

CELEBRATE HIALEAH'S CENTENNIAL

INCORPORATED:
SEPTEMBER 10, 1925

MIDDLE (6-8)
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:

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





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.

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.

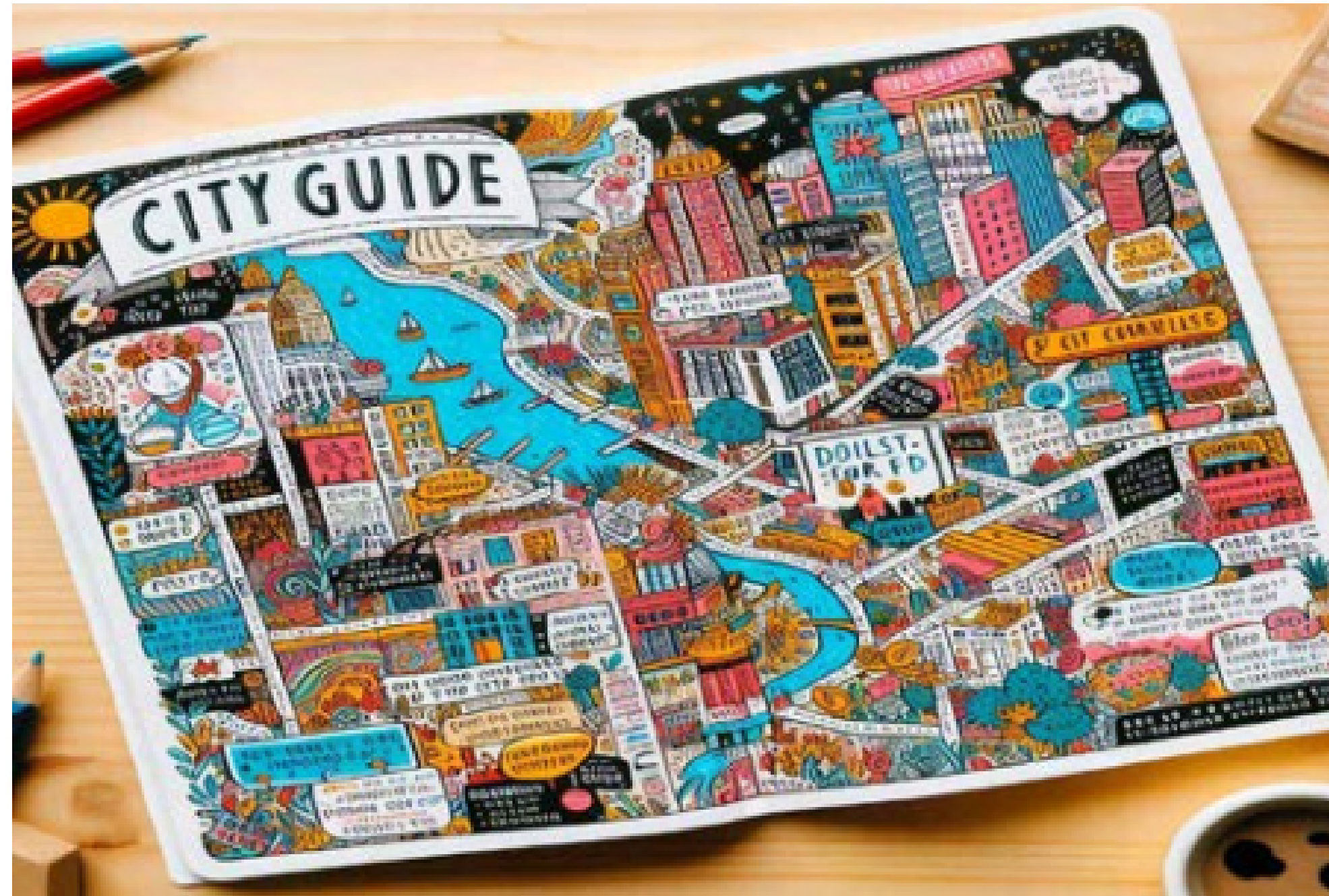
2. Environmental Initiatives (2020s): The city has launched various environmental initiatives, including projects to improve green spaces, promote recycling, and address flooding and other climate-related issues.

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. ○ 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

Middle (6-8):

- **Digital Design:** Introduce students to basic design principles and digital tools like Canva, Google Slides, or Adobe Spark to create their guide pages.
- **Photography:** Encourage students to take photos of the places they are writing about (if possible) or find high-quality images online.
- **Creative Elements:** Students can add creative elements such as maps, icons, or even interactive QR codes that link to videos or additional resources.

