

Summative 1:
Historical and Geographical Themes Summative
Assessment
Historical Tool Time Unit

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Assessment Instructions

Unit Summative Test Constructed Response

Duration: 50 minutes

Standard (s) Assessed: SS.A.1.4.2, SS.A.1.4.4, LA.A.1.4.2

Description of Assessment Activity: Students read a historical passage and create a timeline of the event. They give an explanation of each theme and identify examples of the theme from their reading of the historical passage.

Teacher Directions: Go over the test with the students making sure that they understand what is expected of them. Since this is the culminating assessment for this unit that requires them to read a rather lengthy account, students should be given as much time as possible. Even though there are given answers for the interpretation of the historical account, answers may vary. This is the type of test that should be returned and gone over thoroughly so that students can defend answers that might have been deemed incorrect.

Student Directions: Read the historical passage. Create a timeline using the criteria given. Answer the questions concerning the historical and geographical themes that you have been studying.

Scoring Method and Criteria: The timeline should be judged based on the given criteria found in the Unit Summative Test Answer Key. The interpretive questions should be graded based on the answer key, but with the understanding that students' answers may vary somewhat from the answer key.

Historical Tool Time Summative Assessment

History is the study of events and the elements that contribute to the event. To make sense of historical events, historians use historical and geographical themes. To be able to understand history, you must be able to identify these historical and geographical themes. The following is a historical description of an event within the history of Panama City, Florida. The history of Panama City is the sum total of all of the events, as this one, that have occurred in its history.

Read the historical selection below. On the assessment sheet, create the timeline, and answer the questions concerning the historical passage below.



The Destruction of a Landmark: The Demolition of the Dixie Sherman Hotel

In downtown Panama City, Florida, stood a ten-story building called the Dixie Sherman Hotel, which had served as a landmark for forty years. It was located at latitude 30° 9.5' N. and longitude 85° 39.7' W. or at 502 Jenks Avenue, near the downtown branch of the United States Post Office. The building was constructed out of brick, painted white, and consisted of a lobby, meeting rooms, and a restaurant on the ground floor. The next nine floors were hotel rooms and on the roof was a roof garden that was used as a gathering place for Panama City society. When it was constructed in 1927, it was one of the tallest buildings in Florida, and continued over the years to be the tallest structure in Panama City. In the forty years of its existence, it enjoyed an interesting history.

Walter Sherman constructed the Dixie Sherman Hotel in 1927. By having this building, Panama City was able to attract businesses and industry to the area. Many important people stayed in the hotel over the years. It was sold to Walter Green in the 1937. This hotel served as the social focal point for the city for decades. As time went by, the city and county grew and added many other hotels and motels, thus breaking the exclusiveness of the Dixie Sherman. The Dixie Sherman, as occurred with many such structures, became old and less fashionable as the years passed. In January of 1969, the hotel was bought by John Christo, Jr., to be remodeled as an office building and used as the new location for the First National Bank

John Christo closed the Dixie Sherman Hotel on Labor Day, September 1, 1969. He had reevaluated his original plans upon the advice of his architects. Remodeling the building would cost more than tearing it down and building a new office building to house his bank. Christo felt that the building had to go to make way for progress in the downtown area of Panama City. He was quoted as saying, “(The Dixie Sherman Hotel) is a burr in the saddle of progress.” In March of 1970, it was announced that it was his intention to demolish the building to make space for the new office building.

Not everyone in Panama City agreed with John Christo as to the fate of the Dixie Sherman Hotel. Many citizens were upset to learn that this landmark was going to be torn down. They believed that it should be preserved for posterity, renovated and kept as a hotel. At the very least, it should be remodeled as originally intended as an office building, but not torn down. The public outcry was not great enough to cause John Christo to change his mind, and steps were taken to start the demolition.

On Monday, April 6, 1970, demolition crews started the process of tearing down the Dixie Sherman. A crane with a heavy wrecking ball was used to tear down the building. The structure of the Dixie Sherman was so sturdy that the wrecking ball only left dents in the building. The use of this tried and true method of demolition proved too difficult, costly, and time-consuming. Mr. Christo was forced to look for another method to destroy the Dixie Sherman.

After looking at several alternatives, Mr. Christo chose to use a new method, demolition through the use of dynamite. This method involved placing charges of dynamite at critical points of the foundation of the building. The dynamite is exploded at fixed intervals causing the foundation to collapse on one side of the building first, causing it to fall into a hole that has been dug next to the building. This method had never been tried in Florida. Cities, like Miami and Orlando, had actually denied the

use of this method of demolition. Controlled Demolition of Towsan, MD, headed by John D. Louzeaux, was an innovator of this technique, which had been used successfully in other areas of the country and the world. This company was hired on April 10, 1970, to use the technique on the Dixie Sherman, but first they had to get approval from the Panama City Commission.

John Louzeaux gave a film presentation and explanation of the technique to the commission on April 15. The city manager, Leon Mathis, helped convince the commission that this new technique would be safe. Although many citizens voiced their opposition to the use of this technique during the meeting, the city commission voted to give permission for the demolition of the Dixie Sherman.

