

WELCOME TO FLORIDA IN THE 1920s (A Post-Visit Activity) Grades 3-5

OBJECTIVES:

- To understand the importance of tourism in Florida's history.
- To practice persuasive writing.
- To create information that would be found in a Welcome Center in the 1920s.

FCAT STRANDS ADDRESSED:

Reading Exam Main Idea, Plot, and Author's Purpose / Reference and Research

Writing Exam Persuasive Writing / Word choice

MEETS THE FOLLOWING SUNSHINE STATE STANDARDS:

SOCIAL STUDIES

Strand A: *Time, Continuity, and Change [History]*

Standard 6: *The student understands the history of Florida and its people*

Benchmark SS.A.6.2.3 The student knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

Grade Level Expectations: Understands some ways industrialism and urbanization have affected Florida (tourism)

LANGUAGE ARTS

Strand A: *Reading*

Standard 2: *The student constructs meaning from a wide range of texts*

Benchmark LA.A.2.2.3 The student recognizes when a text is primarily intended to persuade.

Grade Level Expectations: Recognizes text that is written is primarily to persuade.

Strand B: *Writing*

Standard 2: *Student writes to communicate ideas and information effectively.*

Benchmark LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

Grade Level Expectations: Develops supporting ideas with information that relates to the focus. Develops anecdotes and examples objectively.

Strand E: *Literature*

Standard 1: *The student understands the common features of a variety of literary forms.*

Benchmark LA.E.1.2.4 The student knows that the attitudes and the values that exist in a time period affect the works that are written during that time period.

Grade Level Expectations: Knows that the attitudes and the values that exist in a time period affect stories and informational articles written during that time period.

MATERIALS:

- Paper of various sizes
- Markers, crayons, decorating supplies
- Brochures and pamphlets from modern day tourist attractions (optional). You can pick these up for free at any local Chamber of Commerce and most local tourist attractions or by contacting the Division Of Tourism (see end of lesson plan)

ACTIVITIES:

1. After returning from the History Center, discuss with the students their recollection of what was on the first floor of the Center. This was the floor with the large map in the center.
2. See what they remember about the Model-T car and the Tin-Can Tourists. Take a vote on what time period they think that section was representing. Hopefully, they will recall that the 1920s era was being represented.
3. Explain to them, that their assignment is going to be to create a Welcome Center from the 1920s. Ask if any of them have ever been to a Welcome Center when leaving or coming to Florida or any other state. Talk about what they found there and what the purpose of the Center was.
4. If you were able to locate any modern day brochures, share them with the students and ask them to comment on what they see. Consider the similarities and differences between the modern items and what the items may have been in the 1920s. Have the students examine the persuasive style of language that is often used in advertising. Students should write down examples of persuasive language from the brochures and share with the class. The teacher should write the examples down where all students can see them.
5. Have the students brainstorm what type of attractions and activities were popular in the 1920s.
6. Discuss a variety of articles that can be found in a Welcome Center. These could include brochures, posters, bumper stickers, postcards, and maps, etc.
7. Have each student think about the attraction or activity they would like to advertise.

8. Before beginning their assignment, have the students check with you to review their choice. You may want to double check their idea to make sure it is something that would probably have been around in the 1920s.
9. As a culminating activity, the students can devise a display area in the classroom that can be temporarily converted into the Welcome Center. You may be able to use cardboard, bookshelves, clothesline, or book display cases to accommodate the advertisements. Students should use examples of persuasive language in their advertisements.
10. Students can then plan an adventure and tour the Welcome Center to pick up some information on their upcoming trip.

EXTENSIONS:

1. Split the class into groups and have them research tourism in Florida at different time periods, such as the 50s, 70s and present day.
2. Have each group devise their own Welcome Center according to their chosen time period.
3. Compare and contrast the similarities and differences in tourism over time.
4. Investigate the history of roadside signs and billboards.

RESOURCES:

Websites

History of Florida in the 1920s: <http://www.floridahistory.org/floridians/1920's.htm>

Gardens in Florida: <http://www.botanique.com/bincgi/stateprov.cfm?state=FL>

“Where to Go and What to Do in Florida” <http://floridasfinest.com/>

Books

Hollis, Tim. *Dixie Before Disney: A Hundred Years of Roadside Fun*, Jackson, MS: University Press of Mississippi, 1999.

Torrey, Bradford. *A Florida Sketch Book*, Boston: Houghton Mifflin, 1924.

Waitley, Douglas. *Roadside History of Florida*, Missoula, MT: Mountain Press, 1997.

Winter, Nevin O. *Florida: The Land of Enchantment*, Boston: The Page Company, 1918.

TEACHER BACKGROUND

Tourism is Florida's largest industry. In 1993, tourism created an economic impact of \$32.0 billion (\$87.7 million per day). More than 20 percent of the state's taxable sales are generated from visitors, accounting for \$2.0 billion (\$5.5 million per day) in 1993. Tourism directly employs 657,000 Floridians. In 1993, 41.0 million visitors came to Florida, a 1.2 percent increase from 1992. Officials forecast that 41.9 million vacationers will visit the state in 1994. Most Florida visitors (83 percent) are from the U.S. while 6.8 million (17 percent) international visitors came here in 1992. Canada is the leading international market with 2.5 million vacationers. The top 10 overseas countries of origin for Florida visitors are: United Kingdom, Brazil, Germany, Venezuela, Bahamas, Argentina, Columbia, Mexico, Japan and France.

Florida opened its first official Welcome Station in November 1949 on US 17. By 1954, a Welcome Station could be found at every border. These stations offered free orange juice and made brochures and advertising for the state's attractions and accommodations available. The majority of the theme parks and roadside attractions were not open until the 50s and 60s.

In the 1920s, the rise of the automobile made Florida a truly desirable destination for the general public. The following is a list of possible places tourists in the 1920s might have visited and/or activities that might have been of interest.

Fishing
Bird Watching
Traveling on the rivers and lakes
Sponge fishing
Hunting
Railroad Trips

Steamboat Journeys
Visiting Springs like Silver or Salt Springs
Visiting Gardens such as Bok Tower
Resorts on Lake Apopka
Beacham Theater in Orlando
Angebilt Hotel-Orlando

Gange Bridge-Tampa
Vinoy Hotel-St.Pete
Car Racing on Daytona Beach
St. Augustine

Visiting Colleges like Rollins or Stetson
Sunning on the Beaches
Visiting the National Forests
Driving on the Beaches

For information on current tourist destinations, you can receive free information by contacting the Florida Division of Tourism, 126 West Van Buren Street, Tallahassee, FL 32399-2000; 904/487-1462. These publications include Florida Vacation Guide, Calendar of Events, Official Highway Map, Travel Tips Brochure, Florida Attractions Map, and Florida Camping Directory. Media Assistance Contact: Florida Division of Tourism Public Relations, Phone 904-488-8230 Fax: 904-487-3218.

1920s ADVERTISEMENT EVALUATION RUBRIC

Visual	Points
Organized placement of material	
Bright Colors or Designs	
Headings/Titles are in large letters	
Pictures are large enough to easily be seen	
Legible writing	
Information	Points
Facts are interesting, accurate, and complete	
Written material is published work	
Diagrams explained	
Writing is persuasive	
Creativity	Points
Something unique	
Eye catching	
Memorable	
TOTAL	