Activity Plan: Creating a Hialeah City Guidebook

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

- ELA.6.C.1.4: Write expository texts to explain, compare, and summarize information.
- ELA.7.C.1.3: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ELA.8.C.1.4: Write expository texts to explain and analyze information from multiple sources, ensuring content is relevant to the topic

Social Sciences Standards Middle School:

- SS.6.E.1.3: Describe how ideas of cultural diffusion, trade, and migration influenced civilizations.
- SS.7.C.3.5: Explain the rights and responsibilities of individuals and how these rights are protected in the local community

**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 [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**

Grades 6-8:

Explain what an ode is. Have students create an ode describing their city or an object that represents the culture of Hialeah. Can be 6 lines or more.

Poem video link: <https://www.youtube.com/watch?v=NgkNVbKroZI>

Corresponding Middle School ELA Standards:

- ELA.8.C.1.2 Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
- ELA.8.C.5.2 Use a variety of digital tools to collaborate with others to produce writing.

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

Corresponding Florida Academic Standards for Social Sciences:

- SS.6.W.1.3: Interpret primary and secondary sources.
- SS.6.W.1.4: Describe the methods of historical inquiry and how history relates to the other social sciences.
- SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.
- SS.8.A.1.7: View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

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.

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

Activity (35 minutes):

1. Group Research & Presentation:

- 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).
- Groups research their assigned period/theme using provided materials.
- Each group creates a poster summarizing key events, changes, and their impact on Hialeah's development.

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

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

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.

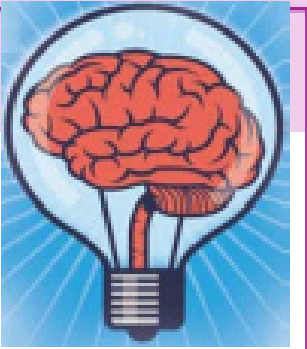
Watch the video “[Think Historically](#)” for an overview of ways of thinking inherent in knowing and doing history.

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.

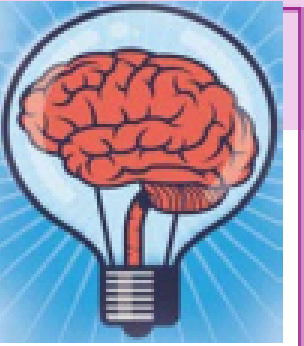
Example: Students compare a video of a Holocaust survivor's testimony to that of the information found about the Holocaust in the textbook (primary versus secondary source of information).

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.

