



Teachers Guide

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Reproduction of Commodore Ralph Munroe's sharpie the Egret. Read more below.

Life on the Coast

The Pinellas waters have long been a source of sustenance, relaxation and livelihood.

Native Americans feasted on bountiful shellfish. Cuban fishermen with native peoples netted large catches of mullet for sale back in Havana. Some early settlers operated shipping businesses to transport goods north to Cedar Key and south to Key West while others engaged in boat building.

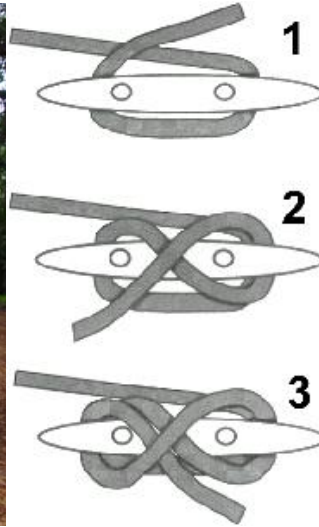
The discovery of sponge beds in the Tarpon Springs area in the 1870s brought Bahamians and Key West "Conchs" followed by Greeks transforming the community into the "sponge capital of the world."

Commercial fishing was big business by the 1890s, with fish houses and ice plants built along the waterfront. Tasty grouper is the area's signature catch, with much of the nation's supply being routed through Pinellas.

Drawn by the warm gulf waters, vacationers and winter visitors have enjoyed sport fishing, sailing and recreational water activities, which continue today.

Heritage Village "Sharpie" Activity

This activity will take place in and near the Heritage Village "sharpie" behind the sponge warehouse. Students will begin the activity seated in the sharpie. The teacher will conduct a structured activity and then progress to three activities on and around the boat. When students have completed the activities, they will rotate to their next location.



Essential Learning:

Students will learn about coastal life aboard and around boats that traveled the waters of Pinellas County and the state of Florida. Primary grade students will begin by learning about songs sung by sailors as they did their work aboard their boats. Intermediate students will learn the history of a specific kind of boat, called a sharpie, which sailed local waters.

After their first activity students can stow goods, tie up to the dock, and cast fish nets - all important activities in a local coastal community.

Grades K-2

Strand

History

Standard

Compares everyday life in different places and times and understands that people, places and things change over time.

Understands that history tells the story of people and events of other times and places.

Understands the difference in the methods of travel from various times in human history and the advantages and disadvantages of each.

Strand

Economics

Standard

Knows the differences among human resources, natural resources and capital resources and how these resources are used to produce goods and services.

Grades 3-5

Strand

Geography

Standard

Understands the influences of geography on the history of Florida.

Vocabulary

Sea Chanty, Sea Chantey, Sea Shanty—A song sung by sailors in rhythm of their work.

Sharpie—A small flat bottomed sail boat used to fish and transport goods.

Ketch—A fore-and-aft rigged vessel similar to a yawl but with a larger mizzen sail and with the mizzenmast stepped farther forward.

Ballast—Heavy materials placed in the hold of boats to help provide stability.

Marlinspike—The nautical term Marlinspike comes from the name given to a sharply pointed, iron pin that is used to splice line. The word is also used today to describe knots and bends used in nautical applications.

Teacher Information

The Mooring and General Boat Commands are as follows:

Cast Off! Only used with the boat's own mooring lines. The line is unwrapped from the cleat or bitt on the dock or other vessel, so that it can run free.

Take In (a line)! Pull the specified line into the boat, typically the bow painter or a mooring line, coiling it and stowing it in its place.

Shove Off! Push off from the dock, wall, shore, or other boat.

Fend Off! or **Fend the Boat!** Using the oars or boathooks, keep the boat from brushing against another boat, dock, wall, or rock.

The Line Handling Commands are as follows:

Let Go (a line)! or **Cast Loose** (a line)! or **Loose** (a line)! Undo the rope from the cleat, keeping a firm grip on it and with the line running under the cleat so as to be able to apply force to it.

Haul (a line)! Pull in the line.

Slacken (a line)! or **Ease Off!** Give slack as it is required, keeping the line taut but not strained.

Pay out (a line)! Feed the line past the cleat or belaying pin. This is used when Slacken doesn't let the line run freely enough to allow the line to be hauled or when used for an anchoring line.

Set Taut (a line)! Remove the slack from the line.

Clear (a line)! Untangle the line.

Hold (a line)!, **Check** (a line)!, **Snub** (a line)! These commands are similar, though vary in degree. In all cases, the line is passed under the arm of the cleat or around the belaying pin. Tension is kept on the line to prevent it from moving. When snubbed, the line is held so that it won't move under any circumstances unless it feels that the line is about to part. When held, the line is allowed to move if a reasonable force is applied to it. Checking is somewhere between holding and snubbing.

