

COMMUNITY HERITAGE CENTER



Teacher Resources



CLOVIS
VETERANS
MEMORIAL DISTRICT

Community Heritage Center Field Trip

Teacher Resources

Learning at the Community Heritage Center

Thank you for choosing the Community Heritage Center for your school or organization's field trip. The activities and projects suggested in this guide are a starting point for your own creativity. Ideas in each activity may be adapted from kindergarten through high school. We hope you enjoy using the Community Heritage Center resources in your classroom.

The focus of the field trip:

- To introduce the students to how the City of Clovis grew out of three strong roots:
 - Farming and Ranching
 - The Timber and Lumber Industry
 - The Railroad
- To understand the origins of World War I and how the community came together when America entered the war.

Educational Objectives

A visit to the Community Heritage Center will help you teach the following concepts in your classrooms:

- Individuals and families contributed to the founding and development of their community (early pioneers, Clovis Founders).
- Using primary sources to observe how a given place looked long ago and how it looks today ("Clovis Comes Together" intro video).
- Engineering and technological advances changed the way settlers lived (the flume, telegraph).
- How transportation changed the community's economy. (San Joaquin Valley Railroad).
- An exploration of the relationship between people and the land (Clovis Cole's success as a wheat farmer, early farmers and ranchers).
- Communities came together in times of crisis (World War 1).

Pre-Visit Suggested Activities

Say it in Morse Code

Objective

Students will experience an early type of communication

Activity

The telegraph let people get information more quickly. A **telegraph** is a machine that sends signals through electricity. The signals speed along a wire stretched between telegraph stations. Samuel Morse helped invent the telegraph. People sent messages by typing the Morse code into a device called a **telegraph key**. In 1844, telegraph lines could send messages between cities in minutes.

- Display the alphabet and its Morse Code symbols
- Have students write one sentence in Morse Code that tells something important from this lesson.
- Have them exchange coded messages with a partner to translate.

Discuss:

- What invention helped people communicate more quickly over a distance?

A telegraph

- What is the Morse code? How was it used?

It is a code of dots and dashes that represent letters. The code was tapped over wires to send messages quickly over long distances.

Telegraph – The prefix tele-means “distance” and -graph means “to write”. Ask students to explain how these two meanings combine to form *telegraph*.

- How do you think the invention of the telegraph changed the lives of people who used it?

It helped people to communicate faster and helped people send and receive news much more quickly.

- How is the telegraph different from today’s communication?

People communicate by phone, email, or text. Messages sent by telegraph could be received in minutes whereas today people can text someone and they can read the text within seconds.

During their visit to the Community Heritage Center, students will have a chance to see a telegraph and spell out their name on a kiosk to hear the Morse Code.

Code-Breaking Activity

Objective

Students will recognize patterns using numbers and letters and use them to solve codes.

Activity

1. During World War I, the British intercepted and decoded a secret telegram sent from German Foreign Secretary Arthur Zimmerman to the German ambassador in Mexico. The message used a “substitution code” where the letters of the original text (the message to be put into secret form) are replaced by other letters, numbers, or symbols.
2. Give students the two code-breaking handouts(below). They will learn how to decode messages using substitution and checkerboard codes.
3. When they have deciphered the messages, divide the class into four groups. On a blank page, have each group write a message. On another page, have students put the message into code using one of the two code systems.
4. Exchange the coded messages among the groups and have them decipher the messages.

Using Primary and Secondary Sources

Objective

Students will understand how original documents can furnish evidence from the past or provide information in the present.

Sources - Activity 1

Print the California Cornucopia of the World poster(below). This poster was sent to Europe so immigrants would settle in California. Discuss:

- What does cornucopia mean?

A large horn-shaped container overflowing with produce, flowers, or nuts.

- Why would California be a cornucopia to the world?

California provides these items to other countries.

- Why would a person want to move here?

For a better life and a good place to raise crops.

- What did no cyclones or blizzards mean to farmers?

Their crops would not be destroyed by bad weather.

Print Marcus Pollasky's newspaper advertisement of Clovis lands. Discuss with your students that Mr. Pollasky was advertising to people in a Fresno newspaper to settle in the new town of Clovis. Ask students:

- How did Mr. Pollasky describe Clovis?

Beautiful townsite, surrounded by rich grains and fruit lands, prosperous trading point.

- What type of people was he hoping would read the advertisement?

Farmers, business owners.

- Since the advertisement was in a Fresno paper, who did he think might read it?