Sunday, April 26, was the date chosen for the demolition of the historical landmark. In order to ensure safety, at 1:30 P.M., a nine-block area next to the Dixie Sherman was blocked off by the Panama City Police Department. A platoon of Panama City policemen, under the command of Police Chief Q.D. Batchelor, was assigned to patrol the area to keep the thousands of people who turned out to view the spectacle outside the blocked-off area. Numerous firemen and fire trucks were also deployed as a safety precaution. At 3:00, Governor Claude Kirk gave the countdown via a telephone connection to Tallahassee, and John Loizeaux pressed the button that detonated the dynamite charges under the hotel. There was a slight rumble, a moment's hesitation, and then the hotel was enveloped in a cloud of dust and fell into the hole next to it. In about seven seconds, the Dixie Sherman Hotel, a forty-year-old landmark, was gone forever.

The debris from the demolition was hauled off to fill a hole behind Bay High School. In the months following the demolition, John Christo was not able to build the new bank building due to poor economic conditions. The vacant lot that once was the home to the Dixie Sherman Hotel was paved and made into a parking lot. Although the city felt a loss when the landmark was gone, the downtown area continued to function as before, but without the shadow of the ten-story Dixie Sherman Hotel.

Name _____

Historical Tool Time Summative Assessment Sheet

Write all of your answers on this sheet.

1. In the space below, create a timeline, which shows the events leading to the destruction of the Dixie Sherman Hotel.
 - o Your timeline should:

Complete the following items from your knowledge of geographical and historical themes and the reading of the historical piece, “The Destruction of a Landmark.”

2. a. Give a short explanation of the geographical theme of **Location**. Include the two types of location in your explanation.

b. Where was the Dixie Sherman located?
3. a. Give a short explanation of the geographical theme of **Place**.

b. Describe the Dixie Sherman in terms of place.
4. a. Give a short explanation of the geographical theme of **Environmental Interaction**.

b. Provide examples of this theme from the historical piece.

5. a. Give a short explanation of the geographical theme of **Region**.

b. In what region was the Dixie Sherman located?

6. a. Give a short explanation of the geographical theme of **Movement**.

b. Provide an example of this theme from the historical piece.

7. a. Give a short explanation of the historical theme of the **Impact of Ideas**.

b. What was the underlying idea that led to the destruction of the hotel?

8. a. Give a short explanation of the historical theme of **Individuals in History**.

b. What individuals were important to this event? Tell why you chose the individuals.

9. a. Give a short explanation of the historical theme of **Economics and History**.

b. What are the economic factors that affected this event?

10. a. Give a short explanation of the historical theme of **Technology and History**.

b. What technologies were involved in this event?

11. a. Give a short explanation of the historical theme of **Conflict and Cooperation**.
- b. What conflicts were apparent in this event?
- c. In what ways did people cooperate in this event?
12. a. Give a short explanation of the historical theme of **Human-Environment Interaction**.
- b. How was the environment changed because of this event?
13. a. Give a short explanation of the historical theme of **Social Institutions**.
- b. Name the five broad areas that social institutions fall under and tell what basic problem that each addresses.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- c. What social institutions were involved in this event?
14. a. Give a short explanation of the historical theme of **Continuity and Change**.
- b. What changed in this event?
- c. What stayed the same in this event?

Answer Key

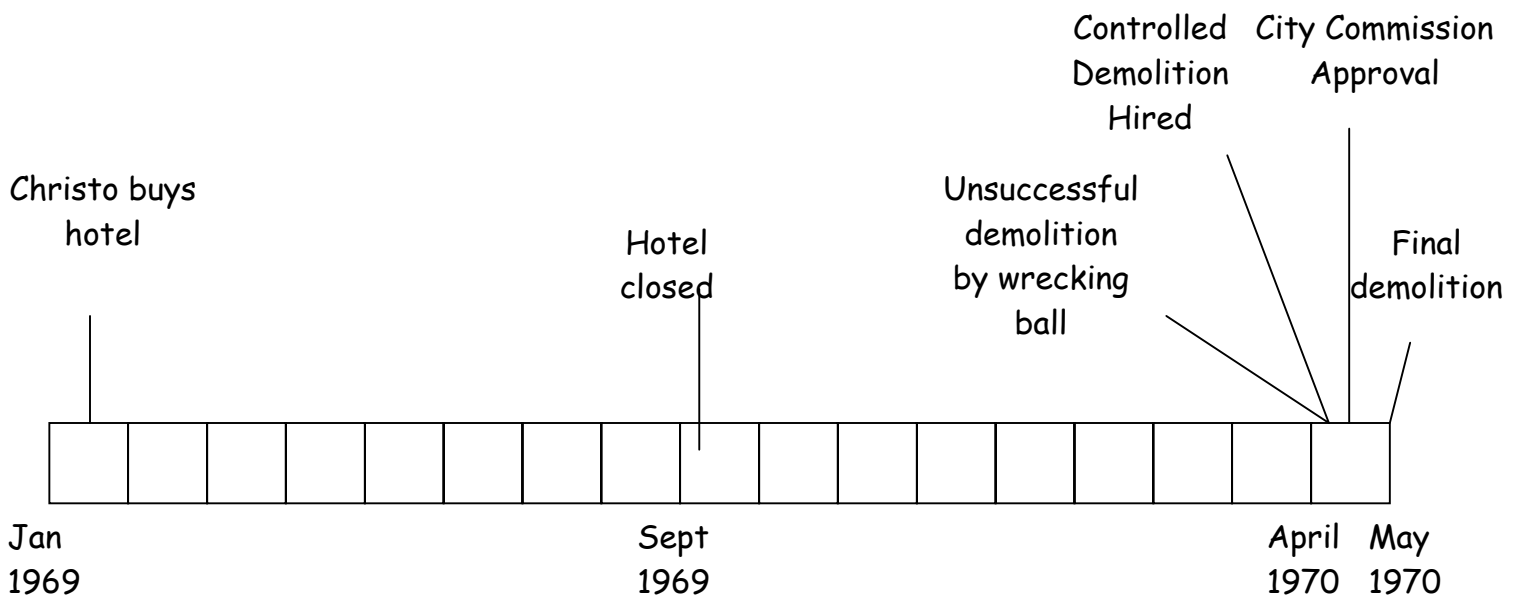
Historical Tool Time Summative Assessment Sheet

