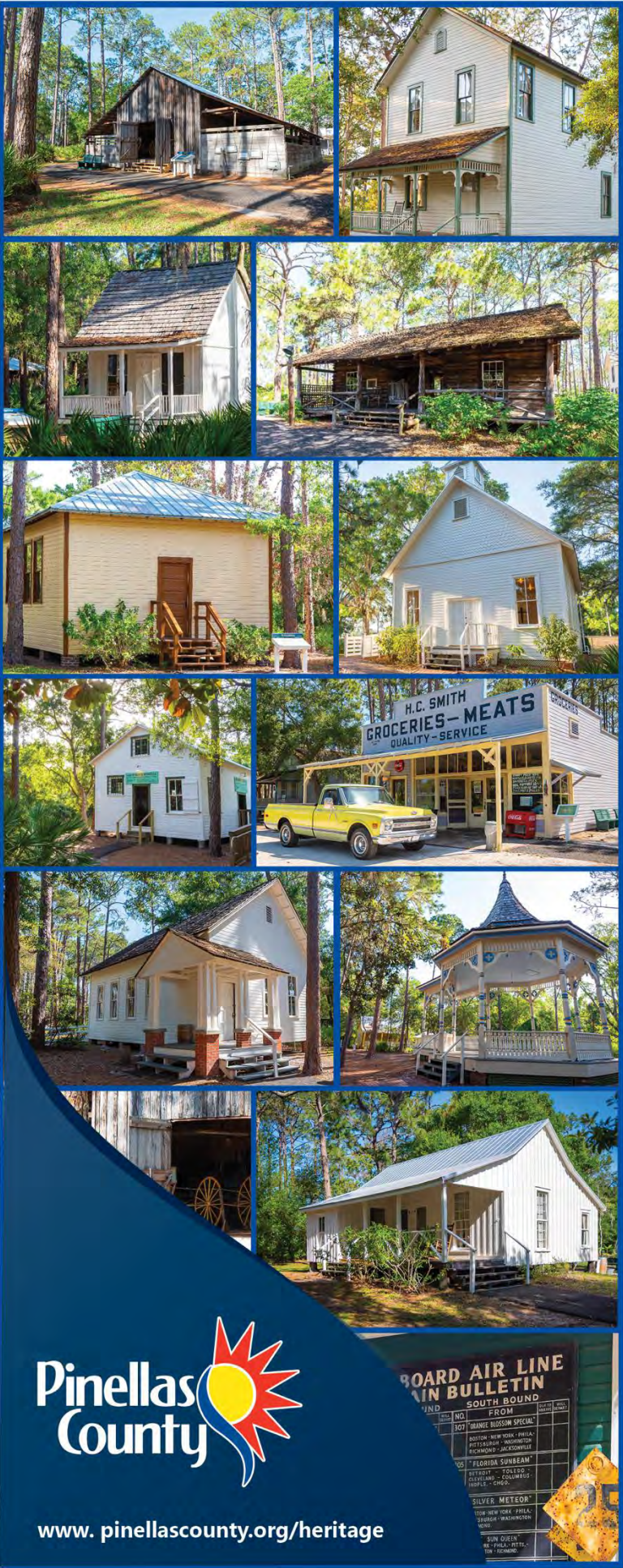


Heritage Village
Educational Groups Guide

Activities



www.pinellascounty.org/heritage



Citrus Land

Play the Citrus Land game! Explore the orange and grapefruit journey to get this valuable agricultural product from grove to market.



How to Play

1. Start by reviewing the Citrus Land information points, photos, and label designs.
2. Take time with the **Local Link** and **What do you think?** points along the way to deepen the interest and understanding of participants.
3. Explore the **Try It** activities to explore concepts.

Citrus Land Information Points

A Pinellas Citrus Story

Citrus production has been one of the leading industries in Florida since the first Europeans migrated to the New World, and Pinellas County has always played a prominent role in its history.

Odet Philippe, the first permanent settler in Pinellas County, came to the peninsula in the early 1830s and is credited with introducing citrus to the area. The first grapefruit grove was planted at Philippe's plantation in what is now Safety Harbor.

From this simple beginning, citrus grew to become a major industry that provided a livelihood for many early residents. In an effort to promote the rapidly growing citrus industry, elected officials passed an ordinance in 1884 prohibiting the growth of cotton.

Local Link

The Moore family who lived in the Moore Grove House, now located at Heritage Village, were among the first in the area to grow oranges and grapefruit. Imagine what it was like to look out the back window of their farmhouse and others like it in the area and seeing rows and rows of trees full of ripe orange and yellow fruit! Citrus farming families depended on the income they would receive from the harvest and marketing of this valuable agricultural product.

What do you think?

How would eliminating the growth of cotton promote the growth of citrus? Eliminating the growth of cotton did two things. It excluded a potential competing crop as well as made sure additional land was available for citrus farming.

Growers in Pinellas County often played prominent roles on the Florida Citrus Exchange.

Formed in 1909, the Exchange worked to organize Florida growers in a partnership of cooperation. Goals were to:

- Improve production by sharing facilities, technology, and manpower.
- Standardize operations and shipping.
- Increase nationwide marketing.

By 1929 Pinellas was second in the state in grapefruit production.



A new product, frozen concentrate orange juice, was developed by Citrus Concentrate, Inc. in Dunedin. By 1943-44, 28 million cans of concentrate were packed and shipped, netting local growers a hefty profit.

Despite the many advancements, the number of groves greatly diminished between 1950 and 1986.

What do you think?

Do you think the goals of the Florida Citrus Exchange were accomplished?

Considering the growth of Pinellas citrus production to become 2nd in the nation, it appears that the goals were definitely met!

What do you think?

Why do you think so many groves closed?

As the area grew and became more developed, land was needed to build housing and businesses. In 1956 citrus was grown on 13,000 acres; in 1986, just 30 years later, that figure had dropped to only 394 acres!



Citrus Growing Steps

Let's look at the growing process, exploring each step towards citrus success and the challenges along the way.

Location

Where a grove was located was an important factor for growers to carefully consider. Being near roads that could be travelled easily was vital. Since the citrus was transported from the packing location to market by either train or boat, it was important to make sure the grove was not too far from either of those options. Condition of the roads was something to consider, too. The better shape the road was in, the shorter length of time it took to transport the harvest to the packing and shipping facilities.

What do you think?

Why was it important to get the product to its destination as quickly as possible?

The quicker that the product got to its destination, the better chance there was that it would arrive in the best possible condition. The faster oranges and grapefruits could get into the hands of customers, the fresher they would be once they reached the market and customers. Happy customers are people who will remember a product and buy it again next time!

What should the land be like?

To harvest a sizable crop, a good number of trees were needed, requiring a large plot of land. Many orange groves were as large as 60 acres – that's approximately 46 football fields! It was best to choose land that already had native growth on it – cypress, palmettos, and pines. The presence of plant growth usually meant quality soil in which new plants would thrive.

What do you think?

Now that you have your land, what do you think will be your first task towards growing some delicious oranges and grapefruits?

Get your plows, shovels and muscles ready – your first task is to remove all that growth and prepare your land for planting!



Should you plant seeds or plants?

To help answer this question, there are even more questions to think about:

What will take longer to produce oranges and grapefruits - seeds or established plants?

Seeds will take longer to eventually result in a crop to harvest.

If you choose to plant seeds, in what month would you plant them?

In our area, most likely in the month of December. It stays a bit warmer here because we are close to the coast of both the Gulf and Tampa Bay.



What will cost more?

Small plants will cost more.

If you choose to plant established plants, in what month would you do so?

In our area, it's usually safe to plant in February or March. The temperature does not typically get cold enough for there to be a frost (32 degrees or below).

What do you think?

What would the pros and cons be for planting seeds and planting established plants?

Seeds

Pros: Cost less; easy to purchase; won't be damaged in transport

Cons: Takes longer to produce fruit; could wash away with rain; animals may dig up or eat

Plants

Pros: Takes less time to produce fruit; better chance of them growing successfully (because they are established and hardy)

Cons: Cost more; challenging to purchase quality plants; could be damaged in transport

What could impact a grove's well-being?

Growers worked hard to cultivate healthy crops and joined efforts to advance the industry. Despite these efforts, there were still several factors that could endanger a grove:



- natural disasters
- disease
- insect infestation
- too little or too much rain
- freezing temperatures during any point of the growth cycle

What do you think?

Are these dangers under your control? What can you do to help your plants?

In these very early years, citrus growers were for the most part at the mercy of the environment. There were no insecticides to kill insects and there were no or very few irrigation systems (water sprinklers). Despite the techniques used to combat cold snaps, entire groves could be lost to circumstances beyond anyone's control.