People who lived in Fresno or in California

- What do you think prosperous means?

To make a lot of money, financial success or good fortune

- What would a "prosperous trading point" be good for a person that wanted to open a store in the new town?

Many people may shop at his store and have money to spend.

- What do you think a plat is?

A small area of ground.

- Would you want to move to Clovis based on what you see in this advertisement? Why? Whom would you contact to learn more about the land?

Mr. Pollasky

Print the Clovis new homes brochure. Ask:

- How is this advertisement different from Marcus Pollasky's advertisement?

It tells you how you will feel if you buy a home, what school children would attend, the good things about living in Clovis.

- What type of people does the writer hope might read might this advertisement?

People with families.

Additional ideas

Have your students design their own advertisement for Clovis. Ask them what they think would attract people to Clovis today and why.

Sources - Activity 2

Objective

Students will compare primary sources and secondary sources when studying history.

Activity

A primary source is information recorded by a person who was there. Primary sources are different from secondary sources. A secondary source is information recorded by a person who was not there.

The Community Heritage Center displays a diary written by a World War I soldier, Clyde Rosenberg. Read the following excerpt to the students as he describes seeing how an observation balloon was used during the war:

"I looked out just in time to see two observers jump out of the observation balloon. They had parachutes and a Heinie {German} plane came swooping down and peppering it full of bullet holes. Soon it took fire. Well the Heine started homeward and three of our planes, darned if I know where they came from but they sure took after him".

Then read this excerpt on observation balloons:

"Three types of balloons were deployed in warfare: free balloons, captive balloons, and large dirigibles. While free and captive balloons were used in war as early as the French Revolution, dirigibles were introduced during the Great War....balloon observers could watch their enemies' movements on the battlefield out of range of ground fire.... In total, there were 35 American balloon companies in France during World War...Of all 116 parachute jumps from balloons, the parachutes – made of silk – never failed to open, though one observer lost his life when pieces of a burning balloon fell on his descending parachute".

Source: National World War I Museum website:

<https://www.theworldwar.org/learn/about-wwi/balloons-and-dirigibles-wwi>

Discuss:

- What makes the two stories different?

One source is a personal account of Clyde's description of the war/balloon. The other source summarizes the role balloons played in World War 1.

- Which is a primary source, and which is a secondary source?

The personal account is the primary source because it uses words such as “I” and “our”. It also contains specific details from a personal experience and shows emotion.

The summary is a secondary source because it does not describe events from an eyewitness’ point of view.

What is an Acre?

Objective -

Students will become familiar with the acre as a unit of measure, employ basic math skills in a novel setting, engage students in a cooperative activity with a definitive, visible result, and facilitate a math activity with real-life application and relevance.

Activity

Clovis Cole owned over 40,000 acres of land. Elicit responses from the class and note what an “acre” means to them.

Have students research how big an acre is in square feet/yards.

- One acre = 4,840 square yards = 43,560 square feet.
- One square mile = 640 acres.
- By comparison: A football field is 48,000 square feet.

One square acre is approximately 208.71 feet X 208.71 feet (208 feet and 8.52 (or 8.5) Inches)

Materials Needed:

- Flagging tape or flags; improvise with craft sticks with strips of plastic... anything that can mark a line and be readily visible
- Sidewalk chalk will work also on a large, empty, safe, paved surface.

1) Have students take their journals or paper and respond to the following:

- What is an acre?
- Describe what you think an acre would look like on our school grounds.
- How many steps do you think it will take to walk around an acre?

2) Describe the task to the students:

Tell students they are going to work together to mark the perimeter of an acre-sized square.

This depends upon class size, but one suggestion is to break students into 4 groups with the following responsibilities:

- ✓ Quality control
- ✓ Sides 1,2, and 3 of the square (can also add a side 4 group)

Distribute/share tape measures, flags, etc. to each group.

- Side 1 will start by planting a marker at the start. This is (hopefully) where the square/shape will close.
- Quality control can assist in determining where side one will run to ensure that other sides will have adequate room.
- Side 1 will site a straight line to a distant point using students to guide the placing of markers along the way while other students measure the distance of 208 feet and 8 1/5 inches.
- Once side 1 is complete, side 2 takes over. Quality control will assist as side 2 measures the 90-degree angle they will take from side 1.
- Side 2 proceeds the appropriate distance. Side 3, again with quality control supervision, takes over and completes that side.
- Query students: how do we close this figure? What should happen to complete the shape?
- Quality control (or a side 4 group) can measure 90 degrees and hopefully see the starting marker right in that line of sight. They can then measure the distance back to the start where it will ideally land at the starting marker. Any deviations can be discussed and are, in themselves, useful learning opportunities.
- Have students count their steps as they walk around the acre.
- Ask them to respond again to the questions posed at the start.
- Ask students to reflect and share (by choice) other thoughts/insights gained from this activity.

