching)
- Conduct research to answer questions or solve problems using multiple reliable and valid sources.

ELA.9.R.3.2 (Reading - Central Idea and Supporting Details)
- Analyze how a central idea and supporting details develop over the course of a text.

ELA.9.V.1.3 (Vocabulary)
- Use domain-specific and academic vocabulary in written and oral communication.

ELA.9.C.2.1 (Presenting)
- Present information, findings, and supporting evidence clearly, using appropriate organization and style for the audience.

Social Studies Visual Arts

SS.912.G.2.3 (Geography)
- Analyze the cultural landscape of a community using geographic tools, which is applied when students research key sites and cultural elements of Hialeah.
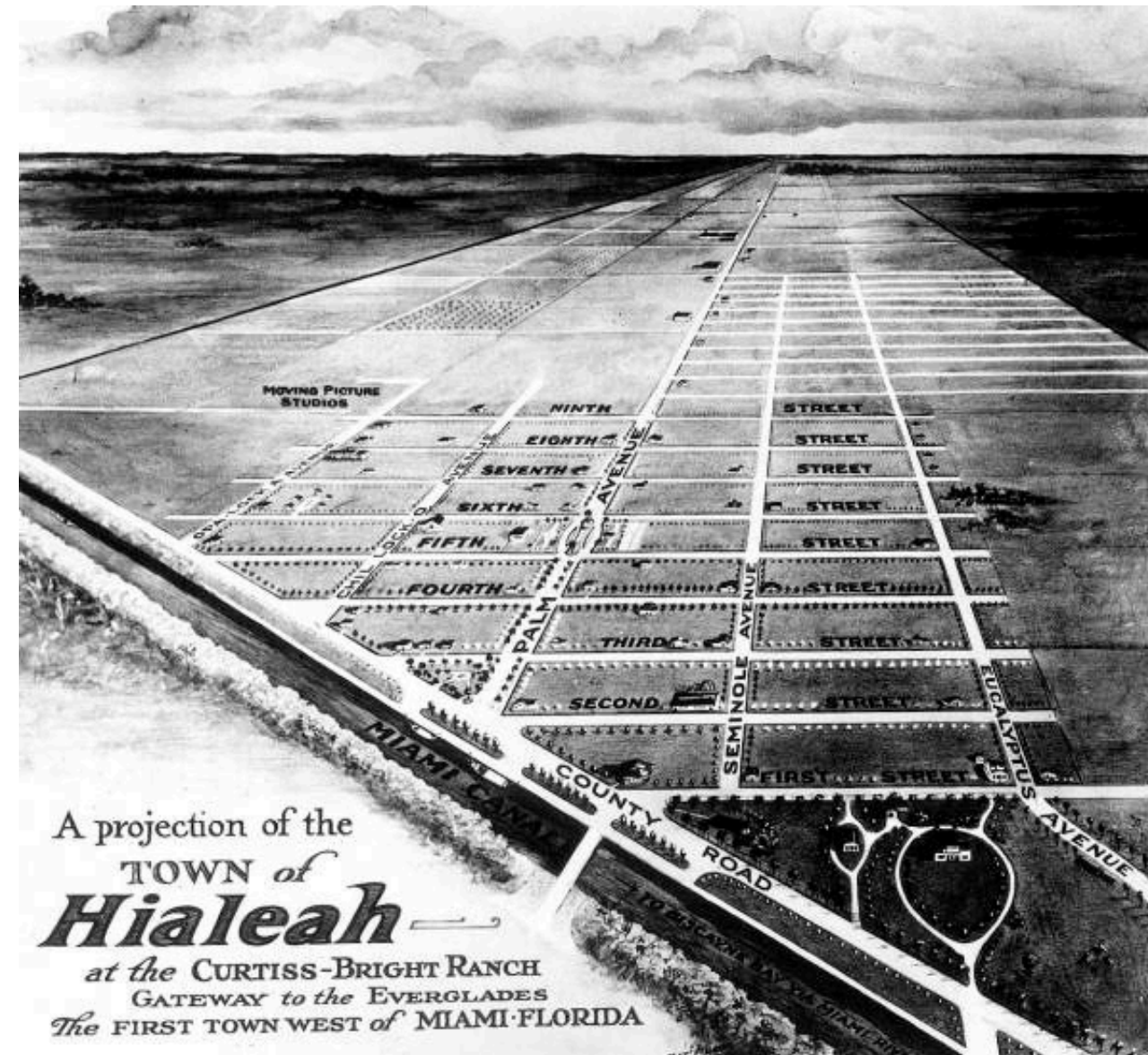
VA.912.S.1.4 (Skills and Techniques)
- Develop and refine art-making skills to improve craftsmanship in the final product.

VA.912.O.3.1 (Organizational Structure)
- Create meaningful artwork by using the principles of design and elements of art.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

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

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

9th-12th Grade

Objective: Analyze the historical significance and future potential of Hialeah's landmarks.