Local Link

1894-95 Freezes were experienced that wiped out entire groves.

The 1921 Hurricane caused major financial and emotional setbacks. It was estimated that this hurricane alone did two million dollars' worth of damage to the citrus crop in Hillsborough, Pinellas, Polk, Manatee, and Lee counties.

Citrus farmers did take action to try and protect their trees and fruit from the frost that formed when temperatures reached below freezing:

- Wood fires or coal baskets were positioned around the groves to warm the air.
- Shelters or sheds were built around the trees.
- Plants were coated with water, so the water would freeze on the plant and insulate it, keeping it from getting colder than the temperature at which the water froze.

How was harvesting done?

Ladders used in harvesting citrus crops were generally 16-18 feet long, wide at the bottom and narrow at the top. Ladders used in older groves were up to 38 feet long, allowing pickers to reach fruit at the top of these majestic trees! Oranges and grapefruits were picked by hand and placed gently into a bag the picker carried.

Local Link

At the peak of production, an experienced citrus picker could pick 200 boxes a day. Many grove workers were African American, including several who settled in a small community known as Dansville, near today's location of Heritage Village.

***Local Link***

Hartley Ladder Factory in Palm Harbor supplied local citrus farmers with ladders made from cypress and pine. Lightweight and more durable aluminum replaced wood in ladder construction. However, grove owners concerned for workers' safety returned to using wooden ladders when they realized aluminum ladders were dangerous when they touched electrical wires hidden among the trees.

Where Did Citrus Get Prepared for Shipment?

The next step in the journey to market was transporting the citrus harvested at individual groves to a nearby packing house.

Fruit was transferred to field crates which were slightly larger than the crates the fruit would get shipped in. Their larger size made it possible to stack them in a protective way for their journey to the packing location. This was important to assure the quality of the citrus as the fruit was very delicate.

Some groves had their own packing houses, ranging from a structure and system that was very simple to others that were large scale and used more sophisticated sorting and packing methods. Many packing houses were located right next to railroad transportation or near water for shipping by boat. The closer the grove was located to the packing house, the less time it would take and the more cost efficient it would be. Work through the steps in the activity below to discover why this is true.



Use these facts when figuring out the answers:

- A grove of moderate sized trees produced about 1,000 crates of oranges to the acre.
- A wagon pulled by a two-horse team and driven by one person would be used.

TRY IT

If you can fit 50 crates on your wagon at a time, how many trips would it take you to get all the oranges and grapefruits to the packing house?

1,000 crates divided by 50 = _____. (Answer: This would require 20 trips to the packing house.)

If a grove is 3 miles from the packing house it would take one person with a two-horse team approximately 6 days to haul this fruit.

If the grove is half that distance away, how many days will it take to get the fruit to the packing house?

6 divided by 2 = _____. (Answer: 3 days)

If you paid the driver \$4 per day for this work:

What will it cost you in driver pay if your grove is 3 miles from the packing house:

6 days x \$4 = _____. (Answer: \$24)

What will it cost you in driver pay if your grove is half that distance away?

3 days x \$4 = _____. (Answer: \$12)

Can you see how the distance from your grove to the packing house makes a big difference? Might it be worth paying more for your land if it's located closer to the packing house?

What was done at the packing house?

Oranges and grapefruits were sorted and prepared for transporting to market.

What do you think?

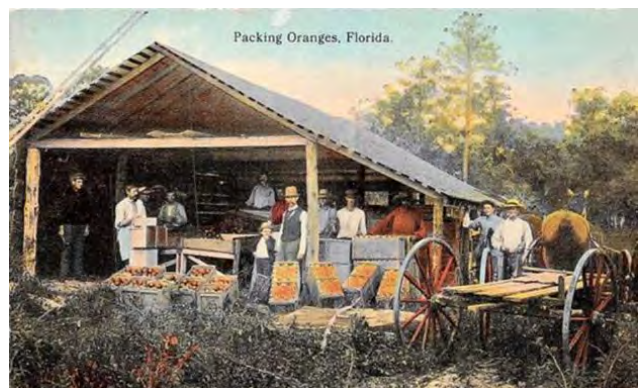
What are some characteristics of the fruit that would help determine how it was sorted?

Appearance:

- Are they roundly shaped?
- Do they have any bruises due to careless handling?
- Is there any evidence of damage from insects?

Size:

- Are the fruit small, medium, or large size?
- A sorter was used to help separate the harvest into similar sizes.



The citrus was often wrapped:

- Fruit was carefully wrapped in paper by hand to cushion and protect it.
- Large groves often had wrapping paper with advertisement on it to note their company name.



Fruit was placed into crates:

- Fruit was placed into the wooden packing crates so there was not much space between pieces, preventing it from moving around and potentially bruising.
- Crates were sealed with a lid that was nailed and strapped down.
- These were very important steps because the crates were not always handled carefully when they were loaded on the train or boat.



Local Link

John S. Taylor built his first packinghouse in 1902 which became the center of Largo's economy. He also originated the Black Diamond Brand in 1910.

Selling Citrus

With so many different groves competing for business, what's one way that groves could become recognized to help them sell their product? Though advertising and marketing were much more basic, growers got very creative, branding their products using colorful orange crate labels. Crops of many different growers were shipped on the same trains, so growers needed to find a way to make their brand stand out. Attaching brightly printed labels to the ends of the wooden slatted citrus crates was their solution.



Many different styles and themes were developed, choosing to depict plentiful sunshine, wildlife, local beaches, and bountiful harvest. From people enjoying the area's natural wonders, sunbathers at the beach, and treasure chests filled with citrus gold, they also promoted Florida's natural beauty and mild climate.

In addition to marketing, the background colors of labels often served the purpose of defining different grades of fruit as required by the Department of Agriculture. Blue was Grade A, red Grade B, and yellow or green backgrounds denoted Grade C.

Eventually the wooden crates got replaced by cardboard boxes with preprinted exteriors and the use of colorful labels became a thing of the past. Fortunately, some citrus labels were preserved and collected.

TRY IT

Design your own citrus brand and label used to market your brand.

What's a look or slogan that will get your product noticed and remembered?



CITRUS LAND

On Site Version



Introduction

You've had a plentiful citrus crop this year! Now that the oranges and grapefruits have been harvested, it's time to crate and haul them to the packing plant so they can be transported to their destination. As you experience this activity today, a strong imagination is required as you pretend and act out the steps at each stop. In a real-life situation:

- There would be many pieces of fruit to pack, and the filled crates would be very heavy!.
- Distances travelled, even within the orange grove, would be much longer.
- Using an actual horse drawn wagon to transport your crop to the packing house, you would need to go with the flow of the horse's energy level, road conditions, and setbacks along the way.

Since we don't have that kind of harvest, equipment, or horses here at Heritage Village, we will do some pretending as we use this activity to explore the different steps growers must successfully complete to profit from their citrus growing efforts.

Stop 1 – Moore House

Who remembers what the oranges and grapefruits are put into as they are picked?

The pickers place them carefully into sacks.

Let's pretend your harvest is waiting for you in the sacks in which they were placed when they were fresh off the trees. Pretend to:

- Pack them carefully into crates so they won't spill and get damaged.
- Carefully load them into your wagons.
- Cover them with tarp and rope to protect your precious citrus cargo!

Once your wagons are packed, follow the pathway behind the house and keep going until you reach the next stops. At each stop location, the leader will randomly choose a *Citrus Land Action* or *Go*

Figure Card (see pages 16-19) for each team, one team at a time. That team will do the action which will decide how they move on towards the end goal. Or, they will answer a question, with correct answers resulting in moving on and incorrect answers causing the loss of a turn. Each team may progress through the stops at different rates depending upon the outcome of each Citrus Land Action or Go Figure Card.

Good luck on your citrus journey!

Stop 2 - Trees parallel to front of Moore House.

Stop 3 – Grassy Clearing

Stop 4 – Just before Lowe Barn

Stop 5 – Corner of barn near tractor

Stop 6 – Right turn toward Lowe House



Stop 7 – Parallel to Lowe House back porch

Stop 8 – Clearing with HC Smith Store on right, Log Cabin on left

Stop 9 – Wagons by Train Depot

Stage a relay race for the group to quickly move through the pathway of unloading wagons and staging them for train transport.

Note: Bring enough tennis or whiffle balls for the number of participants in each relay team and three containers for each team in which to place them - boxes, bags, or baskets work well. Label each container with a name for each team.

ACTIVITIES: CITRUS LAND

- 1 – Place the containers with objects in them on one of the wagons in place near the train depot.
- 2 – Place the other two containers in two other spots – one on the other wagon near the train depot, and the other along the edge of the train depot platform.