Hang On (a line)! Hold the line. In this case, the line is NOT passed around a cleat, belaying pin, or bitt.

Make (a line)! or **Belay** (a line)! Secure the line on the cleat or belaying pin.

Sharpies

Sharpies originated in New Haven, Connecticut and were brought to Florida in 1881 by Commodore Ralph M. Monroe. Sharpies were rigged as gaff cat boats. The length varied from 18 to over 30 feet depending upon who was building them and for what purpose they were being used. Floridians made this boat into a useful craft that would serve them depending upon location and types of jobs. Sharpies generally had 1, 2, or 3 masts. If they were rigged for heavy weather, they would use one mast amidships. All had a centerboard and slightly flared sides.

When Commodore Munroe arrived in the Key West area, locals were very skeptical of this new type of water craft. As the boat traveled south it was openly chastised as not appropriate for Florida waters. Locals were sure their boats were better and faster. "With us on the steamer's deck went a 30 foot sharpie sailboat, which was a complete novelty in Key West waters, and excited much comment. The general opinion was that owing to her excessively light draft (8 inches) she would be useless except in running before the wind and their astonishment was great when they found none among the native craft able to beat her to windward. They dubbed her the Skipperee and the name stuck."¹

Further discussion of the new boats came from a local newspaper from Disston City, "Simon Bell has bought a sharpie to carry fish into Tampa. He is catching and shipping mullet which he says were never in better condition than at the present time."² Other sharpies were seen all over the bay. "Small sailboats filled the waters of Old Tampa Bay, carrying farm products or whatever the people had to sell, sweet potatoes, cane syrup and cotton to Tampa and exchanging it for flour, coffee and sugar and other products they did not produce."³ As their popularity grew, sharpies could be seen moving goods from Cedar Key, heart pine, to the Tampa Bay port of Bayview near Clear Water. Return trips of sharpies often included citrus which was sold to buy groceries and bolts of cloth.

Captain Jim McMullen used sharpies to haul much of his citrus to various places. Loading barrels onto the small sailboats was time consuming and unwieldy. In order to expedite the loading process, he developed the first citrus crate in Florida that could be loaded on the boat.

¹Parker, Reuel B., The Sharpie Book, p. 19, An International Marine/ McGraw-Hill Book, ISBN 0-07-158013-1.

²"The Sea Breeze", Disston City, W. J. McPherson & Co., Publishers, September 15, 1886

³ http://web.tampabay.rr.com/alvord/history_of_bayview_area.htm

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

Blow the Man Down

Te *Blow the Man Down* originated in the Western Ocean sailing ships. The tune could have originated with German emigrants, but it is more likely derived from an African-American song *Knock a Man Down*. *Blow the Man Down* was originally a halyard (rope for raising or lowering)chantey/[shanty](#). A variant of this is [The Black Ball Line](#) (with a more positive view of the Blackball Line as well).

Western Ocean Law was Rule with a Fist. "Blow" refers to knocking a man down with fist, belaying pin or capstan bar. Chief Mates in Western Ocean ships were known as "blowers," second mates as "strikers" and third mates as "greasers."

There are countless versions of *Blow the Man Down*. The one here is from the Burl Ives Songbook and tells of the Blackball Line. The Black Ball Line was founded by a group of Quakers in 1818. It was the first line to take passengers on a regular basis, sailing from New York, Boston and Philadelphia on the first and sixteenth of each month. The Blackball flag was a crimson swallow-tail flag with a black ball.

The ships were famous for their fast passage and excellent seamanship. However, they were also famed for their fighting mates and the brutal treatment of seamen. (Western Ocean seamen were called "Packet Rats"). Many ships bore the name "bloodboat." Most of the seamen hailed from New York or were Liverpool-Irish.

By 1880 the sailing ships were being replaced by steamers and the packets entered other trades or were sold.

A Hundred Years Ago

Stan Hugill learned two different versions of this chantey/[shanty](#), one from an English sailor and one from an American sailor. It was sung at the t' gallant halyards.

Hugill states it may be the shanty named *Time for Us to Go* mentioned in *Two Years Before the Mast*, though that could also refer to [Leave Her Johnny, Leave Her](#)

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: 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.

1.) Blow the Man Down (words in italics are the student responses)

Come all ye young fellows that follow the sea,
to my way haye, blow the man down,
And pray pay attention and listen to me,
Give me some time to blow the man down.