Write all of your answers on this sheet.

1. Create a timeline, in the space below, that shows the events leading to the destruction of the Dixie Sherman Hotel.

o Your timeline should:

- Be divided into equal divisions that cover the time period of the event.
- Display the important events for the historical period described in the historical passage.
- Have lines that intersect at the date that they occurred.



2. a. **Location**-where an event occurs.
 - **Absolute**-the exact location found through the use of longitude and latitude, street addresses, or street map grids.
 - **Relative**-where the place is relative to other places.b. **latitude 30° 9.5' N. and longitude 85° 39.7' W. or at 502 Jenks Avenue**
3. a. **Place**-description of the place that makes it different from other places.
 - **Physical**-natural features of the place (temperature, bodies of water, etc.)
 - **Cultural**-description of the way of life of the people that live there.b. **10 stories; brick; white; restaurant, lobby on ground floor; roof garden on top; tallest building; used as a gathering place for Panama City society.**
4. a. **Environmental Interaction** (relationship with place)-how humans change the environment of the place.
 - b. **Was the tallest structure; landmark in the city**
5. a. **Region**-a group of places bound together by one or more similar characteristics.
 - b. **Downtown**

6. a. **Movement** - in the historical since, the movement of people, goods, and ideas.
b. **People coming from all over the region to see the destruction of the hotel**
7. a. **Impact of Ideas** - the threads, which bind the minds of people together sufficiently for joint action to occur.
b. **Progress**
8. a. **Individuals in History** - Individuals play a decisive role in determining the events of history.
b.
 - **Walter Sherman-original owner**
 - **John Christo-owner of the building who made the decisions**
 - **John Louzeaux-owner of the demolition company that did the final work**
 - **Leon Mathis-City manager who help push technique through the city commission**
 - **Chief Q.D. Bachelor- help coordinate protection during the actual demolition**
9. a. **Economics and History**- Economics is the way that a society provides the material necessities for survival (food, clothing, shelter, etc.) and how they are distributed to its members.
b.
 1. **Expense of renovating old building-less expensive to build a new building.**
 2. **Economic downturn causing the new building not to be built resulting in a parking lot instead.**
10. a. **Technology and History** - Technology refers to the tools and skills people use to meet their basic needs. New technologies lead to changes in societies.
b.
 - **Wrecking ball (old technology)**
 - **Use of dynamite to demolish the building**
11. a. **Conflict and Cooperation** - The processes of cooperation and conflict have played a major role in shaping history. Cooperation occurs when members of a group work together to achieve a common goal. Conflict, in contrast to cooperation, occurs when rival groups seek to coerce, harm, or even destroy each other.
b. **The major form of conflict was preservation vs. progress, the citizens who wanted to keep the landmark and those who wanted to tear it down in the name of progress.**
c. **City commissioners agreeing to allow the new technique; police and fire departments working together to make the area around the demolition site safe; citizens' cooperation during the demolition**
12. a. **Human-Environment Interaction** - How people have been affected by their environment and how they change their environment is critical to the understanding of history.
b. **Downtown lost a tall building and a historical landmark**
13. a. **Social Institutions** - groups of people working together to provide for society's basics needs.
b.
 1. **Governmental**- to maintain order and security
 2. **Religious**- to explain the meaning of existence and reinforce moral values.
 3. **Educational**- to train the young and instill in them the norms and values of the society.
 4. **Economic**- to provide food, shelter, and determine how much and who gets these necessities.
 5. **Family**- to raise new generations to replace the old.
- c. **Governmental: city commission, police, fire department**

14. a. **Continuity and Change** - **Continuity**-institutions, ideas, and problems that endure over time; **Change**- the constant altering of society by the forces of history.
- b. The city lost a landmark; a new technology was used in the state
- c. The city's activities went on as if nothing had happened