To play:

- 1 – Divide the group into teams and have them line up.
- 2 – Instruct them in the rules:
 - Team members take turns, one person at a time, to take one of their team's objects out of its container on the first wagon; take the object to the second wagon and place it in the container; immediately remove it from the container and take it to the last container on the depot platform, leave it there, return to the end of their team's line, and cross their arms to show their turn is completed.
 - Be sure to share with participants that they must walk, not run, and that they are to avoid bumping into or pushing past participants from the other teams.
- 3 – The team that finishes first is the winner of the relay.



Stop 10**Picnic tables anywhere in the park**

Create your own label designs to advertise your personal brand of citrus!

Note: Materials you will need to bring with you to do this activity include:

- Paper for creating labels
- Paper for writing company name, slogan, brief history
- Pencils
- Markers
- Crayons

Remind participants about how citrus companies created their own brand that was put onto crate labels to advertise and create an identity for their product. Tell them that they are each going to play the role of a marketing professional from the early 1900s.

Step 1 – Research

Step over to the Roy Helms Gallery which you'll find on the right side of the entrance to the breezeway as you enter it from the parking lot. Look at all the label designs on display to get some ideas about the kind of illustration and slogans that were used by past local citrus companies.

Step 2 - Independent Work

Each team member uses materials to independently develop a company name, slogan and label design.

Step 3 – Idea Sharing

Each team member takes a turn presenting their ideas to the rest of the group.

Step 4 – Analyzation

Talk about parts of designs and slogans that were especially effective and make suggestions about what could be changed or added to help forward a marketing approach.



Citrus Land Action or Go Figure Card

Action: Cattle Drive

What's that sound in the distance? The louder it becomes, the more obvious it is that you are right in the path of a cattle drive! As a whole group, take ten giant steps to either the right or left. Count in slow motion to ten. Now that the cattle drive has moved on and the danger has passed, get back on your pathway and proceed to the next stop.

Action: Storm Is Coming

A low rumble of thunder, a flash of lightning! Time to pause and take cover. Get as close to the ground as you can. Slowly count together up to 20 (one thousand one, one thousand two, ... one thousand 20). The storm has passed and it's safe to be on your way.

Action: Pouring Rain

As dark clouds approach, you can smell the rain in the air. Knowing that it's only a matter of time before the rain reaches you, stretch your tarp across your wagon of citrus and be sure to tie it down! Decide if you want to trudge on through the rain or take shelter and wait for the weather to clear. If you choose to proceed through the rain, walk while bent over at the waist and with arms crossed above your heads as you shelter yourselves from the pouring rain.

Action: Swarming Mosquitoes

Swarms of hungry mosquitoes are divebombing you! Since there is no way to take shelter, keep walking as you gently slap a mosquito on each of your knees as you take every step until the next stop.

Action: Washed Out Road

Watch out! The road ahead is so muddy that your wagon will get stuck. Assess your surroundings and figure out a detour to travel to the next check in stop.

Action: Whoa, Nellie!

The horses pulling your wagon got spooked by a snake! Fortunately, neither one was bitten, but their efforts to avoid it upset some crates on your wagon. As you pause to gather and repack the spilled grapefruits and oranges, your team skips their turn.

Action: Full Moon

Since the moon is full and bright, your team decides to keep on moving through the night! Skip the next stop as you motor on your way to the packing house!

Action: Cool Front

Thanks to a cool front, the air is fresh and cool! Your horses are more energetic and moving quickly! Speed walk to the next stop.

Action: Blue Skies

The skies are blue with no rain in site – a perfect dry day for travel! Take a shortcut as you skip the next stop.

Action: Teamwork

Your team is committed to sharing the load of work equally. Get into a straight line. Have the leader take two steps, then go to the back of the line, giving each person a turn to lead as you advance towards your next stop.

Go Figure: Sum It Up

Question: You have 10 crates of citrus and estimate you will be able to sell each one for \$3. How much money will you make?

Answer: \$30

Go Figure: Losses and Gains

Question: You have a total of 10 crates of grapefruit which normally would sell for \$4 each. Upon inspection, you see that 5 of the crates are lower quality that will yield \$2 per crate. How much will you make?

Answer: 5 x \$4 each = \$20

5 x \$2 each = \$10

Total: \$30

Go Figure: Founder Facts

Question: What was the name of the settler who is credited with introducing citrus to Pinellas County?

Answer Choices:

A – Jesse Walsingham

B – Odet Phillipe

C – John Taylor

Answer: B – Odet Phillipe

Go Figure: Location

Question: Was it best to choose land for a new grove that:

Answer Choices:

A – Was totally clear

B – Had native growth on it

C – Had buildings

D – All of the above

Answer: B – Had native growth on it

Go Figure: What Am I?

I'm a fruit that you might be fed

To find my name, you just need to mix yellow and red.

What fruit am I?

Answer: Orange

Go Figure: Citrus Only

Question: Growing of what crop was eliminated by an 1884 ordinance?

Answer Choices:

- A – Cotton
- B – Corn
- C – Green Beans
- D – All of the above

Answer: A - Cotton

Go Figure: Nature Challenges

Question: What natural disasters could negatively affect citrus groves?

Answer Choices:

- A – Freezes
- B – Hurricanes
- C – Insects
- D – All of the above

Answer: D – All of the above

Go Figure: The Process

Question: After citrus was harvested, where did it go before being shipped?

Answer Choices:

- A – Packing house
- B – Agricultural inspector
- C – Nowhere, it went right to the train or boat

Answer: A – Packing house

Go Figure: Picking

Question: What did citrus pickers do with the fruit as they took it off the tree?

Answer Choices:

- A – Carefully tossed it to someone on the ground
- B – Carefully placed it in a bag
- C – Rolled it down a slide that led right to a crate

Answer: B – Carefully placed it in a bag

Go Figure: Sorting

Question: What fruit characteristics would help determine how it was sorted?

Answer Choices:

- A – Size
- B – Shape
- C – Free from marks
- D – All of the above

Answer: D – All of the above

Go Figure: Marketing

Question: What was used by citrus groves to brand and market their product?

Answer Choices:

- A – Billboards
- B – Colorful crate labels
- C – Door to door selling
- D – All of the above

Answer: B – Colorful crate labels

Go Figure: Citrus Advancements

Question: The goals of the Florida Citrus Exchange were to:

Answer Choices:

- A - Improve production
- B - Standardize operations and shipping
- C - Increase marketing
- D - All of the above

Answer: D - All of the above

Go Figure: Citrus Disappearing

Question: What was the leading cause in the reduction of the number of citrus groves in Pinellas County?

Answer Choices:

- A – Invasion of insects
- B – Lack of interest in eating citrus
- C – Population growth that led to building

Answer: C – Population growth that led to building

Go Figure: Planting

Question: What planting method would cost the most?

Answer Choices:

- A – Planting seeds
- B – Planting established plants

Answer: B – Planting established plants

Go Figure: Citrus Challenge

Question: If there are three oranges and you take away two, how many will you have?

Answer: Two. Since you took two, you now have two.

Shopping Expedition

Home & Community Life HC Smith Store

What was a trip to the grocery store like in the early 1900s?

Gather some facts about our store by reviewing the **HC Smith Store Tour Stop**. Use the information to help you acquaint your group with the building and characteristics of businesses that took place in this building over time. This will set the stage for the Shopping Expedition learning activity.



Shopping Expedition Learning Activity

Did you know that shoppers could either pay for what they purchased when doing their shopping, or have it put on their tab or account to settle their bill at a later date? Sometimes that decision was based on what the shopper has on their shopping list and what they can afford that week. For in person tours, walk through the store with a shopping list and figure out the amount of your bill! If exploring this activity back in your classroom, use the Store Price Cheat Sheet to find the prices of each item on your list.

Materials and Preparation

- shopping lists
 - note that there are two versions: addition and multiplication
 - Cut apart store lists to be able to distribute to participants
- pencils with erasers

Directions

- The group leader can act as the Storekeeper, getting into the role as they welcome people to the store experience, help them find what they're looking for, and collect and check the amounts noted on the completed store lists.



- Distribute the different shopping lists and pencils to participants. The lists can be worked through individually or in teams.
- Instruct participants to review the items on the shopping list they've received.
- Remind participants that amounts are also noted in addition to names of items.
- Have participants find the items and their prices:
 - In person: Walk around the store and discover the per item prices, note them, multiply by the number needed, then add all subtotals together to determine grand total for amount owed.
 - For virtual visits: Review the Store Price Cheat Sheet to discover prices.
- Note on the bottom if you need this amount added to your store credit (pay it later) or if you will pay for it today.
- When finished, participants present their store list to the storekeeper to find out if they calculated everything correctly.