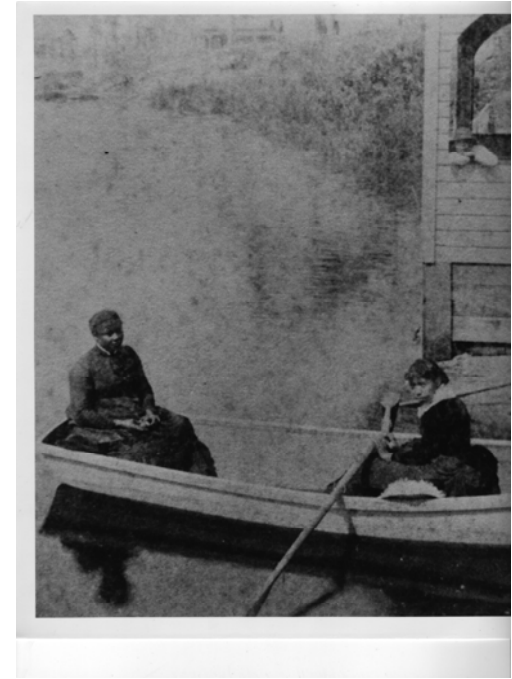
I'm a deep water sailor just in from Hong Kong,
to my way haye, blow the man down,
if you'll give me some grog, I'll sing you a song,
Give me some time to blow the man down.

'Twas on a Black Baller I first served my time,
to my way haye, blow the man down,
And on that Black Baller I wasted my prime,
Give me some time to blow the man down.

'Tis when a Black Baller's preparing for sea
to my way haye, blow the man down,
You'd split your sides laughing at the sights that you see.
Give me some time to blow the man down.



Coastal Living in Pinellas County - Photographs from the Heritage Village Archives and Library





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.



The waters off Pinellas County have been important to its residents since the first person set foot here over 10,000 years ago. Early people feasted on a bounty of fish, scallops, oysters and turtles. They were able to use the shallow waters to net fish both by wading and by standing on shore. Boats such as dugout canoes provided ways to move from island to island to assure the best possible supply of food.

By the 1881 Commodore Ralph Munroe introduced a boat to south Florida that had been used for many years in New England and its waters. The boat was named a **sharpie**. People who first encountered it knew it would be almost perfect for Florida's shallow and relatively calm waters. The design quickly caught on and through trading people on Florida's west coast to Cedar Key became familiar with this very useful boat design. This small flat bottomed boat was the vessel of choice for trading as well as fishing on the west coast from Cedar Key through Pinellas, Everglades City around the southern part of the Everglades and Keys into Miami.

These small boats had flat bottoms to allow them to sail to almost any location. (We say they have a shallow draft.) They only needed eight inches of water which was quite different from boats with “V-hulls” that needed much water to keep from running aground on sandbars and other underwater obstructions. The **sharpies** had either one mast or two; as you can tell our **sharpie** has only one mast. Some **sharpies** were larger than the single mast or two masted boats. These were called **sharpie schooners**. These boats and their small sails helped catch the winds that blow from the Gulf of Mexico.

The sharpies were from about twenty-seven feet to thirty-two feet long. It was called a gaff ketch with a sprit boom. That’s what the bottom part of the sail is attached to. They usually had a small enclosed section in the bow. In order to make sure they wouldn’t topple over, **sharpies** carried 50-70 bricks in its floor for ballast.

As you can tell from our **sharpie**, the size of this boat meant everything had to be stowed in its proper location. A captain needed to use all of the space he had for carrying supplies or things he was transporting to sell. Space was very valuable.

Sample questions to ask:

1. Why do you think the sharpie was such a hit with Floridians when it was introduced by Commodore Munroe?
2. Have you ever seen a boat that looks like a sharpie today?
3. What do you think about the fishing and coastal trading life in Florida during the 1880s? Were there lots of people involved? Were big companies trading and fishing, or was it something else? Why do you think this?
4. Why do you think Heritage Village has a sharpie?
5. If you were going to make an exhibit for Heritage Village, how would you change or improve this exhibit to better tell the story to students in grades 3-5?
6. Why did they place this boat near the Sponge Exchange building?
7. Have you ever been sailing? (Remember that’s a boat that moves by wind hitting a large piece of cloth called a sail.) What can you tell us about your experience when you went sailing? How is it different from a motor boat?
8. Can you tell us how a cast net works? Who might have used a cast net and what might they have caught?
9. Have you ever tied up a boat to a dock? Is there anything you can tell us about how to tie up a boat?

Coastal Living 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.