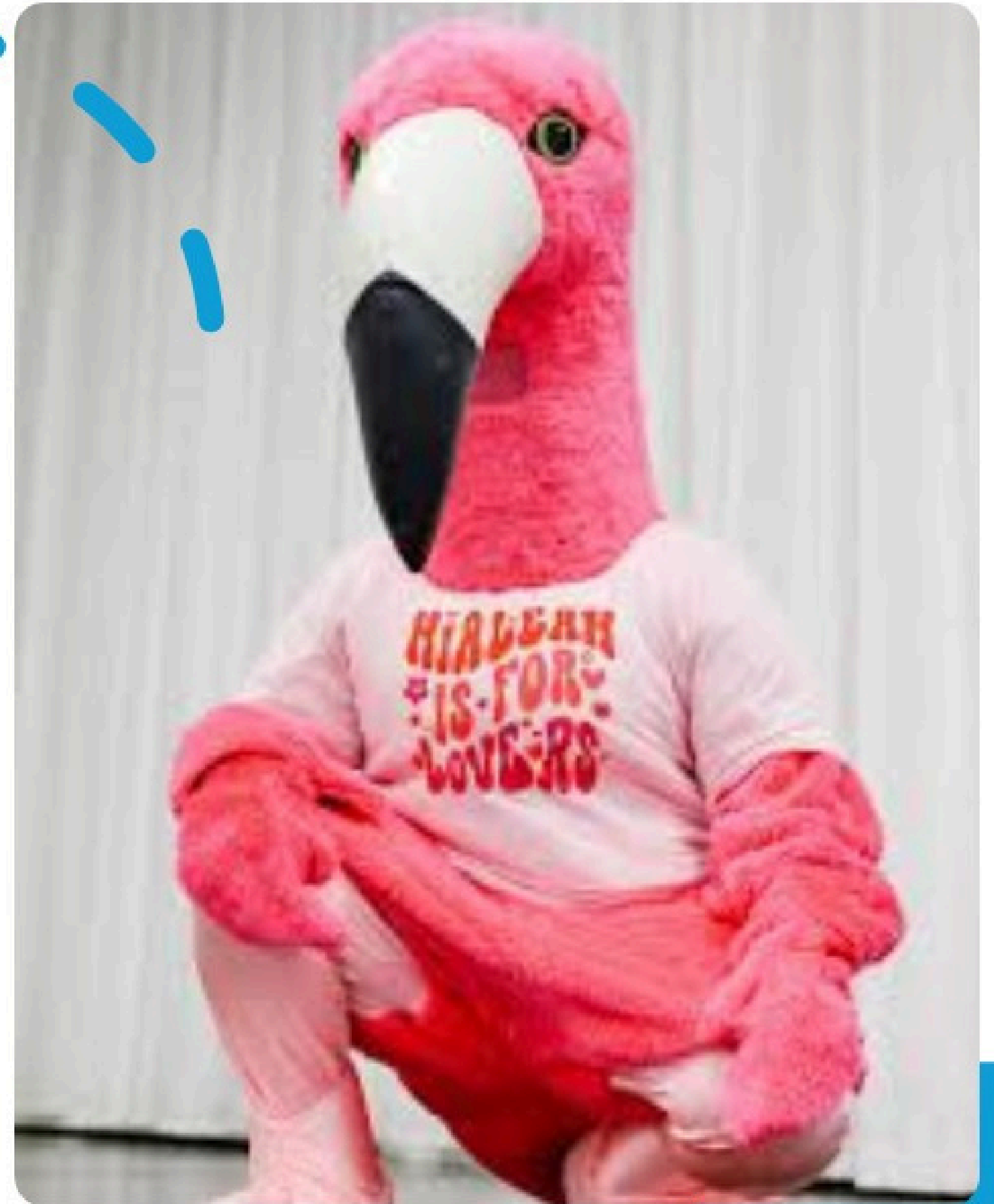
HIALEAH HERO



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?

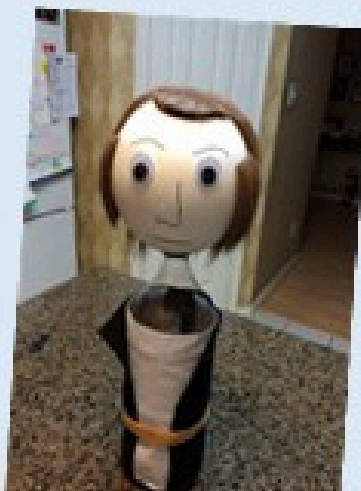
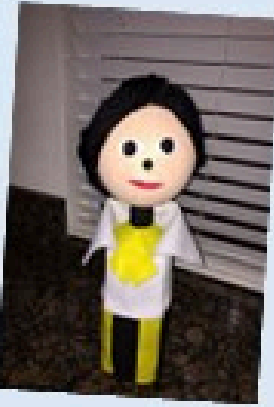
Among them are Charlie Hough, the renowned knuckleball pitcher; Alex Fernandez, celebrated for his powerful fastball; and John Cangelosi, a distinguished outfielder. The city's influence also extends to professional football with Vince Kendrick making his mark, and space exploration, with astronaut Ken 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.



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:

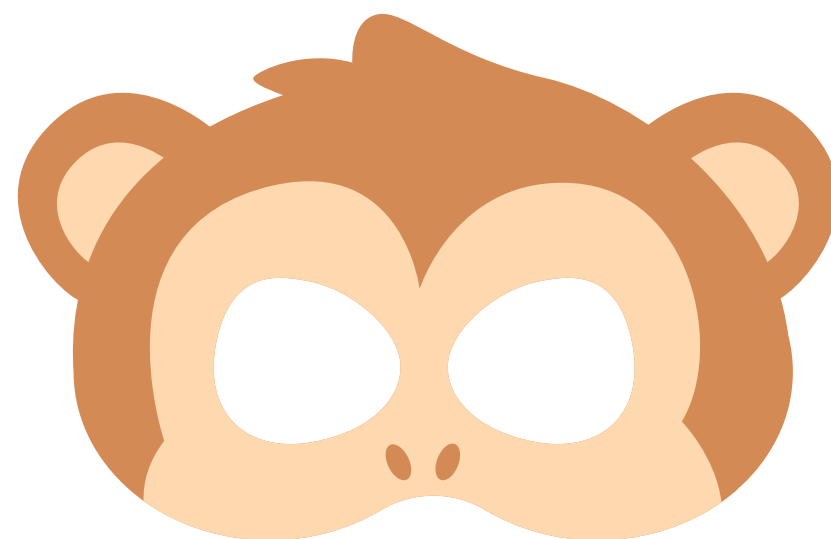
- **Research Skills:** Encourage students to use age-appropriate sources like books, articles, and interviews to gather information about the individual.
- **Writing:** Emphasize clear, organized writing with appropriate details and supporting facts.
- **Model Creation:** Encourage creativity and accuracy 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