Store Price Cheat Sheet

All prices listed are noted either on signage or the windows around the store and in the post office area. Please encourage in person participants to search them out themselves. You'll notice that the signage doesn't always list a unit of measure, so they are listed below.



Item	Price
Coffee	19 cents per pound
Potatoes	5 cents per pound
Grits	10 cents per package
Pork chops	29 cents each
Stew meat	20 cents per pound
Large prunes	10 cents per pound
Eggs	Sign #1 – 27 cents per dozen Sign #2 – 10 cents per dozen
Butter	39 cents per pound
Fresh Roasted Peanuts	5 cents per bag
Moon Pie	5 cents each
Apples	25 cents per bushel
Cough drops	5 cents per box
Beeswax	25 cents per pound
Tea	75 cents per half pound
Lard	8 cents per pound
Astor hat	\$3
Ironing board	\$2
Beach sandals	\$3.50

½ Price Sale: Overcoats

Regular Price	Sale Price
\$19.50	\$9.75
\$22.50	\$11.25
\$24.50	\$14.75
\$34.50	\$17.25

Postal Rates

First class letter	2 cents per ounce
Post cards	1 cent

Addition Store Lists

Store List 1

Shopper Name:

Item	Amount	Price per Item
Coffee	1 pound	
Potatoes	1 pound	
Pork chops	1	
Eggs	1 dozen	
Fresh Roasted Peanuts	1 bag	
TOTAL		

Store List 4

Shopper Name:

Item	Amount	Price per item
Large prunes	1 pound	
Beeswax	1 pound	
Tea	½ pound	
Lard	1 pound	
Astor hat	1	
TOTAL		

Store List 2

Shopper Name:

Item	Amount	Price per item
Coffee	1 pound	
Grits	1 package	
Stew meat	1 pound	
Large prunes	1 pound	
Butter	1 package	
TOTAL		

Store List 5

Shopper Name:

Item	Amount	Price per item
Grits	1 package	
Pork chops	1	
Eggs	1 dozen	
Butter	1 package	
Moon Pie	1	
TOTAL		

Store List 3

Shopper Name:

Item	Amount	Price per item
Moon Pie	1	
Apples	1 bushel	
Cough drops	1 box	
Ironing board	1	
Beach sandals	1 pair	
TOTAL		

Store List 6

Shopper Name:

Item	Amount	Price per item
Coffee	1 pound	
Potatoes	1 pound	
Stew meat	1 pound	
Fresh Roasted Peanuts	1 bag	
Apples	1 bushel	
TOTAL		

ACTIVITIES: SHOPPING EXPEDITION

Store List 7

Shopper Name:

Item	Amount	Price per item
Cough drops	1 box	
Beeswax	1 pound	
Tea	½ pound	
Lard	1 pound	
Astor hat	1	
TOTAL		

Store List 10

Shopper Name:

Item	Amount	Price per item
Eggs	1 dozen	
Potatoes	1 pound	
Apples	1 bushel	
Tea	½ pound	
Mail post cards	1	
TOTAL		

Store List 8

Shopper Name:

Item	Amount	Price per item
Pork chops	1	
Eggs	1 dozen	
Butter	1 package	
Beach sandals	1 pair	
Coffee	1 pound	
TOTAL		

Store List 11

Shopper Name:

Item	Amount	Price per item
Astor hats	1	
½ price coat, reg. 22.50	1	
Ironing board	1	
Send first class mail	1 ounce	
Mail post card	1	
TOTAL		

Store List 9

Shopper Name:

Item	Amount	Price per item
Large prunes	1 pound	
Moon Pie	1	
Potatoes	1 pound	
Stew Meat	1 pound	
Eggs	1 dozen	
TOTAL		

Store List 12

Shopper Name:

Item	Amount	Price per item
Fresh roasted peanuts	1 bag	
Lard	1 pound	
Butter	1 package	
Send first class mail	1 ounce	
Mail post cards	1	
TOTAL		

Store List 13

Shopper Name:

Item	Amount	Price per Item
Stew meat	1 pound	
Potatoes	1 pound	
Moon pie	1	
Eggs	1 dozen	
Grits	1 package	
TOTAL		

Store List 14

Shopper Name:

Item	Amount	Price per item
Butter	1 package	
Grits	1 package	
Tea	½ pound	
Large prunes	1 pound	
Apples	1 bushel	
TOTAL		

Store List 15

Shopper Name:

Item	Amount	Price per item
Lard	1 pound	
Prunes	1 pound	
Cough drops	1 box	
Beeswax	1 pound	
Astor hat	1	
TOTAL		

Multiplication Store Lists

Store List 1 Shopper Name:

Item	Amount	X	Price per Item	Total
Coffee	2 pounds	X		
Potatoes	5 pounds	X		
Pork chops	3	X		
Eggs	2 dozen	X		
Fresh Roasted Peanuts	3 bags	X		
TOTAL				

Store List 2 Shopper Name:

Item	Amount	X	Price per item	Total
Coffee	3 pounds	X		
Grits	2 packages	X		
Stew meat	4 pounds	X		
Large prunes	2 pounds	X		
Butter	2 packages	X		
TOTAL				

Store List 3 Shopper Name:

Item	Amount	X	Price per item	Total
Moon Pie	5	X		
Apples	2 bushels	X		
Cough drops	2 boxes	X		
Ironing board	1	X		
Beach sandals	2 pair	X		
TOTAL				

Store List 4 Shopper Name:

Item	Amount	X	Price per item	Total
Large prunes	4 pounds	X		
Beeswax	3 pounds	X		
Tea	1 pound	X		
Lard	3 pounds	X		
Astor hat	2	X		
TOTAL				

Store List 5 Shopper Name:

Item	Amount	X	Price per item	Total
Grits	3 packages	X		
Pork chops	6	X		
Eggs	3 dozen	X		
Butter	3 packages	X		
Moon Pie	6	X		
TOTAL				

Store List 6 Shopper Name:

Item	Amount	X	Price per item	Total
Coffee	3 pounds	X		
Potatoes	5 pounds	X		
Stew meat	3 pounds	X		
Fresh Roasted Peanuts	2 bags	X		
Apples	4 bushels	X		
TOTAL				

ACTIVITIES: SHOPPING EXPEDITION

Store List 7 Shopper Name:

Item	Amount	X	Price per item	Total
Cough drops	3 boxes	X		
Beeswax	4 pounds	X		
Tea	2 pounds	X		
Lard	5 pounds	X		
Astor hat	3	X		
TOTAL				

Store List 8 Shopper Name:

Item	Amount	X	Price per item	Total
Pork chops	5	X		
Eggs	4 dozen	X		
Butter	2 packages	X		
Beach sandals	3 pair	X		
Coffee	4 pounds	X		
TOTAL				

Store List 9 Shopper Name:

Item	Amount	X	Price per item	Total
Large prunes	4 pounds	X		
Moon Pie	4	X		
Potatoes	10 pounds	X		
Stew Meat	5 pounds	X		
Eggs	3 dozen	X		
TOTAL				

Store List 10 Shopper Name:

Item	Amount	X	Price per item	Total
Eggs	3 dozen	X		
Potatoes	5 pounds	X		
Apples	4 bushels	X		
Tea	2 ½ pounds	X		
Mail post cards	3	X		
TOTAL				

Store List 11 Shopper Name:

Item	Amount	X	Price per item	Total
Astor hats	2	X		
½ price coat, reg. 22.50	1	X		
Ironing board	1	X		
Send first class mail	9 ounces	X		
Mail post cards	5	X		
TOTAL				

Store List 12 Shopper Name:

Item	Amount	X	Price per item	Total
Fresh roasted peanuts	5 bags	X		
Lard	3 pounds	X		
Butter	4 packages	X		
Send first class mail	7 ounces	X		
Mail post cards	3	X		
TOTAL				

ACTIVITIES: SHOPPING EXPEDITION

Store List 13 Shopper Name:

Item	Amount	X	Price per Item	Total
Coffee	3 pounds	X		
Potatoes	4 pounds	X		
Pork chops	5	X		
Eggs	3 dozen	X		
Fresh Roasted Peanuts	2 bags	X		
TOTAL				

Store List 14: Shopper Name:

Item	Amount	X	Price per item	Total
Coffee	2 pounds	X		
Grits	3 packages	X		
Stew meat	3 pounds	X		
Large prunes	3 pounds	X		
Butter	2 packages	X		
TOTAL				

Store List 15 Shopper Name:

Item	Amount	X	Price per item	Total
Moon Pie	3	X		
Apples	4 bushels	X		
Cough drops	3 boxes	X		
Ironing boards	2	X		
Beach sandals	3 pair	X		
TOTAL				

A Day in the Life of a Student

Being a student in the late 1800s and early 1900s was a lot different than it is today! Explore the differences as you:

- Review the *Day in the Life of a Student* facts below.
- Discuss the *What Do You Think* questions along the way.
- Experience what it was like by trying the *Education Activities*.