Population Percentages

Objective

Students will understand the concepts of ratio and percentage

Activity

During World War I, ten men from the Clovis area lost their lives. At that time, the population of Clovis was around 1000, a ratio of 0.01 (2/200) or 1 % of the population. If 1% of lives were lost in today's populations in a war, how many people would that be?

Clovis (Pop.120,124)	1201 lives lost
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Fresno County (Pop. 990,204)	9.902 lives lost
California (Pop. 39.35 million)	393,000 lives lost
U.S. (Pop. 329.5 million)	3.295 million lives lost

15 Animals That Went to War

Objective

Students will understand how animals helped the troops during World War I.

Activity

Many animals served as mascots in World War I to boost morale, but others were put to work. Dogs helped lay telephone wires, camels carried the wounded, and horses wore gas masks while doing their job. This collection of photographs from the Imperial War Museum depicts these animals and more and their contribution to the war effort.

<https://www.iwm.org.uk/history/15-animals-that-went-to-war>

1. Before showing the photographs to students, discuss the list of roles animals had during the war:

- Carried food, water, supplies, or wounded men
- A companion or mascot
- Carried messages
- Delivered medicine equipment
- Laying telephone wires
- Detected poisonous gas

2. Show students each photograph. Before scrolling down to reveal the caption on the photo, ask the class to guess the role the animal played in the war.

Post-Visit Suggested Activities

Keep the momentum of the field trip experience alive with one or more of these activities once you return to the classroom.

Writing to a Veteran

- The Clovis Veterans Memorial District is dedicated to serving our veterans and our community and has been since 1946. We're proud to honor all members of the armed

forces. Writing a letter is a meaningful way for students to show their support for all who serve.

- Have students start with a salutation such as “Dear Hero” or “Dear Brave One”.
- Have students express their thanks for our Military Members’ selfless service.
- Share about themselves, eg. family, pets and favorite sports or hobbies, movies.
- Include students’ first names only. Please include the School Name/Teacher contact info (mailing address or e-mail) on every letter so recipients can write back.
- If your students are too young to write letters, consider drawing or painting pictures instead. Please avoid glitter.
- Pull all loose artwork and letter/cards in a large envelope or box (please no individual envelopes) and mail to: Clovis Veterans Community District, 808 4th St, Clovis, CA 93612.

History of Clovis Timeline

- Make a classroom timeline of Clovis history. A good resource is the book “Images of America – Clovis” (available for purchase at the Community Heritage Center gift shop or at your local library). Create a banner highlighting the early days of Clovis through World War I, famous figures in Clovis history (Clovis Cole, Marcus Pollasky, Charles Shaver), early farming methods, the timber and lumber industry, the San Joaquin Valley Railroad, and how the community came together in the first World War.

Make a Comparison Chart or Picture

- Ask students how might their life be different from that of a pioneer in their area. Have them write on one side of a paper how life was in the 1880s and, on the other side, write how that aspect of life is different now. (Or have them fold a piece of paper in half. On one side of the paper, they can put “1880” and write about one aspect of living in the 1880s like cooking or clothes washing. Illustrate. On the other half of the paper, they can write the date and tell how we cook our food or wash clothes today. Illustrate.) Or, have them divide a paper in half. On one side they can draw a picture of their house today and, on the other side, draw a picture of a pioneer’s house.

Field Trip Impressions

- Ask students their overall impressions of the field trip. What did you enjoy? What didn’t you enjoy? What surprised you? What do you want to learn more about? Have them share their general observations and reactions in a short paragraph. Ask them to mention a favorite activity or information learned during the field trip.

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The Christmas Truce of 1914

https://www.ducksters.com/history/world_war_i/christmas_truce.php

STUDENT NAME _____

CODEBREAKING ACTIVITY

During World War I, people were employed as codebreakers to figure out coded messages sent by the enemy. A code is a word or message that is replaced with an agreed code word or symbol.