6th to 8th Grades

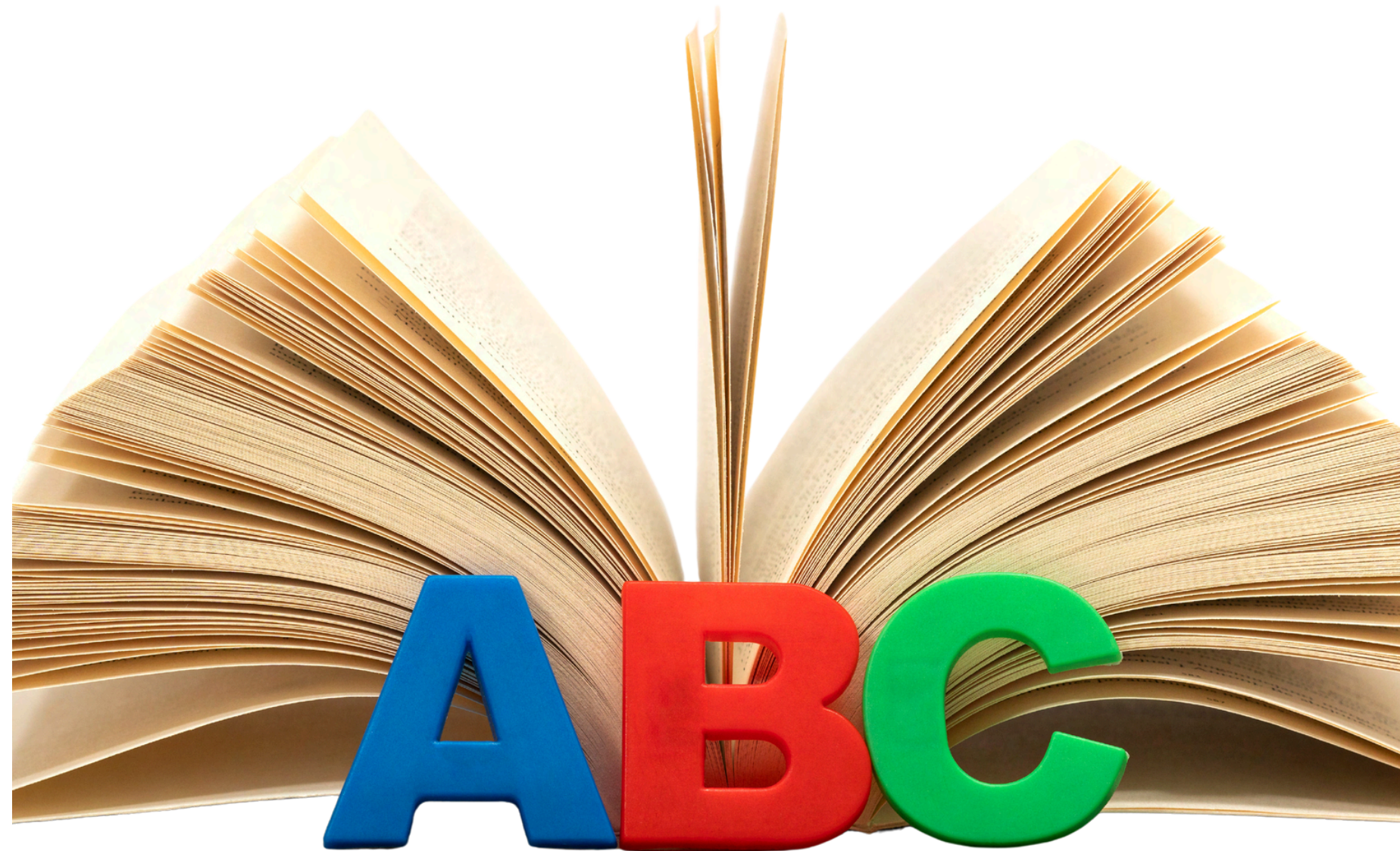
Standards:

- Number: TH.68.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.68.S.3Title: Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
- Number: TH.68.H.3Title: Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

Activities:

1. Choose a historical event and adapt it into an improvisational story that includes complex conflicts of interest and deep 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 four 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.