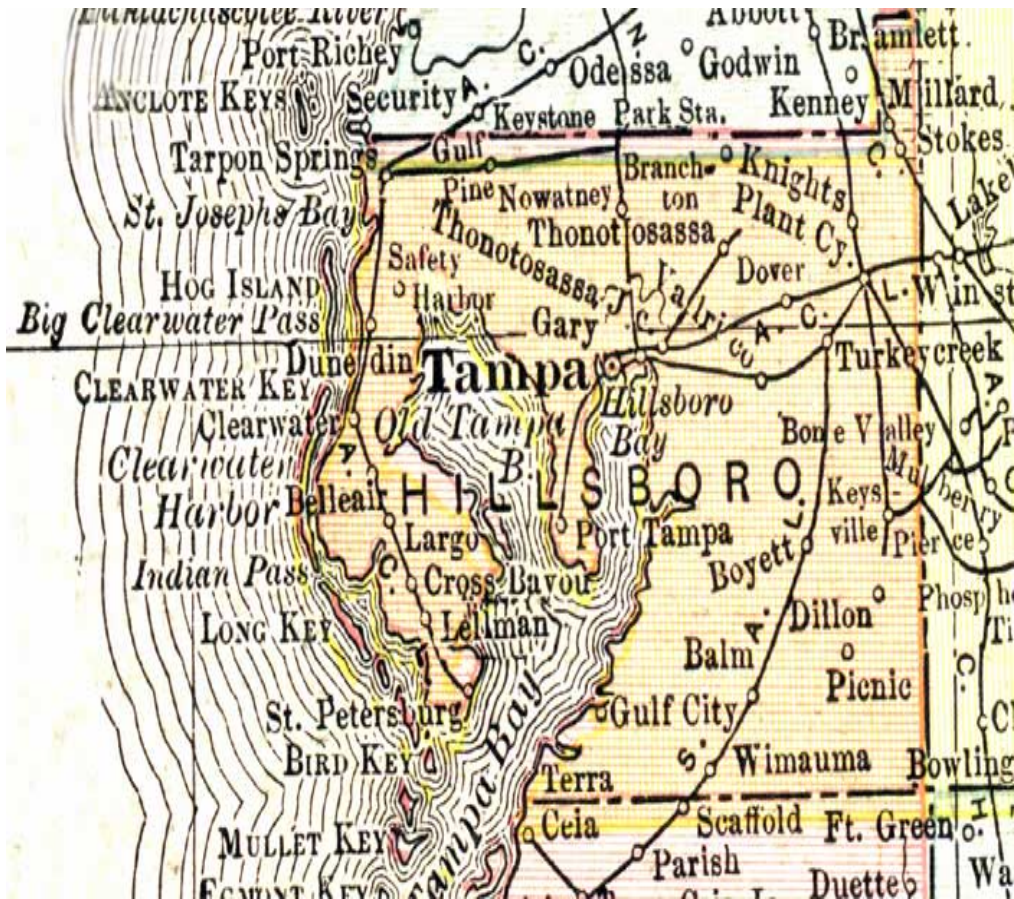
Allow students the opportunity to throw the cast nets and store them in the boat.

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.

Community Life



Following the Florida Dream

Over time, the Florida Dream has meant different things to different people. The warm sunshine, long growing season and beautiful beaches attracted people from many social, cultural and ethnic groups, as well as from many parts of the globe. They came to Pinellas looking for a better way of life.

For some it was the opportunity to eke out a living, whether by working the soil or by harvesting the ocean. Others came for the promise of health, warmth and leisure. Still others saw a place where they could affordably retire and live out their days in a tropical setting.

People of every color, religion and nationality still flock to Pinellas – for job opportunities, for the comfort of a welcomingly diverse population, and, as always, for the sun, the sea and the balmy weather. While change abounds, the Dream remains...



Location:

This activity will take place in the Parlor Room of the Plant Sumner house. This activity is entitled, “**We request the pleasure of your company in the parlor**”. The activities represent a collage of daily life activities over time in Pinellas County and throughout Florida.



Essential Learning:

Students will learn about community life in early Pinellas County from approximately 1905 until the 1930s. They will use artifacts to draw conclusions about community life from five different groups of people who lived in Pinellas County.

Strand: History

Standards: Compares everyday life in different places and times and understands that people, places and things change over time.

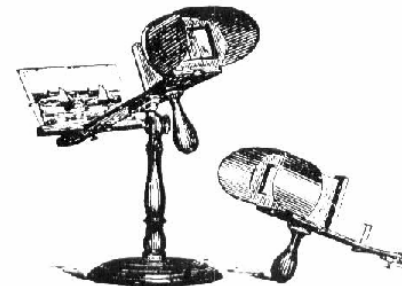
Understands that history tells the story of people and events of other times and places.

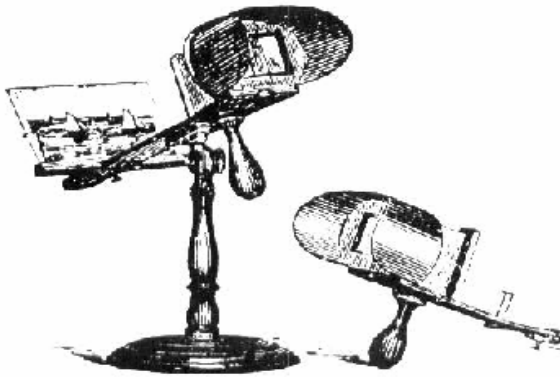
Understands social and cultural transformations of the 1920s and 1930s.

