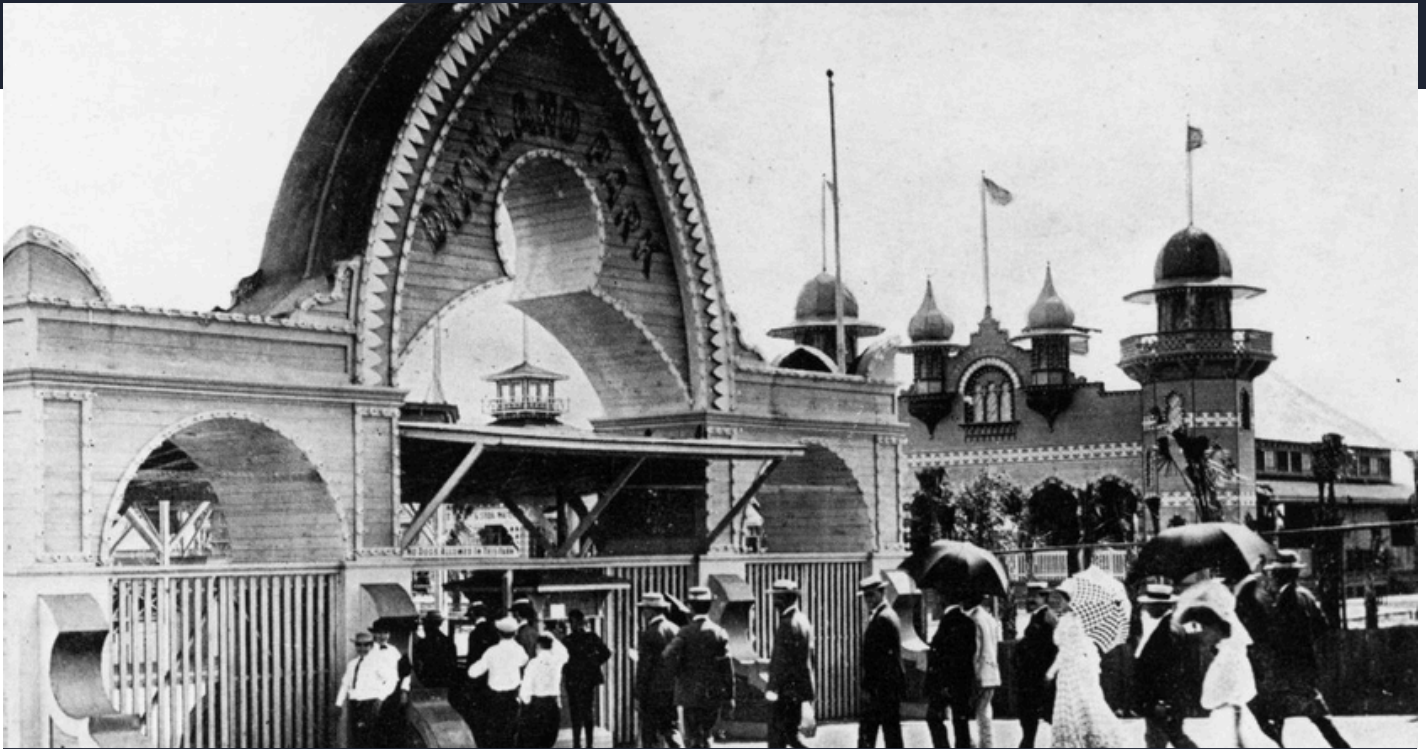


# FLORIDA'S HISTORIC TOURISM



Entrance to Dixieland Park - Jacksonville, Florida. 1910 (circa). State Archives of Florida, Florida Memory.

**Author:** Elizabeth Smith

**School/Organization:** Florida Geographic Alliance

**Topic:** Historic Tourism in Florida

**Grade Level:** Middle School, Grades 6-8

**Objective:** Students will utilize the tools of geography, maps and globes, to be able to identify and explain the human and physical characteristics of the world around them. In addition, students will also analyze primary sources of information that help tell the story of the historic days of tourism in Florida.

**Connection to the Model for Studying Place:** Location and Physical Characteristics  
Florida Department of Education Standards and Benchmarks for Middle School  
Geography, Grades 6-8:



## Grade 6

Geography Florida Standards & Benchmarks -

SS.6.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.6.G.1.1: Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.2: Analyze the purposes of map projections (e.g., political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.4: Use tools geographers use to study the world.