6th- 8th Grade

-
- Students will create an alphabet book based on the city of Hialeah, integrating research, writing, and design skills to represent various aspects of the city using each letter of the alphabet.



Directions: Middle School

- Introduce students to alphabet books and research methods.
 - **Mini-Lesson:** Show examples of alphabet books and discuss how each letter is used to highlight a word or concept related to a central theme. Discuss potential words or topics related to Hialeah for each letter.
 - **Class Discussion:** Brainstorm aspects of Hialeah that could be included in the book (e.g., "A for Amelia Earhart Park," "C for Cuban Culture," "H for Hialeah Racetrack").
 - **Research:** Teach students how to find reliable information about Hialeah using books, articles, and online resources. Assign letters to pairs or small groups of students.

Activity cont.

- **Mini-Lesson:** Teach how to write a concise, informative paragraph using researched information. Discuss how to integrate facts with creative language to engage readers.
- **Activity:** Students draft a short paragraph or 3-5 sentences for their assigned letter. The paragraph should include one or two facts about the location, person, or event chosen.
- **Peer Review:** Have students exchange drafts with a partner to review for clarity, grammar, and engagement.

Middle School B.E.S.T. Standards

English Language Arts (ELA)

ELA.6.C.1.4 (Communication - Writing)

- Write expository texts to explain and analyze information from multiple sources, which applies to the students' task of writing descriptive paragraphs for each letter of the alphabet book.

ELA.6.C.4.1 (Communication - Researching)

- Conduct research to answer a question, drawing on multiple reliable and valid sources. This applies when students research different aspects of Hialeah to write about for each letter.

ELA.6.V.1.3 (Vocabulary - Using context)

- Use grade-level academic vocabulary and domain-specific words in speaking and writing. Students will use this skill when incorporating vocabulary relevant to the history, geography, and culture of Hialeah.

ELA.6.R.3.2 (Reading - Central Idea)

- Explain the central idea and relevant details. This standard helps students understand the main idea behind each chosen topic for their letter and organize supporting facts effectively.

Social Studies Visual Arts

SS.6.G.1.4 (Geography)

- Utilize geographic tools to identify important cultural and historical landmarks, which will help students identify significant places in Hialeah for their alphabet book.