This is a **Substitution Code**. To use this code, instead of writing out the letters that make up the word, write the number that corresponds with the letter that you were going to write.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Translate the following message:

23	5		23	9	12	12		2	5	7	9	14		20	8	5

1	20	20	1	3	11		1	20		4	1	23	14

Write your name in code:

STUDENT NAME _____

Checkerboard Code

To write a letter, you write a row and then the column in which that letter appears.

		COLUMNS						
		1	2	3	4	5		
ROWS	1	A	B	C	D	E	EXAMPLES A = 11 (Row 1, Column 1) R = 43 (Row 4, Column 3) O = 35 (Row 3, Column 5)	
	2	F	G	H	I	J		
	3	K	L	M	N	O		
	4	P	Q	R	S	T		
	5	U	V	W	X	Y/Z		

Translate the following using the Checkerboard code:

53	15		11	43	15		44	51	43	43	35	51	34	14	15	14

	44	15	34	14		33	35	43	15		44	51	41	41	32	24	15	44

ANSWER KEY

CODEBREAKING ACTIVITY

MESSAGES

Substitution Code

“WE WILL BEGIN THE ATTACK AT DAWN”

Checkerboard Code

“WE ARE SURROUNDED SEND MORE SUPPLIES”

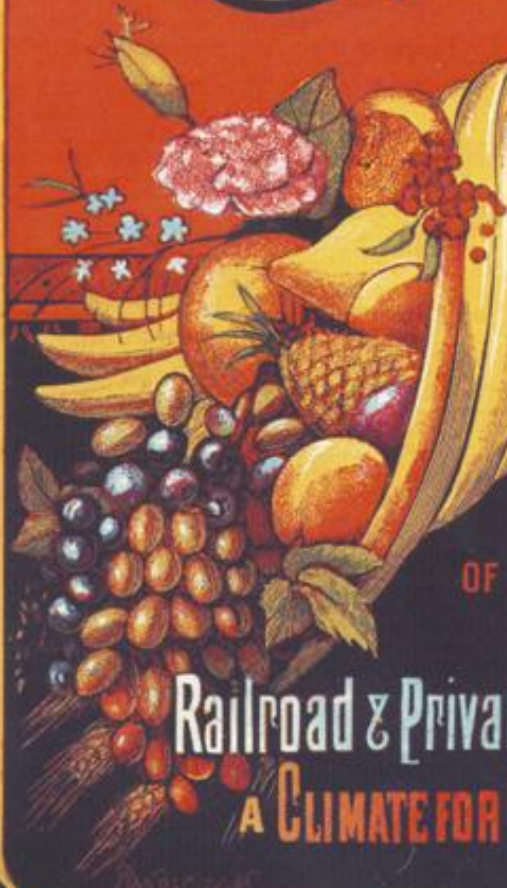
CALIFORNIA

The Cornucopia OF THE World

ROOM

FOR MILLIONS

OF IMMIGRANTS



43.795.000.

ACRES

OF GOVERNMENT LANDS
UNTAKEN

Railroad & Private Land for a Million Farmers

A CLIMATE FOR HEALTH & WEALTH WITHOUT CYCLONES
OR BLIZZARDS.

WARD, McFALLY & CO., PRINTERS AND ENGINEERS, CHICAGO.

CLOVIS

This Beautiful Town Site is located on
the San Joaquin Valley Railroad,
14 miles from the city of Fresno.

It is surrounded by rich grain and fruit lands, and is destined to become a prosperous trading point.
The town Site has been platted, and a limited number of lots have been put upon the market.

For Plats and Other Information, call
at the office of Marcus Pollasky or
on J. Ed. Hughes.



Life Is A New Adventure Every Day. Santerra Clovis Is The Place To Start.

Santerra Clovis is a lot like you, smart, innovative, bright and modern. That's why these homes make you feel so comfortable, inspired and happy. Single level designs make Santerra a great choice at any stage of life. The two-story designs include a first floor bedroom with bath perfect for older children, in-laws, or guests. Plus innovating ideas such as Idea Rooms and personalizing assure your home will be a perfect match.

At Santerra Clovis, you'll enjoy a bright new life with a neighborhood park and walking trail without a homeowners association. And you're just a 5 minute drive to the highly acclaimed Clovis Unified's Reagan Education Center with grades K-12, lending a quality education close to home.

Clovis has that hometown feeling, with acres of parks and trails, family festivals, the annual rodeo, and summer farmers markets. It's the kind of place that makes every part of life feel richer.

Welcome home to a place that feels like it is made for you. That's because it is.

