



# Teachers Guide

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**2007/2008 "Action Team" Junior Docents of Heritage Village, Volunteer Students Ages 12 – 17**

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**Volunteers and Staff of Heritage Village**



# Day of Activities – Preparation for Teachers and Chaperones

For more historical background, benchmarks and classroom activities click back and click on Historical Info, Benchmarks and Classroom Activities link.

## Get Ready!

### Prior to Arrival Information for Self Guided Visits



What are self-guided visits? Self-guided visits are museum visits educators lead themselves with no museum interpreters or docent guides provided. Background information to successfully lead a self-guided visit is provided throughout this teachers guide.

To make your group's experience a positive one, we require that self-guided visits be pre-scheduled. In this way, we avoid overcrowding or having your visit conflict with guided programs. To make a reservation, please call 727-582-2125.

- Please bring the appropriate amount of chaperones. Because this trip is teacher/chaperone led, a ratio of at least one chaperone to 15 students is recommended. Because time is always tight on field trips, divide the class into four groups: A, B, C and D and assign chaperones to each group. Selection of chaperones is particularly important to the success of this field trip since there are no docents and each activity is teacher/chaperone led.
- Copies of the map of Heritage Village will be made for each group leader with activity areas highlighted and timeframes for each station.
- Let the Village staff know if the class is staying for lunch so they can assign a picnic area for your class.
- Students are welcome to bring cash for a trip to the museum gift shop to purchase souvenirs.
- Download teacher worksheets and affix to a clipboard or folder.
- All teachers and chaperones must be prepared to lead the activities. Please share this guide with your group leaders. The teacher/chaperone should introduce the activity, make sure groups are apprised of their duties and stand back and let the groups do what they need. Look for the barrel at each station for additional details.

# Get Set!

## Day of Field Trip



**Arrival** See map attached to your confirmation.

Proceed to museum entrance where your orientation will begin. Staff will greet you.

## Orientation

Museum staff will distribute maps to group leaders and review the Enter Action stations with the group. This is a good location to review your expectations with your students. Divide into four groups for the day's activities. Make sure chaperones are with their assigned groups. Safety procedures will be reviewed with your group by staff.

# Go!

## Day's Activities

- Follow your map to each station; watch your timing. Activities take approximately 15 minutes at each station.
- These stations are designed for the children to have FUN working together exploring history.
- After all rotations are complete, the teacher and group may wish to have lunch in the Village.
- With teacher's permission, students may visit the gift shop (10 students at a time) after scheduled activities.
- When all rotations are complete, regroup at the Bandstand. Buses are parked at the Gulf Coast Museum of Art parking lot.
- **Count heads** and compare to the list that arrived that morning. This includes chaperones!



***Remember all activities are teacher/chaperone led. There are no docents or Village staff for this field trip.***

## **Enter-Action Station Activities**

Your field trip will consist of visiting 4 of the Enter-Action Stations located throughout the village. Each station is designed to provide a group learning experience for you and your students with “hands on” history fun. The stations also reflect the four major interpretive themes that we use to show how the Pinellas Peninsula and Florida have changed over time. Historic houses next to the Enter-Action stations may also be available for self guided tours. Updates will be given to your group during your orientation. Interpretive signs with historical information and photographs are located outside each building.

The following information and preliminary instructions for each station will help prepare you and your students for your visit. Instructions are also located at each station for quick reference.

### **Brief Historical Background**

Those who settled the Pinellas Peninsula arrived in pursuit of the Florida Dream. Today this vibrant county covers 280 square miles and is rimmed by 588 miles of coastline teeming with natural resources and beauty.

During the last ice age, the Peninsula was much wider with the coastline 100 miles further west. Native Americans populated the area as early as 12,000 years ago. Gradually a complex, sophisticated society of Native Americans flourished, enjoying the rich marine and land resources.

The Spanish encountered them by 1528 and within a short period of time the native cultures were decimated. The Spanish called this land, rich with pine trees, *Punta Pinal*, Point of Pines, later simplified to *Pinellas*.