Knows how various cultures contributed to the unique social, cultural, economic and political features of Florida

Vocabulary:

Stereopticon
Stereoscope
Ediphone
Sponger
Sideboard
Dairy animal husbandry
Archival photos
Guest book





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

Visiting Paradise

The love affair with the Pinellas Peninsula as the perfect getaway destination began in 1885 when the lower portion was dubbed “Health City” for its ideal climate, temperature and beautiful waters.

By 1900, the wealthy arrived by steamboat and railcar and wintered lavishly in places like the Belleview Hotel in Belleair where they could enjoy Florida’s first hotel golf course - all six holes! More modest accommodations awaited travelers to the “Ideal City by the Sea.” There they might lodge at one of St. Petersburg’s 43 boarding houses or at hotels like the Detroit or the Clarendon.

Americans took to the road after World War I in their Model T’s and a nation of vacationers was born. They journeyed from the Northeast and Midwest, enjoying the amenities offered by the many cities and towns on the Peninsula. Tin Can tourists pitched tents from Tarpon Springs to St. Petersburg.

The popularity of road travel flourished in the post World War II years. In the 1950s, St. Petersburg, Pinellas County’s largest city, hosted a quarter of a million winter residents. “Sparkling Clearwater” boasted of its miles of white sandy beaches, its excellent fishing and the thrill of beach combing for seashells.

Families flocked to Pinellas like never before and made lasting memories. Northerners continued their love affair with the Pinellas Peninsula with an ever-increasing number wintering and visiting paradise.





Location:

This activity will take place at the Sulphur Springs Depot.

Essential Learning:

Students will learn about tourism and its unique place in early Pinellas County from approximately 1905 until the 1930s. Students will understand tourism in Pinellas County and **change over time**.

The students will learn about the importance of railroads and their ability to move tourists into Pinellas County.

Strand:

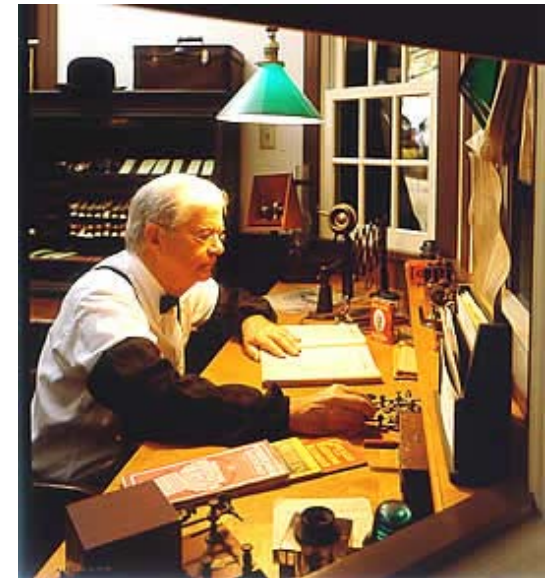
History

Geography

Standards:

Compares everyday life in different places and times and understands that people, places and things **change over time**.

Understands that history tells the story of people and events of other times and places.



Understands changes in community life over time.

Knows modes of transportation used to move people, products and ideas from place to place, their importance and their advantages and disadvantages.

Understands social and cultural transformations of the 1920s and 1930s.

Knows how various cultures contributed to the unique social, cultural, economic and political features of Florida.



Vocabulary:

Telegraphers
Gandy dancers
Depot manager
Tourist
Timetables
Depot
Hand Dollies
Agricultural products

Background Information for teachers:



Railroads offered women a chance to work at the skilled job of telegraphers. Trains and crews didn't mind who was sending information as long as it was correct. Women stepped up and took advantage of this great opportunity.

The U. S. Census of 1870, the first to list occupations of women, reported that Pennsylvania had the highest number of female telegraph operators of any state.



The Atlantic & Ohio Telegraph Company provided employment to Emma Hunter in West Chester and Helen Mills in Greenville in the early 1850s.

Elizabeth Cogley of Lewistown became perhaps the earliest woman to work as a railroad telegrapher for the Pennsylvania Railroad in 1855. She was soon joined by two Pittsburgh operators: Abbie Strubel Vaughan, who operated for the Baltimore & Ohio, and Maria Hogan, who followed her cousin, Andrew Carnegie, into the employment of the Pennsylvania Railroad.

Hettie Ogle, manager of the Johnstown Western Union office, lost her life while remaining at her station to warn others of the impending Johnstown Flood in 1889.