SS.6.G.1.5: Use scale, cardinal and intermediate directions, and estimation of distances between places on current and ancient maps of the world.

SS.6.G.6: Understand how to apply geography to interpret the past and present and plan for the future.

SS.6.G.6.1: Describe the Six Essential Elements of Geography (The World in Spatial terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for the world and its people.



## Grade 7

Geography Florida Standards & Benchmarks -

SS.7.G.1: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.7.G.1.1: Locate the fifty states and their capital cities in addition to the nation's capital on a map.

SS.7.G.1.2: Locate on a world map the territories and protectorates of the United States of America.

SS.7.G.1.3: Interpret maps to identify geopolitical divisions and boundaries of places in North America.

SS.7.G.2: Understand how to use maps and other geographic representations, tools, and technology to report information.

SS.7.G.2.1: Locate major cultural landmarks that are emblematic of the United States.

SS.7.G.2.2: Locate major physical landmarks that are emblematic of the United States

SS.7.G.2.3: Explain how major physical characteristics, natural resources, climate, and absolute and relative location have influenced settlement, economies, and inter-governmental relations in North America.

SS.7.G.2.4: Describe current major cultural regions of North America.

SS.7.G.6: Understand how to apply geography to interpret the past and present and plan for the future.

SS.7.G.6.1: Use Geographic Information Systems (GIS) or other technology to view maps of current information about the United States.



## Grade 8

### Geography Florida Standards & Benchmarks -

SS.8.G.1: Understand how to use maps and other geographic representations, tools and technology to report information.

SS.8.G.1.1: Use maps to explain physical and cultural attributes of major regions throughout American history.

SS.8.G.1.2: Use appropriate geographic tools and terms to identify and describe significant places and regions in American history.

### History Florida Standards & Benchmarks -

SS.8.A.1: Use research and inquiry skills to analyze American History using primary and secondary sources.

SS.8.A.1.2: Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

### Economics Florida Standards & Benchmarks -

Standard 2—Understand the fundamental concepts relevant to the institutions, structure and functions of a national economy.

SS.8.E.2.1: Analyze contributions of entrepreneurs, inventors and other key individuals' from various gender, social and ethnic backgrounds in the development of the United States economy.

## The Six Essential Elements of Geography

- 1) **The World in Spatial Terms** – using maps and other geographic representations to understand the Earth, using mental maps to organize information in a spatial context and subsequently analyzing that spatial organization of people, places and environments.
- 2) **Places and Regions** – understanding the physical and human characteristics of places, how those features help one interpret Earth's complexity and examining the role of culture and experience on people's perception of places and regions.
- 3) **Physical Systems** – understanding of the scientific processes that shape the patterns of Earth's surface, including landforms and the characteristics and spatial distribution of ecosystems.
- 4) **Human Systems** – understanding how the characteristics, distribution and migration of human populations on Earth's surface affect settlement, interdependence and cooperation or conflict.
- 5) **Environment and Society** – understanding how human actions modify the physical environment, how the environment affects human systems and the changes that occur related to the meaning, use, distribution and importance of resources.
- 6) **The Uses of Geography** – applying geography to interpret the past, present and plan for the future.

## Lesson One

# INTRODUCTION TO FLORIDA'S HISTORIC TOURISM

### **Activity #1—Mapping Your Florida Adventure! Grab your maps and join us for a historic journey into vintage Florida!**

**Step 1:** Ask students the following: what do you pack when you travel (out of the city, state, or country)? Answers may include the following: water, snacks, vacation clothes, comfortable shoes. Hopefully, some will say a map.

**Step 2:** Ask students to share what kinds of maps they use when they travel. Answers may include the following: paper road maps, attraction maps, Google Maps, topographic maps. *\*\*Teacher Note: For this activity, teachers may order paper copies of the FDOT Official Transportation Maps (ordering information can be found in the Materials/Resources section at the end of Lesson 1) or use the online map found at this link*

**Step 3:** Share with students that they will learn how to use Florida's Office Transportation Map to find cities and the vintage tourist attractions that are located there.

**Step 4:** Students will work with their shoulder partner. Teachers will assign a paper copy of the FDOT Official Transportation Map or assign laptops with the link to the online map.