Little is known about the next 200 years. For much of the 1700s the Pinellas Peninsula was deserted, but visitors to the coastal areas included Cuban fishermen, English and Spanish map making expeditions, occasional pirates and a few Seminole Indians.

By the 1840s, a handful of homesteaders had taken up residence. The Orange Belt Railway arrived in the late 1880s, stimulating population and community growth amidst the pine tree landscape and mangrove coastlines. The rich land shaped the local economy – from cotton and shipping to citrus, cattle, sponging and tourism.

Explore with us the Pinellas Peninsula through four enduring historical themes: *Tourism, Coastal Living, Community Life and Agriculture*



## Quick Reference Guide to Enter-Action Activities

### Coastal Living Activities Grades K-2

#### Activity 1—Approximately 5 minutes.

**Sea Chanteys** Teachers! Please review the lyrics of any chanteys to make sure they are appropriate for your students

**Directions:** Allow time for students to find comfortable places within the **sharpie**. Tell them they will be learning about a very special type of boat that was important to people many years ago. Pinellas County and other places in Florida worked along the sea coasts to earn money, ship goods, visit others and catch fish for food for their own families. Explain that **sea chanteys** were songs that sailors sang to help them do their work. Read the **chantey** and have the students call and respond. (See chantey in teacher's guide)



### Coastal Living Student Activities Grades 3-5

#### Activity 1--Approximately 5 minutes.

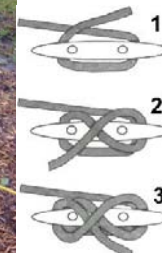
**Directions:** Read to the students as they settle into the sharpie. Be prepared to allow for questions and comments they may have about this particular type of boat. (See student information and sample questions in teacher's guide.)

### Coastal Living Student Activities Grades K-5

#### Activity 2—Approximately 5 minutes, approximately 10 students

##### Tying to a dock and casting off.

Now students have been introduced to the sharpie and its design features. Tell them they are going to have to tie up the boat to the pilings. Ask to see if anyone knows how to properly tie up a boat to a pier or dock. Allow them to demonstrate. Check to see if their method is correct. If the boat is already tied up to the dock, they will have to untie and cast off. Explain that captains are very meticulous about how ropes are stored on this tiny boat. Show them how to stow the ropes so they won't tangle. Appoint some students to be in the boat and some to be on the dock. Then reverse the jobs so each person has a chance to tie up and cast off.



**Activity 3**—Approximately 5 minutes, approximately 4 students

**Cast netting.**

Allow students the opportunity to throw the cast nets and store them in the boat.

**Activity 4**—Approximately 5 minutes, approximately 6-8 students.

**Stowing the goods.**

Load all goods onto the **sharpie** and make sure to stow all goods so the boat is well balanced and will still allow for movement. Remind them the captain and mate must be able to move from stern to bow and from side to side. Goods must not be piled so that a wave could knock them overboard or overturn them and allow them to roll on the deck. Appoint a captain to make sure all goods are stowed properly. Appoint a first mate to walk through the sharpie while loading is going on. Remember to keep aisles open and goods properly balanced.

**Vocabulary:**

Stereoscope  
Ediphone  
Wax cylinder recording  
Animal husbandry  
Dairy cow  
Plant nursery  
Ice cream churn  
Archival photos



## Community Life Activities Grades K-5

**Activity 1**—approximately 15 minutes, 15 students

**Materials**—Teacher Checklist (see Appendices).

**Instructions to Students:** Students will begin the activity seated in the middle of the room. Starting on the left as you enter the parlor, the teacher may introduce the five Enter-Action Stations. **Welcome! We request the pleasure of your company in the parlor!**

- Community Past Times
- The Flower Shop
- Visitors of the Past
- Workers and Trades
- Tea for Two

Each station is filled with artifacts, historic photographs and activities. Students may work at each station, or visit as long as they like at one that interests them. This free exploration time. Students are encouraged to explore, work and play with respect for items on display and each other.