Telecommunications systems professional Thomas C. Jepsen's books include "My Sisters Telegraphic: Women in the Telegraphic Office 1846-1950" and "Ma Kiley: The Life of a Railroad Telegrapher." Jepsen also has researched and written on the telegraphic and communications industry and American frontier women⁴



African Americans were an integral part of railroads. Crews of “gandy dancers” worked hard to lay track and also repair tracks that needed it. African Americans were also employed as Pullman porters and cooks on trains. Pullman Porters not only carried bags, but they turned seats into beds, made up rooms, and saw to every passenger’s needs and wants. Without these men, train travel would not have been as luxurious as it became in the early 20th century.

⁴<http://www.rrmuseumpa.org/about/rrpeopleandsociety/teleg.shtml>



Granville T. Woods (1856-1910)

Forced to quit school when he was only ten years old, African American railroad engineer and inventor Granville T. Woods patented a remarkable 35 electrical and mechanical devices during his prolific career. Woods received his first patent in 1884 for a steam boiler furnace. His many later patents included a system that enabled telegraph lines to carry voice signals; an induction telegraph for sending messages to and from moving trains; and electromechanical and electromagnetic railway brakes.

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 below).



SILVER STAR

The *Silver Star*, a streamliner passenger train, had a morning New York departure at 9:30 am and from Washington at 2:15 pm arriving the next day in Miami around 10:50 am. Returning from Miami in the late afternoon, around 1:40 pm, arriving the next day in Washington DC at 11:00 am and New York around 3:35 pm. was almost a sister to the *Meteor*, but always was the smaller of the two. In the winter season the *Star* offered sections to both Miami and Tampa / St. Petersburg. It also by-passed Jacksonville in the winter using the Baldwin cut-off. Northbound it operated on a much-later schedule than in summers: Leaving Miami 4:25 pm arriving Washington 1:25 pm and New York at 5:50 pm.

SILVER STAR					
2 00AM	Lv Boston (South Sta.) (EST).....	NYNH&H	Ar	11 55PM	
10 00AM	Lv New York (Penna. Sta.) (EST).....	PRR	Ar	5 50PM	
cs 10 15AM	Lv Newark.....	"	Ar	cs 5 36PM	
cs 11 00AM	Lv Trenton.....	"	Ar	cs 4 49PM	
11 39AM	Lv Philadelphia (30th St. Sta.).....	"	Ar	cs 4 10PM	
12 07PM	Lv Wilmington.....	"	Ar	3 38PM	
1 08PM	Lv Baltimore.....	"	Ar	2 36PM	
2 15PM	Lv Washington.....	RF&P	Ar	1 25PM	
4 35PM	Lv Richmond (Broad St. Sta.).....	SAL	Ar	11 00AM	
cs 5 15PM	Lv Petersburg.....	"	Ar	cs 10 05AM	
7 30PM	Lv Raleigh.....	"	Ar	7 35AM	
9 30PM	Lv Hamlet.....	"	Ar	5 40AM	
11 20PM	Ar Columbia.....	"	Lv	3 35AM	
1 35AM	Ar Savannah.....	"	Lv	1 10AM	
cs 2 38AM	Ar Thalmann (Brunswick-Sea Island).....	"	Lv		
cs 5 03AM	Ar Ocala (Silver Springs).....	"	Lv	cs 9 41PM	
5 35AM	Ar Wildwood (Homosassa Springs).....	"	Lv	9 15PM	
cs 6 47AM	Ar Winter Haven (Cypress Gardens).....	"	Lv	cs 7 57PM	
cs 7 17AM	Ar Avon Park.....	"	Lv	cs 7 30PM	
cs 7 30AM	Ar Sebring (Highlands Hammock State Park)...	"	Lv	cs 7 20PM	
9 02AM	Ar West Palm Beach-Palm Beach.....	"	Lv	5 53PM	
cs 9 29AM	Ar Deerfield Beach (Boea Raton Club).....	"	Lv	cs 5 19PM	
9 59AM	Ar Fort Lauderdale.....	"	Lv	5 05PM	
cs 10 10AM	Ar Hollywood.....	"	Lv	cs 4 53PM	
10 50AM	Ar Miami.....	SAL	Lv	4 25PM	
7 45AM	Ar Tampa.....	SAL	Lv	6 55PM	
8 43AM	Ar Clearwater (Bellevue-Biltmore).....	"	Lv	5 42PM	
9 25AM	Ar St. Petersburg.....	"	Lv	5 15PM	
b12 01PM	Lv Tampa.....	"	Ar	b 4 00PM	
b 1 45PM	Ar Sarasota.....	SAL	Lv	b 2 15PM	



SILVER STAR

Train Numbers 21 Southbound, 22 Northbound

Type CarCar No.....Between:

Coach (52 Reclining Seats).....7-W...7-W.....New York-St. Petersburg

Diner.....New York-St. Petersburg

4 Sec,4 Rmtte,5 Dbl Bdrms,1 Cpt...S-110 B-38.....New York-St. Petersburg

10 Roomettes 6 Double Bedrooms....s-111 B-39.....New York-St. Petersburg

Seaboard AIR LINE RAILROAD

ROUTE OF THE SILVER FLEET



BETWEEN EASTERN CITIES AND FLORIDA.