**Step 5:** Demonstrate to students how to unfold the map and locate the compass rose on the map so that all students' maps are in the same direction of north.

**Step 6:** Direct students' attention to the letters and numbers found at the border of the map. These letters and numbers represent the grid system on the map to help readers find their location. Numbers are located at the northern/southern borders of the map, and letters are found at the eastern/western borders of the map. Share with students that we use the letter/number grid system when using the state transportation map rather than latitude/longitude coordinates.

**Step 7:** Working with their shoulder partner, ask students to locate our state capital on the map and to provide the letter/number by which it can be found.

*Correct answer: Tallahassee/B7*

**Step 8:** Ask students to locate the city they live in/attend school in and provide the letter/number by which they can be found. (Answers will vary)

**Step 9:** Debrief with students:

- 1) If using the paper copies of the FDOT Official Transportation Map, what are the benefits and challenges of using a paper map?
- 2) If using the online copy of the FDOT Official Transportation Map, what are the benefits and challenges of using the online map?

**Step 10:** Share the following with students “Florida has 67 counties and over 400 cities found throughout the state. Most, if not all, have a tourist attraction for visitors to enjoy. Below is a list of cities and vintage tourist attractions that are located in or near the cities. Several of these vintage tourist attractions exist today and some only exist in photographs and vintage travel guides, and in the memories of those who visited in Florida.”

**Step 11:** Provide each student with a copy of the Student Activity Handout: Mapping Your Florida Adventure! Using a paper copy of the FDOT Official Transportation Map or the online map, locate the cities and record the letter/number grid system. Remember: numbers are located at the northern/southern borders of the map, and letters are found at the eastern/western borders of the map. Once you locate the city, record the letter/number found on the grid. *\*\*Teacher Note: The answer sheet to this activity is attached to this unit of study.*

**Step 12:** Ask students to review the list of cities and vintage tourist attractions to guess which one of these claims to be the state's first tourist attraction.

*Answer: Silver Springs in Ocala.*

## **Activity #2: The Seven Elements of Maps**

*\*\*Teacher Note: This can be used as an Extension Activity if time to teach is an issue.*

**Step 1:** Students will continue to work with their shoulder partners. Each group will be assigned a paper copy of the FDOT Official Transportation Map placed on the desks in the middle of each group and Post-it notes.

**Step 2:** Share with students that the seven elements of maps help the reader to understand the information displayed on maps and globes. Project the online FDOT Official Transportation Map and review the following seven elements and explain their meaning:

- a. Title-tells the reader the topic of information displayed in the map.
- b. Date-provides the date the map was published.
- c. Cartographer/Publisher-provides information on who made/published the map.



- d. Key/Legend- explains what the symbols on the map mean.
- e. Compass Rose- displays the cardinal directions (North, South, East, West) and intermediate directions (Northwest, Northeast, Southwest, Southeast).
- f. Scale Bar- helps the reader measure distances between places.
- g. Coordinate System-this element includes the lines of latitude and longitude. Lines of latitude measure north and south of the Equator. The Equator can be found at the zero-degree line of latitude. Lines of longitude measure east and west of the Prime Meridian. The Prime Meridian can be found at the zero-degree of longitude.

*\*\*Teacher Note: The FDOT Official Transportation Map uses the letter-number grid system that is similar to the latitude/longitude coordinate system. Make sure to direct students to the letters and numbers that border this map.*

**Step 3:** To check for understanding the teacher will hide the FDOT map projected. Working together and using the Post-it notes, students will correctly label the seven elements on their paper maps. The teacher will set a timer for 1-2 minutes to see which group will finish the fastest

### **Activity #3: The Unusual World of Florida**

*\*\* Teacher Note: Please make sure to view the video before presenting to students. This will help anticipate student questions as the video is old and grainy in appearance.*

**Step 1:** Provide each student with the Student Activity Handout: 3-2-1 Video Reflection and review the following prompts.

- a. List 3 things you learned about Florida
- b. List 2 things you found interesting about Florida
- c. Record 1 question you still have about Florida

**Step 2:** Students will view the video “The Unusual World of Florida” and record their responses on their handouts. Florida Memory • Unusual World of Florida

**Step 3:** Once their responses have been recorded, group students with a new shoulder partner. Assign one student as “Partner A” and one student as “Partner B.” Set the classroom timer for one minute. “Partner A” will share during this first minute. Set the time again for one minute and “Partner B” will share during this minute. The responses will be shared whole group.