Location of Schools

There were only a few areas of the county that were developed, while most of the land remained largely unsettled. While schools in the growing city of St Petersburg dealt with the problems of overcrowding and noisy neighbors, schools in rural areas confronted far different challenges.

A recollection of a student from the southern Pinellas peninsula shared that there were deer, bear, raccoons, possums, rabbits, skunk, squirrels, turkeys, geese, ducks, panthers, wildcats, rattlesnakes, and gators to distract students. At Largo School Number 1, hogs invaded the students' cloak room and ate students' lunches. That same school installed a wire fence to keep the cattle out.



What Do You Think?

What are some challenges schools face today due to where they are located?

The School Building

Typical school buildings were small, one story structures built of logs or boards. They included covered porches and were sided with unpainted or whitewashed boards. There was only one room in which all the students were seated, usually just big enough to accommodate fewer than twenty children and the teacher, and a small cloakroom where coats and lunches were stored.

There usually was no running water which meant no inside toilets or drinking fountains. Students would fetch water from a nearby ditch. Frequently, children had to chase a pig from the water hole and let the water settle before they could dip out their drinking water.

Many schools were unheated. When there were winter cold snaps, sometimes the teacher built a bonfire outside in the school yard. Pupils carried benches outdoors and sat around the bonfire while the lessons went on. If wood was available and the school had a wood burning stove, students would take turns bringing in the wood to be burned. And during the hot weather, doors and windows might be opened with the hope for a good breeze.

Some school buildings were used for public meeting houses and religious services when school wasn't in session. Schools served as gathering places and venues for special events to bring settlers together to get to know one another, hosting plays, musical performances, picnics, dancing, card, checker, and chess games.



What Do You Think?

What do school environments include today to keep students comfortable?

What improvements could be made?

How are school buildings used today after the school day ends?



Teachers

When a teacher was available, they often boarded with one of the local families and received lodging and meals in exchange for teaching. Occasionally if a school could afford it, they were also paid a small salary. In 1917, average yearly salaries for Florida teachers were \$300 in rural areas and \$550 in urban areas. Male teachers were paid about 40% more than women teachers. Male teachers were more popular as they were thought to be stricter.

If no teacher was available, one of the local parents served as a teacher between fall harvest and spring plowing. If no teachers were available, children learned at home from their parents.

What Do You Think?

Do you think it was fair for female teachers to get paid less than male teachers?

Before School

Children would wake up very early and get started on their chores, sometimes before it was even light outside! Everyone had daily tasks to do as they all contributed to getting their family's day started. They would then change into their school clothes, eat breakfast, and head out the door.



What to Bring

Homework and lunch had to be brought every day. Lunch was always prepared at home and packed in tin pails called lunch buckets.



What Do You Think?

What do you need to do before leaving for school?

What do you need to take with you every day?

Getting There

Many children walked to school. The closest neighbor to the school was often at least one to two miles away, and the walk was often through palmetto and pine covered terrain. It was unusual for students to come to school in a wagon or riding an animal. Horses and mules were needed at home for plowing and other farm work.

Arrival

Children would gather in a designated area near the school and the teacher would call them in when it was time to start, often ringing a hand-held bell. The order in which the bell was rung designated different actions for the students to take. They had to pay close attention so they would know what to do.

First bell ring = ready

Second bell ring = form a line

Third bell ring = march



Once inside, students sat in wooden desks with places for students' books. Sometimes there was also a place for an ink well in the upper corner of the desk. Some desks seated as many as three students! Schools did not include many furnishings, seldom had black boards, and had no decorations.

Learning Times and Lessons

Schools usually went through the eighth grade. In some areas completing the eighth grade qualified a person to be a teacher!

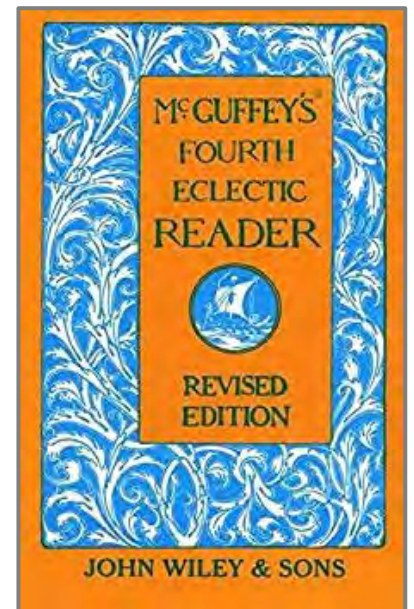


The length of the school day and of a school term varied depending upon crops being planted and harvested, weather conditions, and the availability of a teacher. During orange and grapefruit harvest season, school was not in session. Many hands were needed at citrus groves, working together to quickly hand pick all the fruit so none went to waste.

The day began with each student, one at a time, reciting their lessons. If they were lucky, they recited last and had the advantage of hearing every other child first.

Teachers read Bible passages daily, and students studied agriculture as well as reading, writing, and arithmetic. Since paper was expensive and difficult to get, children usually used slate boards for most lessons.

Typical books used were McGuffey or Baldwin readers and some years students were lucky to have a Geography manual.



The younger students learned from the older students. They heard the older students recite their lessons over and over and were able to retain much of what they were hearing. With so many differing ages of students, children were often expected to take care of one another. An older student would hear a younger child read or perhaps help them with the abacus. It was customary, in most schools, for the boys to sit on one side of the room and the girls to sit on the opposite side.

Midday students would take a break to eat their lunches, made up of leftovers from their family's meals - cold biscuits, sweet potatoes, or perhaps fried chicken if they were lucky.

Spelling bees became very popular. A spelling bee is a competition in which students are asked to spell a broad selection of words, usually with a varying degree of difficulty.

Students form a line. Each student, one by one and in order down the line, is given their word by the teacher. The teacher says the word clearly, may also share the definition of the word, as well as use it in a sentence. The student repeats the word, spells it out loud, then says the word again. If correct, the student stays in the game. If they misspell the word, they are out. Once each student in the line completes their turn, the process starts again. The game ends when only one student remains as the champion!

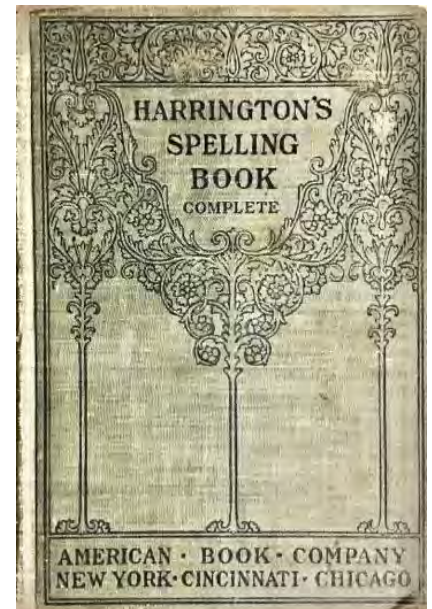
Champion spellers were recognized with a small prize or action to congratulate them. Sometimes the prize was a trophy that traveled to the next champion the next time a spelling bee was held.

What Do You Think?

With students being all together in one room:

- *What would be some of the advantages?*
- *What would be some of the challenges?*

Would you like it if school were this way? Why or why not?



What Do You Think?

Have you ever participated in a Spelling Bee?

What are some things you could do that might help you become a good speller?

Behaviors and Consequences

Classrooms were very strict learning environments with harsh punishments for a long list of misbehaviors. Some actions not tolerated were:

- Talking unless asked a question by the teacher
- Fighting or arguing
- Boys and girls playing together
- Making swings or swinging on them
- Having long fingernails
- Not saying “no sir” or “yes sir” or “no ma’am” or “yes ma’am”
- Calling each other nicknames

If a student violated the rules of the classroom, the teacher would have them sit in a corner of the room facing the wall. If a student got in more severe trouble at school, it was permissible and common for the paddle to be used as a corrective measure. When parents found out about the trouble their child was involved in at school, the child was usually punished at home as well.

What Do You Think?

Which of the misbehaviors on the list are actions not allowed in today's school environments?

Which rules are more strict - those in yesterday's or today's schools? Why do you think so?

After School

After school, students might have a little time to play before heading home to their late day chores, dinner, and homework. They would spend some time getting exercise outside, perhaps going fishing or swimming to cool off on hot days. Sometimes they would enjoy the treat of arriving home to a freshly baked cookie for a special snack. In the evening before bed, they might have the chance to play with dominos, a spinning top, or a handmade cornhusk doll.

