

## Lesson Five

# WRITING YOUR FLORIDA ADVENTURE!

### Activity #1: Florida Travel Writers

**Step 1:** Share the following with students, “Florida visitors have been writing about their experiences for decades. One of the most famous is Harriet Beecher Stowe, who first came to Florida in the 1860’s. She visited and then lived in Mandarin, Florida, near present day Jacksonville.”

**Step 2:** Students will read the article titled “Famous Floridians: Harriet Beecher Stowe” and use Think Marks to text mark the article.

Think Marks:

- a. A star for content that is important to remember.
- b. An exclamation mark for content that is surprising or that you want to share.
- c. A question mark for content that may be confusing, or you have a question about.
- d. A check mark for content that you already knew about.

**Step 3:** Students will share their Think Marks with their shoulder partners and then share whole group.

**Step 4:** Students will then write a one-sentence summary to demonstrate their learning about Harriet Beecher Stowe. Example to share with students: Harriet Beecher Stowe was a famous writer in the 1800’s who decided to move to Florida with her family and write about her travels and experiences in our state.

### Activity #2: Palmetto Leaves by Harriet Beecher Stowe

**Step 1:** Provide each student with a copy of the FCIT Exploring Florida article titled “From Mandarin to St. Augustine.”

**Step 2:** Share with students that Palmetto Leaves is Harriet Beecher Stowe’s book about her time living in Florida. They will be reading an excerpt about a trip she took to visit St. Augustine.

**Step 3:** Students will number each paragraph. (7 Total)

**Step 4:** Students will skim the article and circle any words that may be challenging or unfamiliar.

Possible examples:

Conveyance: the process of transporting or carrying someone or something from one place to another.

Perpetually: never ends or changes.

Tekoi: also spelled “Tocoi.” Tocoi was the site of a ferry landing and a local rail line to St. Augustine, Florida.

Mortal: to be fatal.

Unalleviated: to be constant or relentless.

Gait: how a person walks.

**Step 5:** Students will then silently read the article on their own. (10 minutes)

**Step 6:** Working with their shoulder partners, ask students to find and highlight the name Mrs. Stowe’s departure city. (Mandarin).

**Step 7:** On the classroom screen, using Google Maps, project the location of Mandarin, Florida.

**Step 8:** Working with their shoulder partners, ask students to find and highlight the name Mrs. Stowe’s arrival city on the river. (Tekoi/Tocoi, Florida).

**Step 9:** Using Google Maps. Determine the distance from Mandarin to Tekoi/Tocoi.

**Step 10:** Working with their shoulder partners, ask students to find and highlight the name Mrs. Stowe’s final destination city. (St. Augustine, Florida).

**Step 11:** Using Google Maps. Determine the distance from Tekoi/Tocoi to St. Augustine.

**Step 12:** Working with their shoulder partners, students will answer the following questions:

- a. What is the date/season of year that Mrs. Stowe is traveling?
  - b. What is the temperature?
  - c. Are temperatures similar today during the same time of year?
  - d. What types of transportation does Mrs. Stowe use to travel to St. Augustine?
  - e. Estimate the length of time it took Mrs. Stowe to travel from Mandarin to St. Augustine.
- (Answers will vary)

- f. Provide examples of how Mrs. Stowe's describes the following:
  1. River pleasure-boat:
  2. Florida sun:
  3. Railroad cars:
  4. Trees/plants/flowers:
- g. Using Google Maps, how do visitor's today travel from Mandarin to St. Augustine. Estimate how the time it takes to today as compared to 1872. What would you see during the trip that is similar/different to what Mrs. Stowe experienced?

**Step 13:** Write one question you would like to ask Mrs. Stowe about her trip to St. Augustine.

### Activity #3: Florida Travel Brochure

**Step 1:** Share the following with students "you will create a travel brochure using the vintage Florida tourist attractions we have learned about this week.

**Step 2:** Students will choose one historic/vintage tourist attractions from list titled "The State Archives of Florida: Florida Memory Program Roadside Attractions."

**Step 3:** Travel brochure directions.

- a. Name of the Historic/Vintage Tourist Attraction
- b. Location: city and county where the attraction is located
- c. Students will provide the grid map location (FDOT letters/numbers)
- d. Year it was established
- e. Slogan that the attraction used in advertisements
- f. Three activities the attraction offered to visitors
- g. Three facts about the tourist attraction
- h. Images of the attractions
- i. Popular souvenirs visitors would purchase
- j. Postcards the attraction sold
- k. Using the mileage chart on the FDOT Road Map, students will calculate the mileage from their home city to their chose tourist attraction
- l. How would they travel? By car, plane, and/or boat?
- m. Students will write a one-sentence summary as to why they would like to visit their chose historic attraction.

**Step 4:** In addition to using the Florida Memory digital outreach program, students are also encouraged to research the Florida Heritage Trails available through this link: [Florida Heritage Trails - Division of Historical Resources - Florida Department of State](#). The publications provide historic info about sites, events, and people throughout our state.

**Step 5:** Students will be provided a rubric to guide the development of their travel brochure.

**Step 6:** Students will present their travel brochures to whole group once completed.

### **Materials/Resources/Technology/Websites**

1) The State Archives of Florida: Florida Memory Program Roadside Attractions (This list can be found at the beginning of this unit of study)

2) FCIT Articles:

a. "Famous Floridians: Harriet Beecher Stowe" [stowe1.pdf](#)

b. "From Mandarin to St. Augustine." From Mandarin to St. Augustine | Florida: Essays and Poems | Harriet Beecher Stowe | Lit2Go ETC. (This link provides text and audio for students.)

3) Florida Heritage Trails - Division of Historical Resources - Florida Department of State

4) Student Activity Handout: Travel Brochure Rubric

Category	10	8	4	2
Content	Facts and activities are included in the travel brochure.	Most of the facts and activities are included in the travel brochure.	Some of the facts and activities are included in the travel brochure.	Almost none of the facts and activities are included in the travel brochure.
Writing and Organization	Each of the travel brochure sections use of vocabulary learned, words are spelled correctly, and demonstrates knowledge about the chosen historic attraction.	Most of the travel brochure sections use of vocabulary learned, words are spelled correctly, and demonstrates knowledge about the chosen historic attraction.	Some of the travel brochure sections use of vocabulary learned, words are spelled correctly, and demonstrates knowledge about the chosen historic attraction.	Almost none of the travel brochure sections use of vocabulary learned, words are spelled correctly, and demonstrates knowledge about the chosen historic attraction.
Engaging the Audience	The travel brochure is engaging to the audience and encourages them to visit.	The travel brochure is mostly engaging to the audience and encourages them to visit.	The travel brochure is somewhat engaging to the audience and encourages them to visit	The travel brochure is not very engaging to the audience and encourages them to visit.
Images/ Postcards	The images and postcards provide graphic representation of the historic/vintage attraction.	Most of the images and postcards provide graphic representation of the historic/vintage attraction.	Some of the images and postcards provide graphic representation of the historic/vintage attraction.	Almost none of the images and postcards provide graphic representation of the historic/vintage attraction.