**Step 4:** Six Word Sentence Student Reflection. Students will write a six-word sentence to demonstrate what they learned by watching the video. Teacher example to share: People like to travel to Florida. Students may also draw an illustration to connect to their six-word sentence.

## Activity #4: Vintage Florida Tourism

*\*\*Teacher Note: We are providing one way the articles in this next activity can be used in a Jigsaw; however, teachers are encouraged to modify the activity to meet the learning needs of their students. The following articles provide historical, geographical, and economic context to vintage Florida tourism. Teachers will need to download and read each article to anticipate student questions prior to assigning the articles to students. Each article can be found and downloaded from the USF Florida Center for Instructional Technology.*

### Article Titles:

- 1) Tourism in Florida: tourism1
- 2) Growth of Florida's Railroads: railrd1
- 3) Florida's Land Boom: ld\_boom1
- 4) Great Depression and the New Deal: depress1
- 5) Hotels: Floripedia: Hotels
- 6) Motoring in Florida: Exploring Florida Documents: Motoring in Florida
- 7) How Much Does It Cost to Winter in Florida in 1924?: african1
- 8) "Florida Has Added Five Years to My Life": african1
- 9) Florida's Historic Attractions: attract1

**Step 1:** Share the following with students: "Florida is the number one tourist destination in the nation. For over one hundred years, visitors have been traveling to our state to enjoy the roadside attractions and historic sites found throughout the state. Our class will be reading articles that provide historical, geographical, and economic facts that help us to understand the history of vintage tourism in our state."

**Step 2:** Create nine groups of 2-3 students and assign each student group one article from the list of articles above.

**Step 3:** Once groups are created and articles assigned, review the following "Think Marks" students will utilize as they read their assigned article. "Think Marks" are a metacognitive tool that help students to concentrate and focus on what they are learning as they read and to process what was learned and how students learned the content.

**Step 4:** Ask students to number the paragraphs in their assigned article.

**Step 5:** Students will then skim the article and highlight words that may be challenging or unfamiliar. Students will take turns sharing the words they highlighted with their students in their assigned group. Teachers can then provide clarification on words students share with the whole class.

**Step 6:** Introduce the following “Think Marks” to students and share what they symbolize.

- 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 7:** Set the timer for 30-45 seconds. During this time students will read paragraph #1 in their assigned article and text mark the paragraph with the Think Marks. They will then share with their assigned group before sharing whole class. Students may ask clarifying questions before moving to the next step.

*\*\*Teacher Note: The articles titled “Hotels” and “Motoring in Florida” have less paragraphs compared to the other articles. Please include the following questions for student groups assigned these two articles.*

**For the “Hotels” article:**

- a. Provide the name of the county and that has the most hotels and hotel rooms.
- b. In your opinion, why are there more hotels and hotel rooms located in this county?
- c. Provide the name of the county and that has the least hotels and hotel rooms.
- d. In your opinion, why are there fewer hotels and hotel rooms located in this county?
- e. Locate these two counties on the FDOT map. Are they located in the Panhandle, north central Florida, East coast, West coast, or the Florida Keys?

**For the “Motoring in Florida” article:**

- a. In your opinion, why would a visitor want to know about the available roads and highways in 1930’s Florida?

**Step 8:** Set the timer for 10-15-20 minutes; teachers will determine the amount of time needed based on the learning needs of their students. Students will read all paragraphs and Think Mark each paragraph. Once all paragraphs have been read, students will write a Six Word Sentence that demonstrates what they learned while reading the article. The teacher may share their own Six Word Sentence so that students know what the teachers are looking for in their sentences. Students may record their sentences on index cards and display them in the classroom.

**Step 9:** Students will share their Think Marks and Six Word Sentences in their assigned groups.

**Step 10:** Each group will then be given a sheet of large chart paper and assorted colored markers. Information to be recorded by assigned groups:



- 1) Title of the article
- 2) Main idea of the article.
- 3) Three important details that support the main idea.
- 4) Significant people, ideas, places, and/or events.
- 5) One question your group has about the topic of your article.

