



Theme: Florida
Lesson: Tourism
Subject Area: Social Studies, Visual Arts, Language Arts
Age Level: K-5 (corresponds to fourth grade visit to museum)
Objectives:
Explore the history of Florida tourism using the visual arts.
Understand the natural, economic, and social attractions of Florida.

Vocabulary: Tourism, souvenir, travel diary, illustrate (see page 4 of this lesson)

Materials

White Drawing Paper, 6" x 24"
Crayons
Black marker
Scissors
Glue
Florida Souvenirs

How to Begin

1. Share information on tourism in Florida with your students. The history of Florida is full of fascinating stories that relate to the development of tourism in the state. Show students an image of one of Florida's first tourists, Ponce de León. You can use the painting created by Thomas Moran in the Collections area of this web site. Explain to the class that when Ponce de León landed on the shores of Florida in 1513, he had come in search of gold and the mythical Fountain of Youth. It was the Easter season and because the land was so beautiful, he named it La Florida in honor of Spain's Easter Feast of Flowers. In the 1800s, two millionaires named Henry Flagler and Henry B. Plant built large hotels, which later became resorts for the wealthy, and laid railroad tracks down each coast of Florida with the hope of bringing vacationing northerners to Florida. Then, land developers poured into the state and the boom was on! For more information on Florida tourism refer to the resource list for this lesson. (see page 5 of this lesson)
2. Begin a discussion with the class about taking a vacation. Ask the children to share a vacation experience they have had. Ask them where they have gone and why. Ask the following questions: How did you get there? What did you pack? What was the weather like? What did you wear? What did you see? What kinds of foods did you eat? Remember that a vacation can be visiting Grandma right down the street, so encourage every student, regardless of his or her experiences, to share travel memories.



3. Explain to students that a souvenir is something acquired to remind one of a trip long after returning home. Ask the students whether they collected any souvenirs on their trips. Ask them what they know about Florida weather, and why people from the North would want to vacation in Florida. What would you pack if you were traveling to Florida? What are the different ways to travel to Florida? How does one get around once in Florida? What kinds of special foods come from Florida? What kinds of souvenirs can be collected in Florida?

Visual Art/Writing Activity

1. Show students images by artists who came to Florida in the nineteenth century. You can find images by Thomas Moran, Martin Johnson Heade, Herman Herzog, and Winslow Homer in the Collections area of this web site. Ask students why the artists may have chosen Florida to live in and paint rather than another region of the country. What difficulties might these artists have experienced while visiting Florida? Explain to students that artists would document their visits with sketchbooks, letters, journal or diary entries, and paintings and drawings created during their travels.
2. Explain to the students the meaning of the word "diary." Ask students what kind of information could be included in a travel diary to remember one of a particular vacation. What kind of information could they put in a diary even before leaving on a trip?
3. Plan a class "vacation." The vacation could be to the school playground, to a local park for lunch, or to local attractions like a zoo or museum.
4. Have students create their own travel diaries in preparation for their trip. The travel diary can be made with individual pages that are later joined with string, or perhaps folded in the form of an accordion book. To make an accordion book give each student one piece of 6" x 24" white drawing paper. Fold paper one step at a time to make the accordion book. First, fold paper in half and open. Next, fold in each side to the middle seam (like barn doors), then fold the two ends back the opposite way. Lastly, have the outer seams meet the center seam to form the accordion.
5. Before students leave on their trip, have them illustrate the covers of their diaries. Give each student a black marker to write a title on his or her travel diary, and crayons to illustrate the cover.
6. The first couple of pages of the book can be used to answer questions before beginning the journey. Have children write a question on the bottom of each of the first three pages such as: Where am I going? How will I get there? What will I take? What will I wear?