Education Activities

Suggested Props

- Bucket and ladle/dipper (community water bucket)
- Handheld bell (for teacher to summon students)
- Chalk
- Slates
- Books
- Pail and cloth (lunch bucket with covering)
- Ink well and dip pen or metal-nibbed pen

Use the props to create the mood for experiencing a day of school from the past. Teach some lessons representative of learning content and methods. Manage the classroom using past student rules and allowable behaviors to help students understand the more restrictive format present in school environments.

Try out some of the activities to provide students with immersive experiences.

Old Fashioned Spelling Bee

Preparation:

Prepare list of grade appropriate words ahead of time, including their definitions and a sentence that uses each word. Arrange the list in the order of difficulty, ranging from easiest to most difficult.

Example:

- The word is agriculture
 - Agriculture is the cultivating of soil, producing of crops, and raising of livestock.
 - The main industry in this rural community is agriculture.
- Decide if you are going to award any prizes for top achievers.
- Allow students some practice time within the week leading up to the spelling bee to acquaint them with the words and allow them to develop their comfort level.

Getting Started:

- Organize students in a line.
- Each student, one by one and in order down the line, is given their word by the teacher. The word is pronounced clearly, its definition is stated, and it is used in a sentence.
- When it is their turn, each student repeats the word, spells it out loud, then says the word again.
- If correct, the student stays in the game. If they misspell the word, they are out.
- Once each student in the line completes their turn, the process starts again. The game ends when only one student remains as the champion!

School Days Jeopardy Game

Compete against one another as teams or individuals to become the School Days Jeopardy champion!

Teacher Talk	Student Studies	Buildings: Inside & Out	A Day in the Life
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400
500	500	500	500

How to play

- Establish a way to record team scores.
- Divide group into teams.
- Establish an order for teams to take turns. During their turn, each team chooses a category and point amount of their choice (for example, Student Studies, for 200). Any category and point amount can be chosen at any time until that question has been answered.
- The leader reads the question that corresponds to the category and point amount. The questions and answers are not written in the Jeopardy fashion of questions being phrased as statements and answers being phrased as questions, but you can change the wording to fit that model if you'd like to make it more challenging.
- Give the team time to discuss and finalize their answer, having them share it out loud when ready.
- If they get the answer correct, move on to the next team's turn.
- If their answer is incorrect:
 - The leader writes down a number between 1 and 5 that no one can see.
 - Allow any teams who want to try to answer the question to choose a number between 1 and 5. Allow team whose number is closest to your number to answer the question. The team that answers correctly receives that point amount to add to their total. If answered incorrectly, repeat the process with another team.
- End the round either when all the questions have been answered or you reach a pre-set time limit you've established.
- Finish with the Final Jeopardy round.

Teacher Talk

\$100

Q: Where did teachers usually live?

A: *Teachers often lived with a local family.*

\$200

Q: Which teacher made more money – one who taught in a rural area (the country) or in an urban area (the city)?

A: *Teachers who taught in the city made more money.*

\$300

Q: Which teachers were preferred because they were thought to be stricter?

A: *Male Teachers.*

\$400

Q: If a teacher wasn't available, who did the children learn lessons from instead?

A: *When teachers weren't available, parents taught children their lessons at home.*

\$500

Q: Male teachers were paid what percent more than female teachers?

A: *40%*

Student Studies

\$100

Q: Name one school subject students studied.

A: *(Any of these) Reading, writing, arithmetic, agriculture.*

\$200

Q: Why did students usually write their lessons on slate boards?

A: *Students mostly used slate boards to write on because paper was expensive and difficult to get.*

\$300

Q: What did each school day begin with students doing?

A: *The students began each day by reciting their lessons.*

\$400

Q: What important harvest might cause school to be cancelled for a while?

A: *The harvest of citrus, including oranges and grapefruits.*

\$500

Q: What was the highest grade schools usually went up through?

A: *the highest grade was eighth grade.*

Buildings, Inside & Out

\$100

Q: What is one problem city schools typically dealt with?

A: *(Either answer) City schools dealt with the problems of overcrowding and noise.*

\$200

Q: What kind of distraction did students who attended schools in the country have?

A: *The presence of animals was often a distraction at schools in the country.*

\$300

Q: How many rooms did schools have in which desks were arranged?

A: *All students' desks were in just one room.*

\$400

Q: Name one comfort that we take for granted that schools did not have.

A: *(Any one of these answers) Indoor plumbing, running water, heat, air conditioning.*

\$500

Q: How were schools used when school wasn't in session?

A: *Schools were used as gathering places to bring settlers together for social opportunities.*

A day in the Life

\$100

Q: How did students get to school each day?

A: *Students walked to school.*

\$200

Q: What two things did students need to bring from home every day?

A: *Students needed to bring their completed homework and lunch.*

\$300

Q: What did children need to do at home before school and in the evening to be a support to their families?

A: *Children needed to do chores.*

\$400

Q: What container was used for a student's lunch?

A: *Students carried their lunches in a tin pail called a lunch bucket.*

\$500

Q: What did teachers do to direct students on how to enter the school?

A: *rang a bell.*

Final Jeopardy

Teams can risk an amount of their earnings and try to answer the Final Jeopardy question correctly.

- Tell teams what category the question will come from.
- Ask teams what amount of money from their earnings they'd like to risk. Explain that if they answer correctly, the amount they've wagered will be added to their total, and if they answer incorrectly, that amount will be subtracted from their total.
- Read the question, asking teams to write their answer on a note card or piece of paper. Remind them to keep their discussion and answer to themselves so the other team doesn't hear them.

Potential Questions:

1 - Category: School Behaviors

Q: True or False: In the late 1800s and early 1900s, boys and girls playing a game together at recess was not allowed.

A: *True*

2 - Category: School Consequences

Q: If a student violated the rules of the classroom, what did the teacher have them do?

A: *Sit in a corner of the room facing the wall or corner.*

3 – Category: Believe it or Not

Q: What kind of animals invaded the cloak room and ate students' lunches at Largo School Number 1?

A: *Hogs*

4 – Category: Water!

Q: With no running water, where did students have to fetch water?

A: *From a nearby ditch*

5 – Category: Brrr!

Q: What did teachers build for students to sit around to get warm on cold winter days?

A: *A bonfire*

Ready for the Ring

1. Review the signals given to students by teachers to prepare to enter and exit the school.
 - a. First bell ring = ready
 - b. Second bell ring = form a line
 - c. Third bell ring = march
2. Use a bell to give each signal to which the students respond by doing the correct action.

Ink Well Writing

Materials:

- Ink wells
- Quill or steel nib pens
- Blotter (can use old scraps of cotton fabric)
- Paper with a thickness that ink will not bleed through

Directions:

1. Share background information with students to acquaint them with the practice and challenges of this form of writing.
2. Give students the opportunity to try the technique and see if they can master writing a few letters in cursive using the ink pen.
3. Discuss the challenges they found and help them imagine this being the method of written communication used.
4. Ask them to talk about the different methods used today, comparing and contrasting ways of writing and asking which way they prefer.

Background information:

- Children started to use an ink pen when they were old enough to write in a copybook.
- Pens had steel nibs, which had to be dipped constantly in an inkwell.
- School desks had a hole for an inkwell at the top right-hand side. The inkwell was a small ceramic or glass pot.

- One child was chosen to be ink monitor and was responsible for filling the inkwells for the whole class, pouring the ink from a large bottle.
- These were then taken around the classroom and put in the hole in each child's desk.
- The pen had to be dipped into the ink often and with a steady hand so as not to tip the inkwell.
- Excess ink had to be blotted either from the pen before writing began to prevent blobs of ink or from the paper if a blob of ink did appear.
- Cursive writing was practiced and quite decorative.

Abacus Math

Simple Addition

Demonstrate the use of an abacus to teach simple addition and subtraction.

Addition:

- Start with all beads moved over to the right side.
- To teach a simple addition problem like $4 + 3 = ?$, you would move four beads over to the left.
- Then, place a finger after those four beads and slide three more over.
- Remove your finger and have the student add the quantities by pushing the beads together and counting.