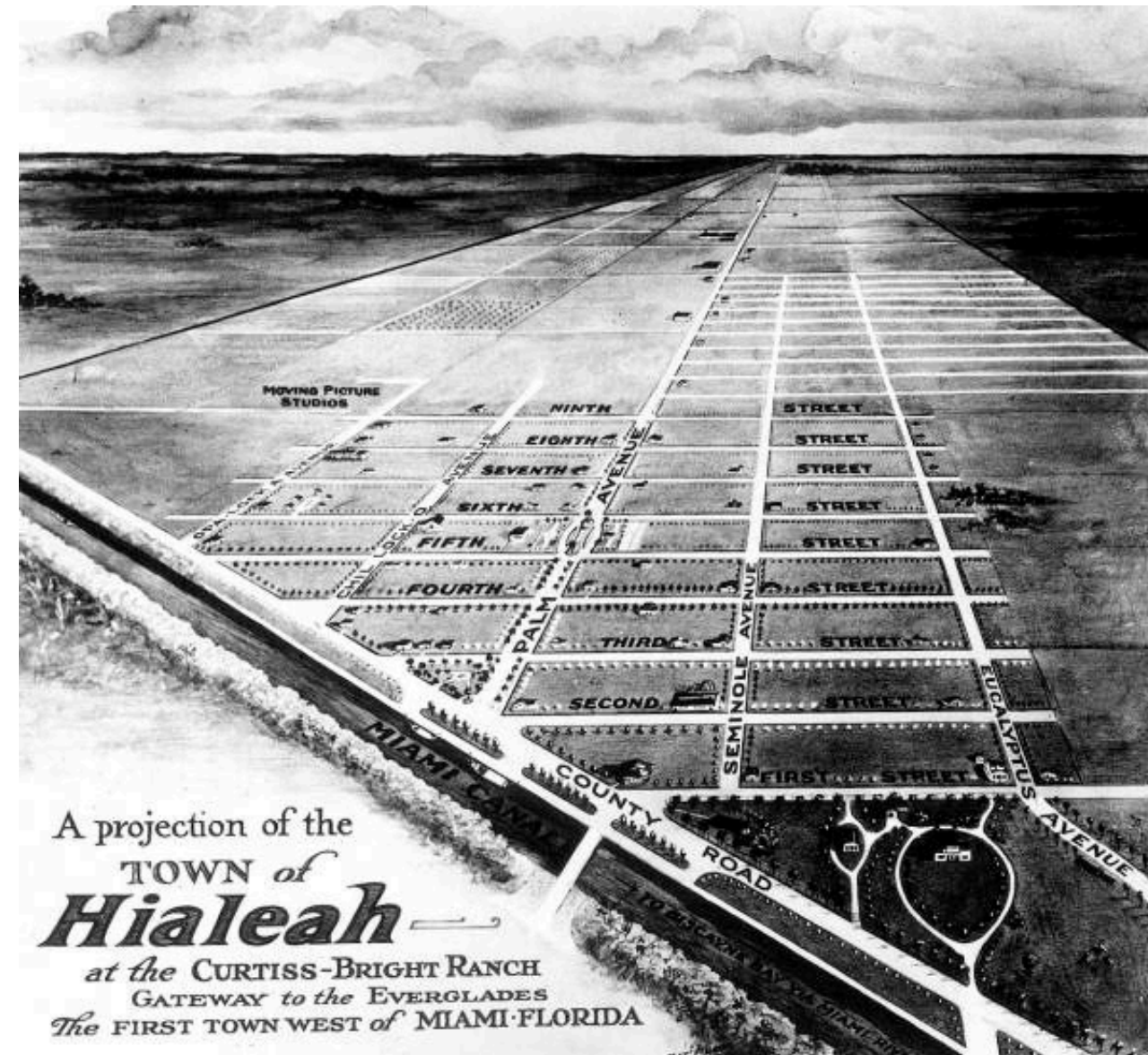
VA.68.S.1.4 (Skills, Techniques, and Processes)

- Use accurate art vocabulary to describe the creative process, encouraging students to use artistic terminology when designing their pages.

VA.68.O.3.1 (Organizational Structure)

- Use elements of art and principles of design to organize personal artwork, applicable when students plan and execute the visual design of each page of the book.

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

6th-8th Grade

Objective: Explore the economic and cultural impact of Hialeah's landmarks.

Materials:

- Detailed map of Hialeah divided into four quadrants
- Stickers
- Research materials (books, internet access)
- Presentation tools

Landmarks:

- 1. Hialeah Park:** Its development boosted local tourism and economy.
- 2. Amelia Earhart Park:** Provides recreational space and community events.
- 3. Milander Center for Arts and Entertainment:** Promotes cultural growth and community engagement.
- 4. Westland Mall:** Supports local businesses and provides jobs.

Activity: Assign each student a landmark to research. Have students place stickers on the map and prepare a short presentation on their landmark. Discuss how each landmark has influenced Hialeah's growth and development.

CITY OF HIALEAH CENTENNIAL FIND THE LANDMARK- MAP PROJECT

Florida State Standards:

6th Grade: SS.6.G.1.1 - Use latitude and longitude coordinates to understand the relationship between people and places on Earth.

7th Grade: SS.7.G.2.1 - Locate major physical landmarks that are important to the history of the United States.

8th Grade: SS.8.A.1.1 - Analyze primary and secondary sources to identify significant individuals and events throughout American history.

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 6-8: Write a letter to the mayor thanking him for his service and dedication to the City of Hialeah. In your letter, you can make suggestions to make our amazing city even better **OR** you can write an essay using sources describing the same topic

Standards:

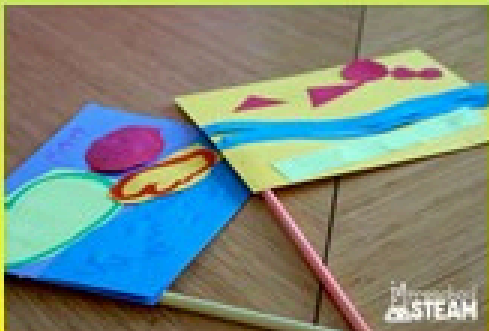
SS.6.W.1.1 Use timelines to identify chronological order of historical events.
ELA.8.C.1.2 Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.
ELA.8.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.