The Palmetto	Silver Meteor	Orange Blossom Special	The Sunland	Silver Star	Pas. Mail and Exp.	Daily Schedules. Eastern Standard time. See Equipment of Trains, pages 604 and 606.	The Palmetto	Silver Meteor	Orange Blossom Special	Silver Star	The Sunland	Pas. Mail and Exp.
171	175	173	173	173	173	N. Y. N. H. & H.	12	108	174	170	170	172
143	119	181	121	127	119	P. R. R.	112	114	180	190	170	150
9	57	45	107	21	93	R. F. S. P.	110	46	122-22	108-8	108	94
9-1	87-157	45	7-107	21-121	3	Seaboard Air Line Railroad Co.	2-10	150-58	46	122-22	108-8	4
300 P.M.	8:30 A.M.	8:30 A.M.	11:00 P.M.	8:00 P.M.	2:00 P.M.	lve. Boston (N.Y. N.H. & H.)	2:25 P.M.	3:45 P.M.	6:45 P.M.	11:25 P.M.	11:25 P.M.	8:10
350 P.M.	9:25 A.M.	9:25 A.M.	12:05 A.M.	12:05 A.M.	2:05 P.M.	lve. Providence	1:35 P.M.	2:33 P.M.	5:52 P.M.	10:35 P.M.	10:35 P.M.	7:05
4:15 P.M.	10:07 A.M.	10:07 A.M.	1:45 P.M.	1:45 P.M.	2:45 P.M.	lve. Springfield (N.Y. N.H. & H.)	1:49 P.M.	3:35 P.M.	5:55 P.M.	11:34 P.M.	11:34 P.M.	6:48
4:50 P.M.	10:40 A.M.	10:40 A.M.	2:27 P.M.	2:27 P.M.	2:57 P.M.	lve. Hartford	1:13 P.M.	2:52 P.M.	4:40 P.M.	10:43 P.M.	10:43 P.M.	5:57
5:55 P.M.	11:42 A.M.	11:42 A.M.	3:40 A.M.	3:40 A.M.	3:50 P.M.	lve. New Haven (N.Y. N.H. & H.)	1:25 A.M.	12:33 P.M.	3:32 P.M.	8:28 P.M.	8:28 P.M.	4:40
7:20 P.M.	1:15 P.M.	1:15 P.M.	5:50 A.M.	5:50 A.M.	3:50 A.M.	lve. New York (G. C. Sta.)	1:00 A.M.	12:00 A.M.	2:00 P.M.	7:00 P.M.	7:00 P.M.	3:20
11:25 P.M.	5:15 P.M.	5:15 P.M.	8:30 A.M.	8:30 A.M.	8:30 A.M.	lve. Washington	1:00 A.M.	12:00 A.M.	2:00 P.M.	7:00 P.M.	7:00 P.M.	10:45
8:30 P.M.	9:25 P.M.	9:13 P.M.	10:30 A.M.	10:50 A.M.	4:30 P.M.	lve. New York (Penn. Sta.) (P. R. R.)	9:30 A.M.	9:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
8:45 P.M.	9:20 P.M.	9:10 P.M.	10:45 A.M.	11:05 A.M.	4:45 P.M.	lve. Newark	9:05 A.M.	9:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
9:20 P.M.	9:28 P.M.	9:18 P.M.	11:32 A.M.	11:50 A.M.	5:10 P.M.	lve. Trenton	8:10 A.M.	8:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
9:57 P.M.	9:40 P.M.	9:30 P.M.	12:04 P.M.	12:20 A.M.	5:35 P.M.	lve. North Philadelphia	8:10 A.M.	8:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
10:06 P.M.	9:40 P.M.	9:30 P.M.	12:20 P.M.	12:35 A.M.	5:45 P.M.	lve. Philadelphia (Union Sta.)	8:10 A.M.	8:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
10:39 P.M.	9:40 P.M.	9:30 P.M.	12:50 P.M.	1:10 A.M.	6:14 P.M.	lve. Wilmington	7:30 A.M.	7:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
11:44 P.M.	9:42 P.M.	9:45 P.M.	1:58 P.M.	2:10 P.M.	7:30 P.M.	lve. Baltimore	5:50 A.M.	5:41 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
12:05 A.M.	9:45 P.M.	9:55 P.M.	2:40 P.M.	2:50 P.M.	8:15 P.M.	lve. Washington	5:05 A.M.	5:00 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
12:10 A.M.	9:45 P.M.	9:55 P.M.	3:15 P.M.	3:20 P.M.	8:20 P.M.	lve. Washington (R. F. & P.)	4:40 A.M.	4:30 A.M.	10:45 P.M.	2:15 P.M.	6:45 P.M.	1:35
4:05 A.M.	9:15 P.M.	9:25 P.M.	6:15 P.M.	6:25 P.M.	10:15 P.M.	lve. Richmond (Rich. Sta.) (S. A. L.)	12:45 A.M.	1:30 A.M.	5:50 A.M.	11:10 A.M.	11:00 A.M.	4:50
4:30 A.M.	9:45 P.M.	9:55 P.M.	6:45 P.M.	6:55 P.M.	10:45 P.M.	lve. Petersburg	12:45 A.M.	1:30 A.M.	5:50 A.M.	11:10 A.M.	11:00 A.M.	4:50