7. After the answers to the above questions are written, ask students to work on the illustrations. Each page of their travel diaries will involve both words and illustrations. Encourage students to create illustrations that are clear enough so that the idea will be obvious even without the words.
8. Give each student a set of drawing supplies to take on the class vacation. With travel diaries in hand, lead the class to your destination. Explain to students that upon arrival they are to explore the area with all of their senses, noting what they see, smell, hear, and maybe even taste.
9. Remind students to collect at least one souvenir from their destination while they are exploring. If the destination is a park, they can collect a leaf, petal, or twig (if it is already on the ground to avoid damaging the environment). If it is a local attraction, they can find a brochure or postcard to remember the place by. You can also allow students to take photographs.
10. After students have had time to explore, eat lunch, or play for a while, gather the group together to continue working on their diaries. This can be done on site or back in the classroom.
11. Have students use the next three pages of their diaries to write and illustrate memories from their visit. They can document what they saw, did, heard, etc.
12. Reserve the last page of the book for the souvenirs they collected on their trip such as leaves, feathers, postcards, or perhaps pictures. Students can glue, tape, or sew the item into their travel diaries.

Assessment

1. Ask each student to show his or her travel diary to the rest of the class and discuss his or her choices of what to include. Encourage students to comment on why they selected the souvenir at the back of the diary. What purpose will that souvenir serve for them in the near or distant future?
2. Ask students to share what they have learned about the history of tourism in Florida. Why did people travel to Florida even before it was the developed state that it is now? What made such travel difficult in the early years of tourism? Why do people travel to Florida today? Encourage a discussion of the differences between types of Florida destinations. For example, ask students to compare visiting a place like Disney World versus with a state park or beach.
3. Encourage students to reflect on their class “vacation” experience. Students will now create a journal entry from a fictitious journey. Select a book, story, or poem



highlighting someone's travels. You can suggest historical examples or fictitious. See the resource list of this lesson for suggestions. After students have had the opportunity to read the selection, ask them to write a travel diary entry for a fictitious vacation. Encourage students to write about where they are going and why they are going there. As this is one day's entry, the writing can deal with the details of a single experience. It can also be the first or last entry of a travel diary, in which case more general details of the overall trip will be the focus. Students should reflect on what they have learned about reasons for travel and the details that make a trip memorable. Encourage students to include information gleaned from all of their senses: What did they eat? What was the weather like? What modes of transportation were needed? What made the destination desirable or different? Finally, students should share their writings either through oral presentations or dramatizations.



Vocabulary

Tourism

The travel and accommodation of someone who travels for pleasure.

Souvenir

A token of remembrance or a memento.

Travel diary

A daily record of one's travels.

Illustrate

To provide with explanatory or decorative graphic features.



Resources

The following books, musical selections, and visual images may be used with children in order to build an understanding of the theme of Florida and tourism. Integrating these selections, as well as your own, into your lesson plans will further develop students' communication, critical thinking, and literacy skills.

Literature Enhancement

- *At the Airport*, Carol Greene
- *Travel in Grandma's Day*, Valerie Weber and Patricia Baker
- *Toot & Puddle*, Holly Hobbie
- *Link Across America: Story of the Historic Lincoln Highway*, Mary Elizabeth Anderson
- *Madaket Millie*, Frances Ward Weller
- *Alice Ramsey's Great Adventure*, Don Brown
- *Marjory Stoneman Douglas: Friend of the Everglades*, Tricia Andryszewski
- *Travel & Learn Florida*, Sally Schofer Mathews
- *A Kid's Guide to Florida*, Gulliver Travels
- *Freight Train*, Donald Crews
- *Berta Benz and the Motorwagen: The Story of the First Automobile Journey*, Mindy Bingham

Music Enhancement

Play and discuss with children:

The following selections can be found on the Sesame Street CD, *Sing Along Travel Songs*

- *Goin' for a Ride*
- *Let's Go Driving*
- *Forty Blocks from My Home*
- *Down Below the Street*
- *Stop!*

The following selections can be found on the Disney CD, *Disney Travel Songs*

- *Happy Wanderer*
- *Driving into the Clouds*
- *Come on, Let's Go*

The following selection can be found on the Atlantic Label CD, *The Wiz*

- *Ease on Down the Road*

Visual Art

Show and discuss art works and styles of the following artists:

- *Train in Lackawana Valley* by George Inness
- Images of trains by Claude Monet
- Images of beaches and swimming pools by David Hockney
- Harbor and beach scenes by William Glackens
- Scenes of Florida in the 19th century by artists Martin Johnson Heade and Winslow Homer
- Images of Rome and Piranesi (early tourist images)
- Images of Venice by Canaletto (early tourist images)
- Images of Venice and London by Whistler (early tourist images)