

Objectives:

1. Students will be able to identify the ways that tourism helps Florida.
2. Students will be able to explain the significance transportation had on tourism.
3. Students will name important tourist attractions, be able to place them on a map, and explain their purpose.
4. Students will be able to discuss problems that could be caused by tourism in the state of Florida.
5. Students will be able to describe the changes in Florida throughout the 20th century as a result of tourism.
6. Students will identify the attraction of Florida to retirees and senior citizens, both past and present.

Sunshine State Standards Benchmarks:

SS.A.6.2.2 – SS.A.6.2.3 – SS.A.6.2.5 – SS.B.2.2.4 - SS.D.2.2.2

Vocabulary:

tourists leisure “tin-can tourists” hiking emerged
industry entice income

Suggested Activities:

1. Have students create a timeline showing the development of tourism within the state of Florida. Add pictures for each piece of the timeline.
2. Working in small groups, have the students brainstorm a list of positive and negative effects of tourism on Florida. Have students be specific and provide details.
3. Have the students research Art Deco architecture and then draw their own building using this style.
4. Many forms of transportation contributed to the growth of tourism and population in Florida. Ask your students which form of transportation they think was most effective in helping Florida grow. Have the students create a Venn diagram to show the differences and similarities between trains, planes, and automobiles.
5. Florida attracts many senior citizens and retired people. Brainstorm a list of possible reasons as to why this is so. Then interview a senior citizen. Ask them why they moved to Florida, and what they enjoy most about Florida living.
6. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students’ independent reading level. These Florida History selections are written at the students’ instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)