Materials:
- Comprehensive map of Hialeah divided into four quadrants
- Stickers
- Research materials (books, internet access)
- Presentation tools
- Essay guidelines

Landmarks:
1. **Hialeah Park:** A historic site that played a key role in the city's early development.
2. **Amelia Earhart Park**: Named after the famous aviator, it serves as a major recreational area
3. **Milander Center for Arts and Entertainment**: A hub for cultural activities and community events.
4. **Westland Mall**: A significant commercial center that drives local economy.

Activity: Have students conduct in-depth research on their assigned landmark. Students place stickers on the map and present their findings to the class. Assign an essay on how these landmarks have shaped Hialeah's history and what their future impact might be.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

Florida State Standards:

9th-10th Grade: SS.912.G.1.1 - Design maps using geographic data.

11th-12th Grade: SS.912.A.1.1 - Use research and inquiry skills to analyze American history using primary and secondary sources.

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.

Grades 9-12:

Option 1: "If I were Mayor-" Write an expository or persuasive essay telling your reader what you would do as Mayor, You may compare your ideas with the ideas and accomplishments of Mayor Steve Bovo. Note to teachers: You may want to have a school-wide essay contest and send the winning essay to the mayor.

MAYOR OF HIALEAH:
ESTEBAN BOVO, JR.

Option 2: Mock Interview- Create questions that one would want to ask the Mayor. Pick a partner. Research about the Mayor of the City of Hialeah, Mayor Esteban Bovo Jr., and his accomplishments and life. Develop questions based on your research that you would like to ask the mayor if you had a chance to interview him. Finally, have one student play the role of the mayor and another play the role of interviewer and conduct a mock interview live in class. Have the rest of the class listen to the mock interview and evaluate, based on their own research, if the student playing the role of Mayor Bovo was true to the mayor's likely responses to the questions. Your interview should last no more than 10 minutes. If you prefer, you may write out the script of your mock interview or pretend the interview took place and write a summary of the interview instead of performing it live in class.

In writing, an "indirect quotation" is a paraphrase of someone else's words: It "reports" on what a person said without using the exact words of the speaker. It's also called "indirect discourse" and "indirect speech."

An indirect quotation (unlike a direct quotation) is not placed in quotation marks. For example: Dr. King said that he had a dream.

A direct quotation presents the exact words of a speaker or writer, set off with quotation marks: Annabelle said, "I am a Virgo"

Keep these tips about direct quotes and indirect quotes in mind if you are writing a script or summary of your mock interview.

MAYOR OF HIALEAH:
ESTEBAN BOVO, JR.

Standards:

ELA.10.C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

ELA.10.C.1.2 Write narratives using an appropriate pace to create tension, mood, and/or tone.

Link to essay competition page:https://floridamayors.org/essay-contest/

Link to what is Home rule: https://www.youtube.com/watch?v=ycqohM6sIxI

ELA.12.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

ELA.12.C.1.3 Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

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.

CITY OF HIALEAH

FLORIDA
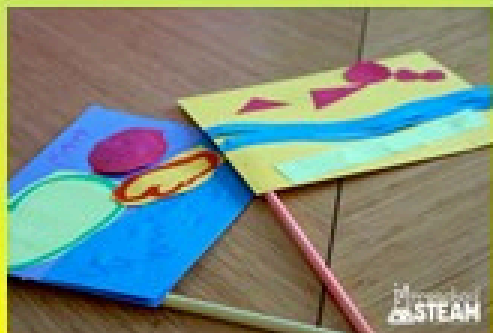
Grades 6-12
Objective:Analyze the role of flags in representing identity and community values.

Materials:

- Template of the Hialeah city flag

- Digital design software (optional)

- Art supplies (canvas, markers, paint)

Activity:

1. Introduction

- Discuss the role of flags in identity and representation, focusing on Hialeah.

- Analyze the elements of the current flag and their significance.

- Encourage students to consider modern issues (diversity, environment) in their designs.

2. Research and Design

- Students will research the history and current symbolism of Hialeah's flag and its community.

- Using the flag template, they will create a modernized version, incorporating contemporary symbols and designs.

3. Presentation and Reflection

- Each student presents their design, explaining their creative process and the message behind their flag.