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.

This Photo by Unknown Author is licensed under CC BY-
SA 4.0



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

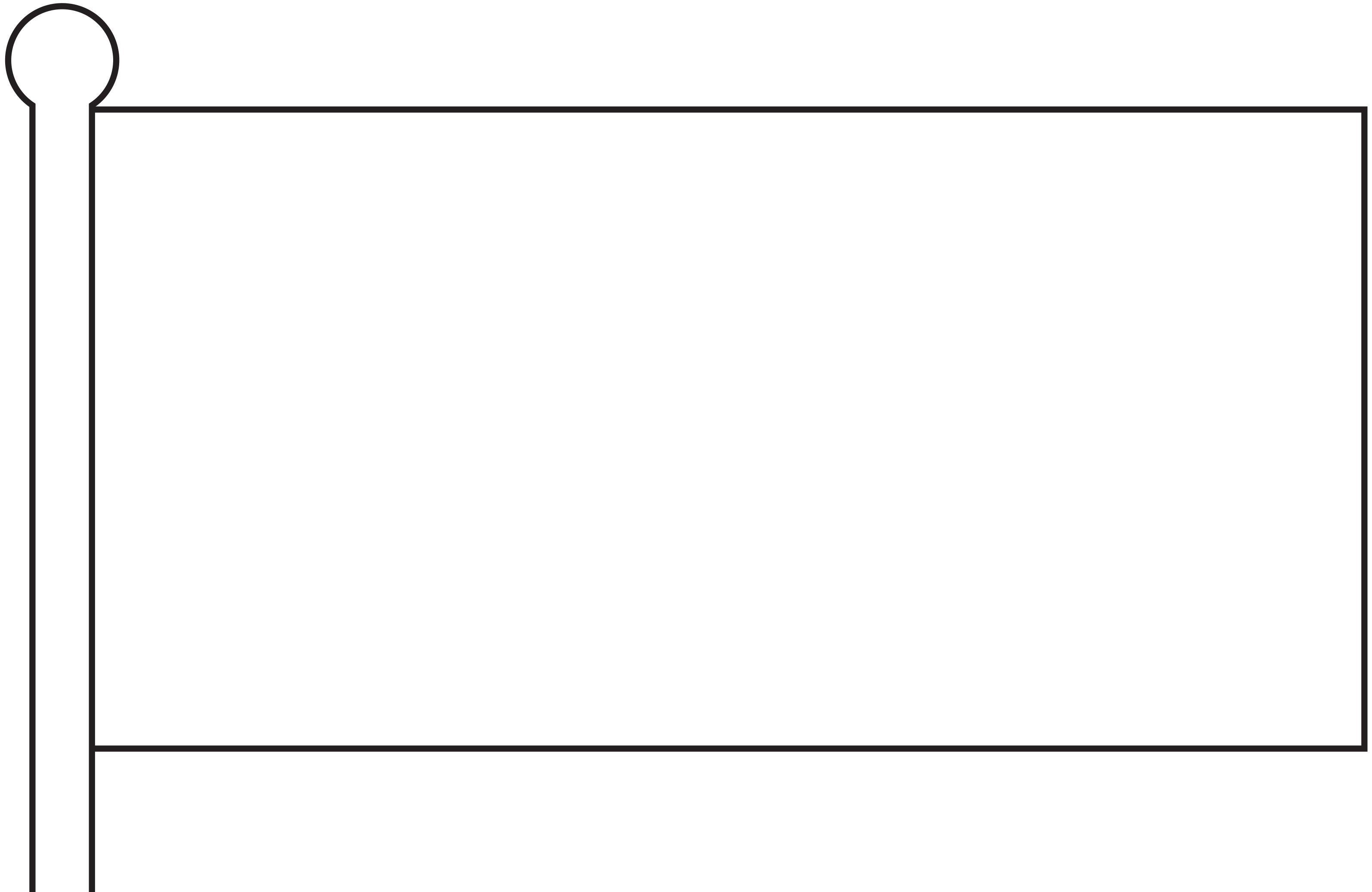
- Discuss the role of flags in identity and representation, focusing on Hialeah.
- Analyze the elements of the current flag and their significance.
- Encourage students to consider modern issues (diversity, environment) in their designs.

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.