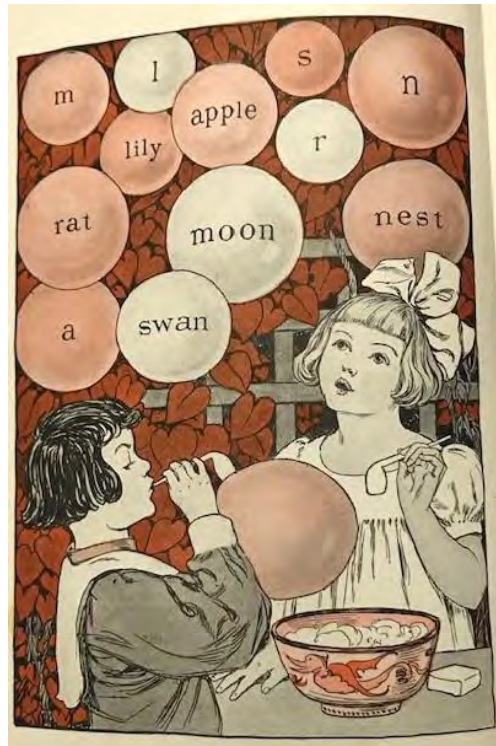
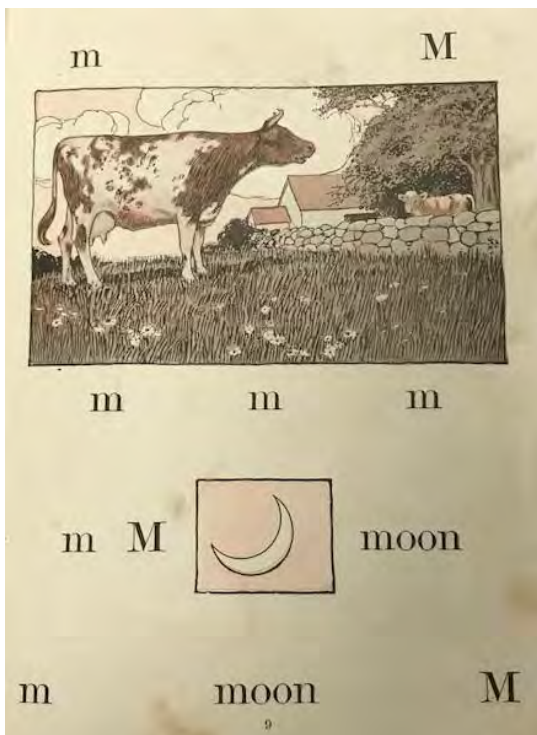
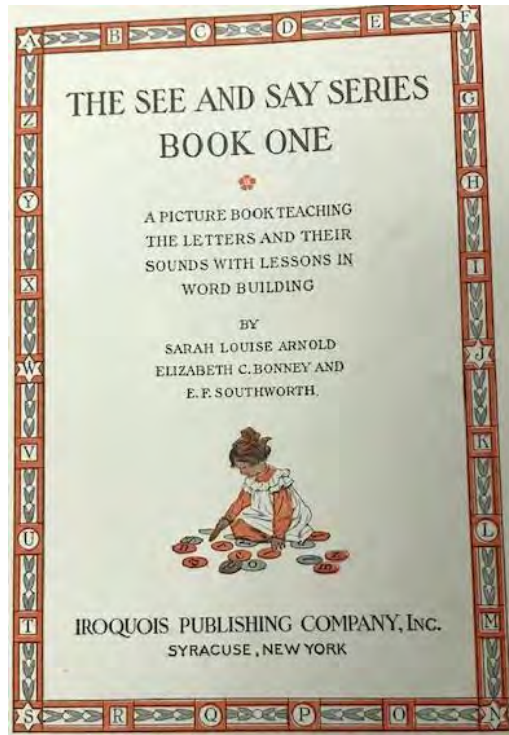
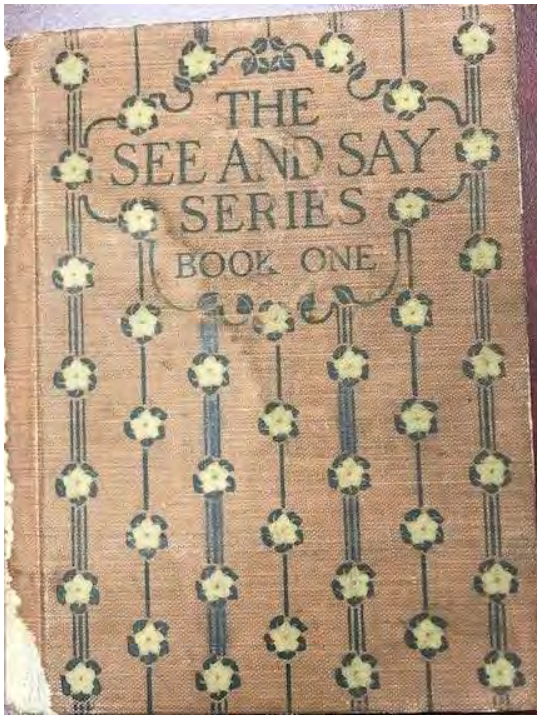
Subtraction:

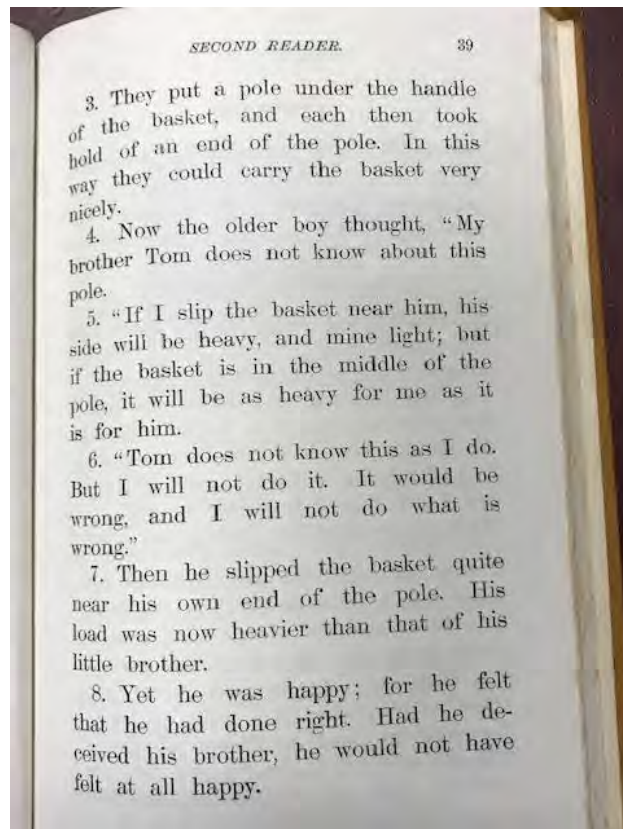
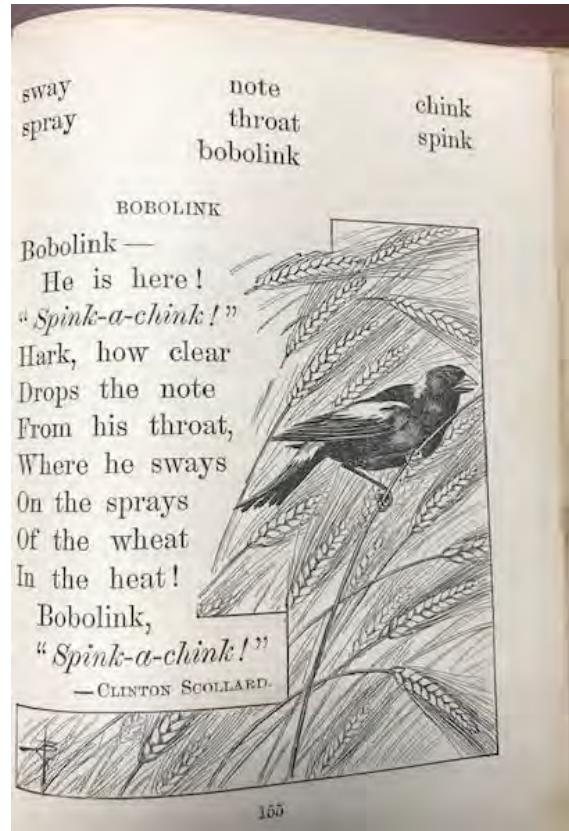
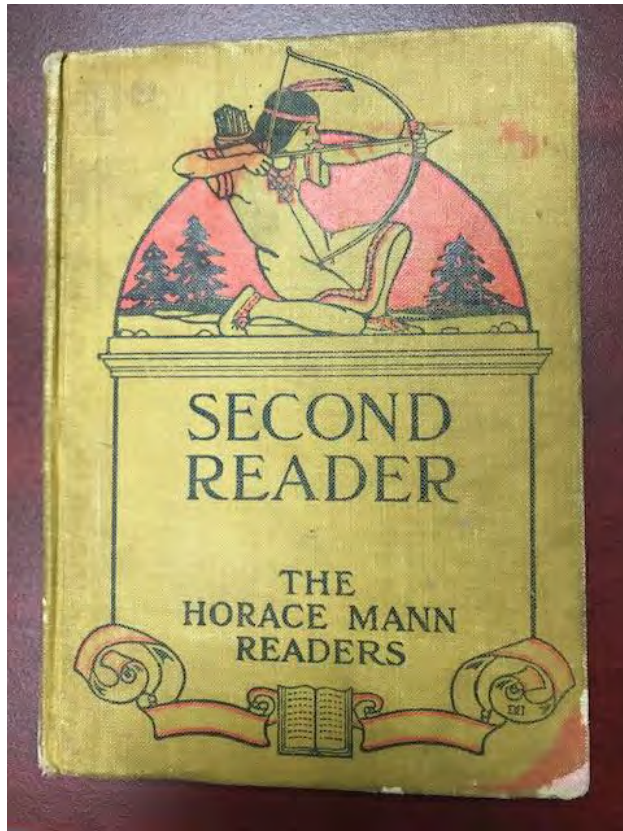
- Start with beads moved over to the left side representing the first number in your equation, keeping remaining beads on the far-right side.
- To teach a simple subtraction problem like $7 - 4 = ?$, you would move seven beads over to the left.
- Then, move 4 beads to the middle, placing your finger next to the remaining beads.
- Have the student count the remaining beads to get the answer.