**Step 11:** Completed charts will be displayed throughout the classroom. Set the timer for 1.5-2 minutes and have assigned student groups travel together and Think Mark the charts using the same Think Marks as before. Once all groups have visited each chart and provided Think Marks, assigned groups will review their charts with the whole class and answer questions from their peers.

**Step 12: Student Reflection Questions**

- a. What are the most important ideas to remember about what we just learned?
- b. What questions do we need to ask so that we can understand this information better?
- c. How is this information related to something else we know?

**Materials/Resources/Technology/Websites**

- 1) FDOT Official Transportation Maps
  - a. Online: [2025 Florida Official Transportation Map](#)
  - b. Ordering information for paper copies: [Order Maps & Magazines](#)
- 2) Student Activity Handout: Mapping Your Florida Adventure!
- 3) "The Unusual World of Florida." [Florida Memory • Unusual World of Florida](#)  
Please make sure to preview the video prior to sharing with students so that you may anticipate questions they may have.
- 4) Student Activity Handout: 3-2-1 Video Reflection
- 5) The Florida Center for Instructional Technology (USF Tampa) provides an extensive lesson on Florida tourism, using some of the same articles. Please click here for access to the lesson: [Trace-Based Case: Florida Tourism | FCIT](#)

# STUDENT ACTIVITY HANDOUT: MAPPING YOUR FLORIDA ADVENTURE!

Florida has 67 counties and over 400 cities found throughout the state. Most, if not all, have a tourist attraction for visitors to enjoy. Below is a list of cities and vintage tourist attractions that are located in or near the cities.

**Directions:** Using the FDOT Official Transportation Map, locate the cities and record the letter/number grid system. Remember: numbers are located at the northern/southern borders of the map, and letters are found at the eastern/western borders of the map. Once you locate the city, record the letter/number found on the grid.

Florida Cities and Vintage Tourist Attractions	
City: Fort Walton Beach Vintage Tourist Attraction: Gulfarium Marine Adventure Park Grid Coordinate:_____	City: Winter Haven Vintage Tourist Attraction: Cypress Gardens Grid Coordinate:_____
City: St. Augustine Vintage Tourist Attraction: The Oldest House Grid Coordinate:_____	City: Osprey Vintage Tourist Attraction: Floridaland Grid Coordinate:_____
City: Ocala Vintage Tourist Attraction: Silver Springs State Park Grid Coordinate:_____	City: Miami Tourist Attraction: The Miami Serpentarium Vintage Grid Coordinate:_____
City: Homosassa Vintage Tourist Attraction: Homosassa Springs State Park Grid Coordinate:_____	City: Homestead Vintage Tourist Attraction: Coral Castle Grid Coordinate:_____
City: St. Petersburg Vintage Tourist Attraction: Sunken Gardens Grid Coordinate:_____	City: Florida Keys Vintage Tourist Attraction: Overseas Highway Grid Coordinate:_____

# ANSWER SHEET: MAPPING YOUR FLORIDA ADVENTURE!

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Florida Cities and Vintage Tourist Attractions	
City: Fort Walton Beach Vintage Tourist Attraction: Gulfarium Marine Adventure Park Grid Coordinate: <b><u>B2</u></b>	City: Winter Haven Vintage Tourist Attraction: Cypress Gardens Grid Coordinate: <b><u>G11</u></b>
City: St. Augustine Vintage Tourist Attraction: The Oldest House Grid Coordinate: <b><u>C12</u></b>	City: Osprey Vintage Tourist Attraction: Floridaland Grid Coordinate: <b><u>I10</u></b>
City: Ocala Vintage Tourist Attraction: Silver Springs State Park Grid Coordinate: <b><u>E11</u></b>	City: Miami Tourist Attraction: The Miami Serpentarium Vintage Grid Coordinate: <b><u>L15</u></b>
City: Homosassa Vintage Tourist Attraction: Homosassa Springs State Park Grid Coordinate: <b><u>F10</u></b>	City: Homestead Vintage Tourist Attraction: Coral Castle Grid Coordinate: <b><u>M14</u></b>
City: St. Petersburg Vintage Tourist Attraction: Sunken Gardens Grid Coordinate: <b><u>H10</u></b>	City: Florida Keys Vintage Tourist Attraction: Overseas Highway Grid Coordinate: <b><u>N14</u></b>