- Facilitate a class discussion on what they learned about identity and community through this project.
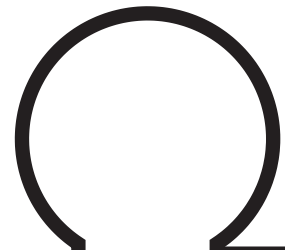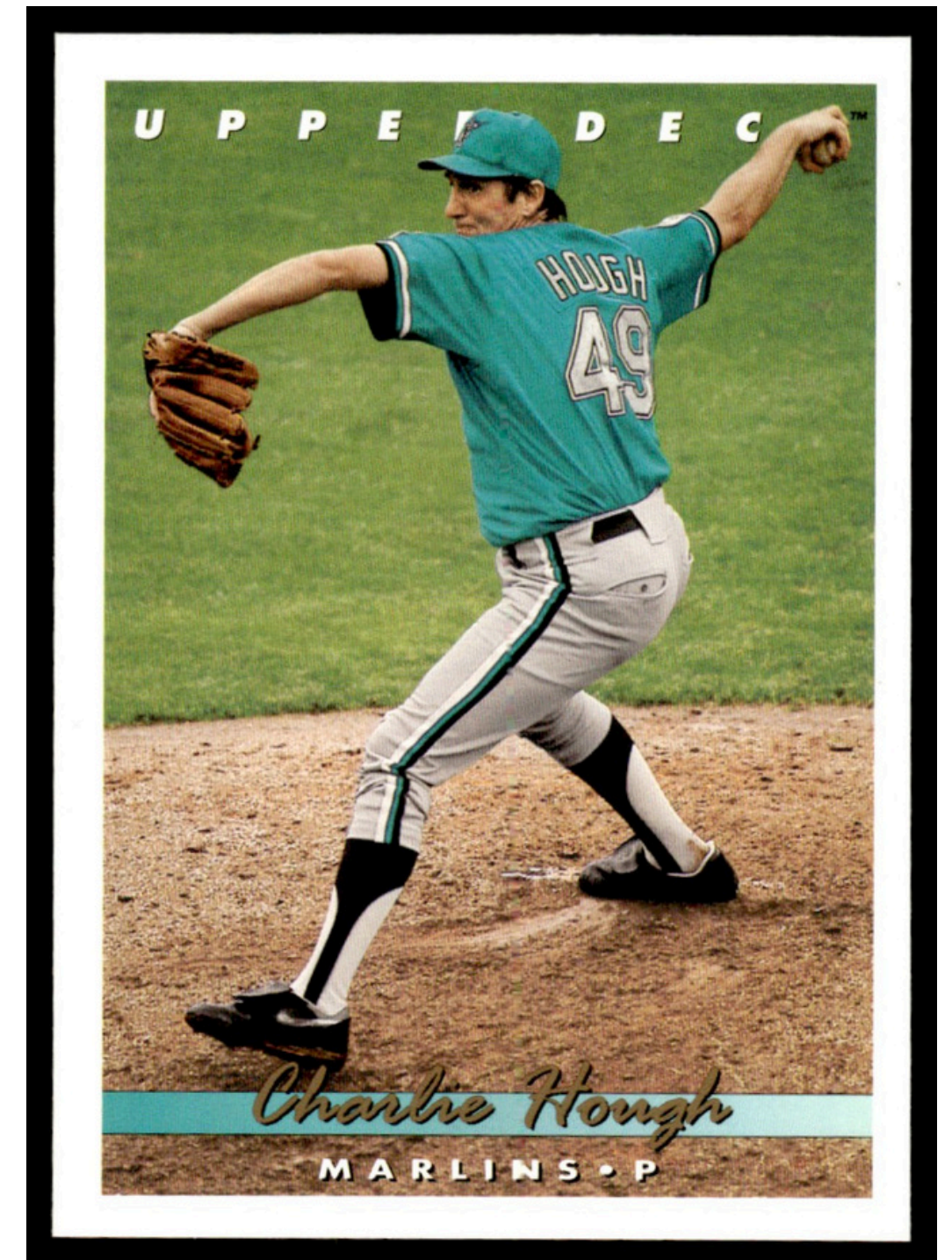
ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS
FOR HIALEAH'S IMPORTANT FIGURES

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

9th to 12th Grades

Standards:
- Number: VA.912.F.1Title: Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
- Number: VA.912.C.1Title: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- Number: SS.912.S.5Title: Social Institutions/Identify the effects of social institutions on individual and group behavior.
- Number: SS.912.A.7Title: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

Activity:
1. Students conduct thorough research on historical figures, selecting two to create highly detailed trading cards. They focus on creating accurate and artistically impressive images, which will be assessed by the teacher.
2. Students work on their trading cards over an extended period, receiving feedback and making improvements.
3. Once the cards are completed, students curate an exhibition where they present their trading cards along with brief presentations about the figures' significance. The exhibition can include fun facts and engaging stories about the personalities they researched.

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

Secondary Grades 6-12: Watch the video, via the link below, on the history of baseball cards- it's what started the trading card industry. https://www.youtube.com/watch?v=VjLkP-xUwA8 (Be sure to watch the commercial first and click pause before showing the video to students).

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.

Do research about famous people from Hialeah and create a trading card about the person you research. You can also propose that someone who is not recognized as someone famous from Hialeah SHOULD be famous for the good things that they do.

Create a trading card about your lesser known person from Hialeah accordingly. See the sample template below to create your own trading card about someone famous from Hialeah. You can also search on the Internet for other templates.