Provide addition and subtraction equations to allow students to practice obtaining answers using the abacus. Each bead can be designated to count as one, ten, one hundred, etc.

Reading

Take a look at the photos of covers of some reading books used by students and read the sampling of contents that include illustrations, a poem, a story, letters and words.





First Tourists and Souvenirs

What is a souvenir?

Have you ever visited a place where you bought something that would help you remember your visit there? If so, you may be the proud owner of a souvenir! A souvenir is a thing that is kept as a reminder of a person, place, or event.

Since the state of Florida, including our own area of Pinellas County, has been and continues to be a popular place for people to visit, souvenirs have been a large part of the history here for quite a while.

Early Tourists

Florida tourism had some beginnings in the early 1800s, when only the most adventurous travelers ventured into what was mostly tropical wilderness. Entrepreneurs were at work even then, though, and sold the travelers keepsakes commonly called “bio-curios” - Spanish moss, bird eggs, feathers, shells, and stuffed alligators.

Tourists and winter residents began flocking in large numbers to the Pinellas peninsula as early as the late 1800s. Quirky roadside attractions, tropically themed restaurants, goofy golf courses and tiny mom and pop motels dotted the landscape. The state’s tourist industry traces its real start to the 1890s and the arrival of Henry Flagler’s railroad, which brought wealthy northerners to Florida’s east coast - and to Flagler’s hotels.

Early Souvenirs

To serve the refined tastes of the early monied tourists, gift and curio shops sprang up in hotels, train stations and even small inland communities. They included scenic china from Germany and England, sterling-silver souvenir spoons, jewelry and hand-carved ivory and wooden canes that usually featured an alligator motif.



The scenes depicted on china plates and cups sometimes were the natural features of an area, such as a river or lake. But more often they pictured hotels, civic buildings and other man-made structures that identified an area.

Typical themes included birds, leaves, frogs and snakes, and especially alligators. Palm trees didn't become a common motif in Florida souvenirs until the post-World War II tourism boom.

Most early tourists came from the cold climates of the North, so that's where they would have taken the reminders of their Florida visits. Looking at souvenirs of their Florida trip was a type of "escape" from the winter and a remembrance of fun times spent at the beach in the sunshine.



Explore some souvenirs on display in our Helms Gallery. Use the Tourist Hunt handout to challenge yourself to finding answers to the clues and make a drawing of your originally designed souvenir.

The Popular Post Card

Most historians trace the birth of the postcard back to Chicago's Columbian Exposition, also referred to as the World's Fair, held in 1893. They arrived on the scene in Florida not long afterward, mostly in the form of photographs taken along the state's lengthening railroad track.

Earliest postcard images were photographs of places, then transitioning to vividly painted renderings of the finest hotels and most brilliant landmarks, printed on high-quality linen cardstock. Because postcards reflected the language, customs and mores of the era in which they were printed, some popular illustrations and text shockingly had racist and discriminatory messages. Most subject matter, however, included colorful scenes that introduced the beauty of Florida to the rest of the world, including beaches, orange groves, tropical plants and animals native to the area.

ACTIVITIES: POSTCARDS & SOUVENIRS

Post cards became extremely popular from both business and customer perspectives, coinciding nicely with the rising tourism industry in Florida. Over time, postcard designs included white borders, drawn, airbrushed and picturesque photographic images.

With the advent of personal electronics and Instagram, Snapchat and Facebook, travelers have become less reliant on post card mementos, and the once familiar beach-side racks of sunny Florida images are disappearing.

Have you ever bought a post card to save as a memory of a place you visited or send to someone while you were on vacation?

View some examples of the Heritage Village post card direction on display in the Helms Gallery or by looking at the photos included in this packet.

Create your own postcard! Design it to reflect something you like about the area in which we live. Use materials like cut paper, glue, markers, and/or colored pencils to create your own design. Be sure to include a slogan, saying or title, like those listed below or your own original saying:



Having fun!

Wish you were here...

Warm Greetings from Florida

Tourist Hunt

Can you uncover the clues to Pinellas County's past tourists? Stop in the Exhibit Gallery and uncover the mysteries of tourist souvenirs and landmarks!



Symbols

1. What tall pink bird do you see that is such a popular subject?
2. How many do you find in the display cases?
3. What swimming, cheerful looking creature is part of a decoration showing what the temperature is?
4. Though there are snow globes in the "up north" land, in the land with beaches our globes have what?
5. Once a fierce, magnificent creature, my skin was made into a fancy bag to carry someone's personal belongings. What am I?

Places

Many souvenirs, like the long brown tray with panoramic views sculpted within it, featured cities. What Florida cities are mentioned in the tray? Hint: there are five!

- 1.
- 2.
- 3.
- 4.
- 5.

What was "The World's Most Unusual Drug Store" that was in St. Petersburg?

Find evidence in the gallery of a popular attraction that no longer exists. Hint: It's very tall!

Wish You Were Here



It was once very popular for people to mail post cards to friends and family, sharing things they did and places they visited while on vacation. Check out the postcard collection to find...

6. One of the oldest roadside attractions in Florida that opened in 1903 and is still in the same place today!
7. The city where Florida's first spa was located:
8. In front of what historic hotel is a golf course pictured?
9. What is the famous pink hotel on the Gulf of Mexico?
10. What animal was highlighted in a show held at the John's Pass Aquarium?
11. What boat does the fish shaped card promote?

Growing in Groves

What famous Florida fruit is pictured on the salt and pepper shakers?

How many objects do you see with pictures of fragrant white blossoms?

Find the Hill's Preserves labels. What would your favorite flavor be?

Draw a picture of your own Florida or Heritage Village souvenir.

Tourist Hunt Answers

Symbols

1. What tall pink bird do you see that is such a popular subject? **flamingo**
2. How many do you find in the display cases? **7**
3. What swimming, cheerful looking creature is part of a decoration showing what the temperature is? **dolphin**
4. Though there are snow globes in the “up north” land, in the land with beaches our globes have what? **sand**
5. Once a fierce, magnificent creature, my skin was made into a fancy bag to carry someone’s personal belongings. What am I? **alligator**

Places

Many souvenirs, like the long brown tray with panoramic views sculpted within it, featured cities. What Florida cities are mentioned in the tray? Hint: there are five!

St. Augustine, Daytona Beach, St. Petersburg, Miami, Key West

What was “The World’s Most Unusual Drug Store” that was in St. Petersburg? **Webb’s City**

Find evidence in the gallery of a popular attraction that no longer exists. Hint: It’s very tall!

Kahona the water God from **Tiki Gardens**

Wish You Were Here

6. One of the oldest roadside attractions in Florida that opened in 1903 and is still in the same place today! **Sunken Gardens**
7. The city where Florida’s first spa was located: **Safety Harbor**
8. In front of what historic hotel is a golf course pictured? **Belleview**
9. What is the famous pink hotel on the Gulf of Mexico? **Don Cesar**
10. What animal was highlighted in a show held at the John’s Pass Aquarium? **porpoise**
11. What boat does the fish shaped card promote? **Miss Milwaukee**

Growing in Groves

What famous Florida fruit is pictured on the salt and pepper shakers? **orange**

How many objects do you see with pictures of fragrant white blossoms? **9**

Find the Hill's Preserves labels. What would your favorite flavor be? **Kum Quat Preserve or Calamondin Marmalade or Orange Marmalade or Tangerine Marmalade**