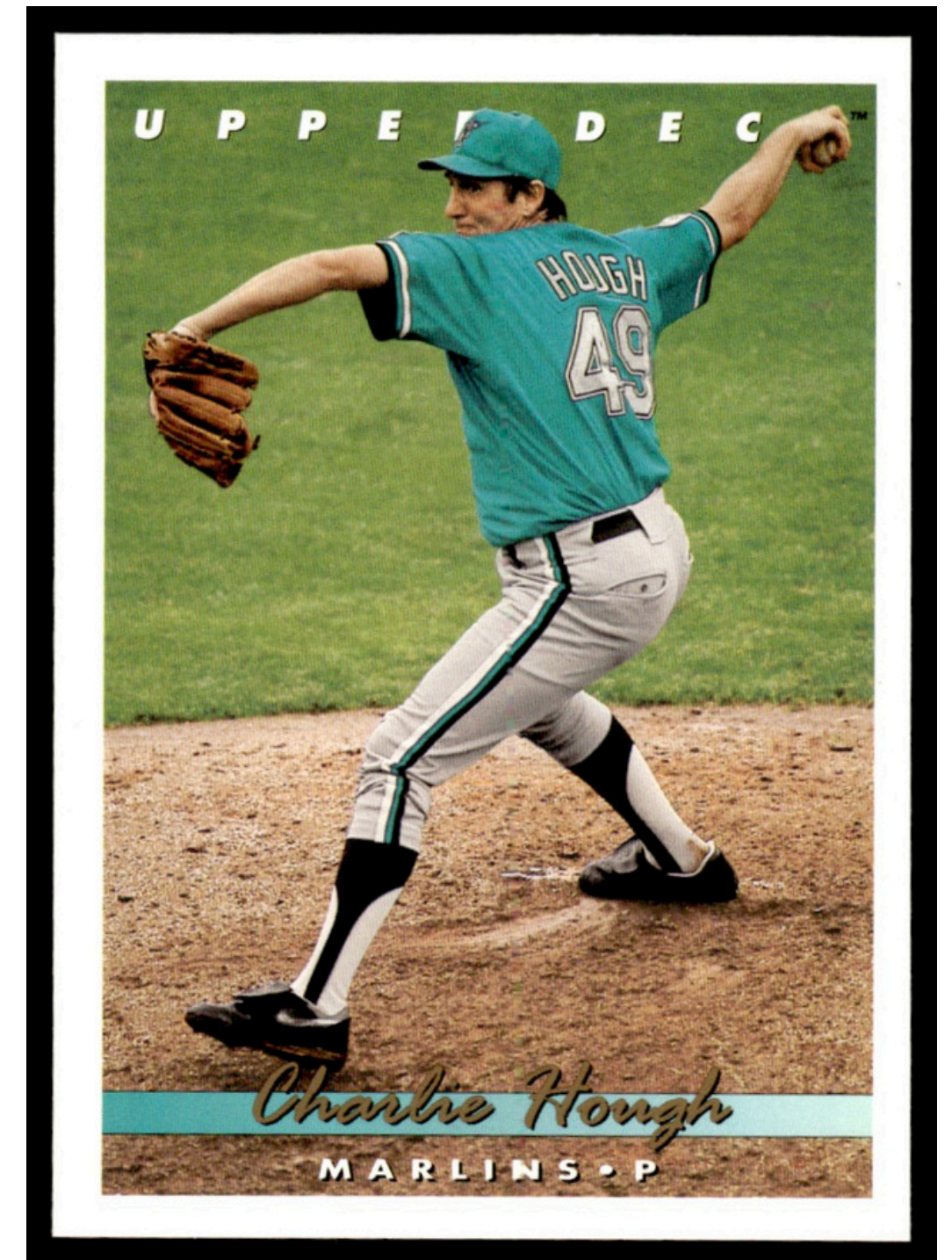
ACTIVITY TEACHER GUIDE: CREATING HISTORICAL TRADING CARDS FOR HIALEAH'S IMPORTANT FIGURES

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

6th to 8th Grades

Standards:

- Number: VA.68.S.2Title: Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
- Number: VA.68.H.1Title: Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- Number: SS.8.A.1Title: Use research and inquiry skills to analyze American History using primary and secondary sources.

Activity:

1. Students research important figures from Hialeah's history, choose their own figure, and create a trading card with detailed information, including a drawing, key facts, and the figure's significance.
2. Students complete their cards and then challenge each other to match the names of the figures with the correct descriptions in a matching activity.
3. The class participates in a matching activity, working together to correctly pair the names with the descriptions. Points can be awarded for accuracy and speed

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.