**Teachers, Adults and Chaperones:** Please participate rather than lead. Allow the students to use the available artifacts and settings to formulate their own learning through experience. Adults may monitor the group and redirect if necessary.

**Concluding the Visit:** Teachers please monitor the time while in the parlor. Alert the students a few minutes before they depart. Give them time to place the station objects back in place for the next group.

**Station 1 – Community Past Times:** Stroll back in time while listening to Thomas Edison’s early recordings on the Ediphone. Turn of the century music from the South sets the mood as students hammer, shine, tie and lace period shoes.

**Station 2 – The Flower Shop:** Celebrate the beauty of the Pinellas Peninsula’s agricultural heritage by arranging beautiful bouquets of flowers for the afternoon tea. Tree, plant and bulb nurseries abounded in early Pinellas. These farms were dedicated to raising flower bulbs, propagating seeds, citrus and vegetables. Gladiolas, delphiniums, sweet peas, calendulas and ferns are just a few of the flowers that were grown in the warm climate and shipped north to large cities for display.

**Station 3 - Visitors of the Past.** This station gives students a close encounter with two community residents. Students can explore the teacher’s basket to find: a class bell, purse, glasses, gloves and books. In the doctor’s bag students find a stethoscope, fresh collar and other artifacts. They will be able to see historic photographs of how other people of the time period dressed.

**Station 4—Workers and Trades.** An important and often overlooked group of Pinellas citizens were those who worked in the trades. Carpenters, plumbers, railroad and dairy workers were important to building the community. Students can help to build the town by using antique tools, wrenches, pipe, nuts and bolts. Put together an old fashioned ice cream churn and view historic photos of local dairies.

**Station 5—Tea for Two.** Hotel workers will help to prepare for afternoon tea. Students will play at setting the table, using tea cups and saucers, pouring cream, folding napkins and of course adding a flower arrangement from the flower shop. A collar, cuffs and serving towel will allow students to role play as hotel attendants serving tourists.



## **Tourism Activity Grades K-5**

**Activity 1**—Approximately 15 minutes, all students

Students must work together to unload the luggage cart for the latest train arrival. Tourists, local shopkeepers and farmers have taken many supplies to the train station that must be loaded to go north on the next train so time is very important. The local station master is very particular about how all materials are loaded on carts so students will need to pay attention and make sure nothing falls off the cart and is damaged. They will need to work cooperatively to ensure the success of the luggage cart loading and unloading. Teachers and chaperones may wish to become participants in the activity rather than leaders. Students should be allowed to formulate the best way to load and unload the cart! Depending on the ages of classes, students may even sort to destinations (see train schedules in teacher's guide).





## Agriculture Activity Grades K-5

### Activity 1—Approximately 15 minutes, all students

Students will have approximately 15 to 20 minutes to complete this task. The teacher should explain the task and show students the fence they will need to take apart and reassemble. Tell students the ranch manager wants them to build a new cattle pen because the old one will be used as a garden plot. The sugar cane is surrounded by an example of a cattle pen built of rails that are student sized. This completed fence serves as a visual example for students. Two smaller square pens are outlines with double posts that remain in a fixed position to delineate corners of the new pen. One pen is constructed. Each class will remove the rails of the constructed pen in order to build a new pen using available fixed double posts. By disassembling the pen, each child will discover log patterns that have created the original pen while constructing this new pen. The group will reassemble a new pen on the new site while working together to communicate the best available positioning of the rails. Teams of two on each rail makes for better team work and safety. Since this activity lasts approximately 15 to 20 minutes, students should be allowed to work to solve their own problems without teacher direction. Teachers should intervene only if students are hopelessly unable to complete this task. Allow them as much time as possible to work to figure out how to construct the fence, even if it is a circuitous route! Younger students may need to work in groups to complete this task and may need more direction, but they can complete this task with very little supervision.



**This is the end of the Quick Reference Guide for Activities. The following pages have more historical information, related Florida Sunshine State Standards, classroom activities and other materials to help with your planning. Activity information is repeated with each themed section.**