6:02 A.M.	—	—	8:11 P.M.	8:21 P.M.	12:11 P.M.	lve. Norfolk	10:17 P.M.	—	—	—	—	2:23
—	—	—	4:10 P.M.	4:20 P.M.	—	lve. Portsmouth	—	—	—	—	—	—
—	—	—	7:45 P.M.	7:55 P.M.	—	lve. Norfolk (S. A. L.)	—	—	—	—	—	—
6:02 A.M.	—	—	8:11 P.M.	8:21 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:21 A.M.	—	—	8:29 P.M.	8:39 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:20 A.M.	11:51 P.M.	11:58 P.M.	9:15 P.M.	9:25 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:30 A.M.	11:56 P.M.	12:03 P.M.	9:25 P.M.	9:35 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:18 A.M.	—	—	10:13 P.M.	10:23 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:48 A.M.	—	—	10:43 P.M.	10:53 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:57 A.M.	—	—	10:48 P.M.	10:58 P.M.	—	lve. Norfolk	—	—	—	—	—	—
9:40 A.M.	1:48 A.M.	1:55 A.M.	11:20 P.M.	11:30 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:10 A.M.	1:58 A.M.	2:05 A.M.	11:45 P.M.	11:55 P.M.	—	lve. Norfolk	—	—	—	—	—	—
12:50 P.M.	3:15 A.M.	3:22 A.M.	12:00 A.M.	12:10 A.M.	—	lve. Norfolk	—	—	—	—	—	—
4:30 P.M.	6:20 A.M.	6:27 A.M.	4:55 A.M.	5:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
6:35 P.M.	8:20 A.M.	8:27 A.M.	6:15 A.M.	6:25 A.M.	—	lve. Norfolk	—	—	—	—	—	—
8:35 P.M.	8:50 A.M.	8:57 A.M.	7:45 A.M.	7:55 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 P.M.	8:58 A.M.	9:05 A.M.	8:35 A.M.	8:45 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:20 P.M.	9:10 A.M.	9:17 A.M.	8:55 A.M.	9:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:58 P.M.	—	—	9:55 A.M.	10:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
11:18 P.M.	9:55 A.M.	10:02 A.M.	10:40 A.M.	10:50 A.M.	—	lve. Norfolk	—	—	—	—	—	—
12:35 A.M.	10:21 A.M.	10:28 A.M.	11:05 A.M.	11:15 A.M.	—	lve. Norfolk	—	—	—	—	—	—
1:30 A.M.	11:05 A.M.	11:12 A.M.	11:50 A.M.	12:00 A.M.	—	lve. Norfolk	—	—	—	—	—	—
3:30 A.M.	12:22 P.M.	12:29 P.M.	1:00 P.M.	1:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
3:50 A.M.	12:42 P.M.	12:49 P.M.	1:20 P.M.	1:30 P.M.	—	lve. Norfolk	—	—	—	—	—	—
4:10 A.M.	12:53 P.M.	1:00 P.M.	1:35 P.M.	1:45 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:05 A.M.	2:25 P.M.	2:32 P.M.	4:17 P.M.	4:27 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:31 A.M.	2:35 P.M.	2:42 P.M.	4:27 P.M.	4:37 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:45 A.M.	2:45 P.M.	2:52 P.M.	4:37 P.M.	4:47 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:58 A.M.	2:54 P.M.	3:01 P.M.	4:47 P.M.	4:57 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:18 A.M.	3:09 P.M.	3:16 P.M.	5:02 P.M.	5:12 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:31 A.M.	3:19 P.M.	3:26 P.M.	5:12 P.M.	5:22 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:30 A.M.	3:55 P.M.	4:02 P.M.	6:40 P.M.	6:50 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 A.M.	4:00 P.M.	4:07 P.M.	8:00 P.M.	8:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
2:10 P.M.	9:30 P.M.	9:37 P.M.	12:10 P.M.	12:20 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 P.M.	8:05 A.M.	8:12 A.M.	8:35 A.M.	8:45 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:58 P.M.	—	—	9:55 A.M.	10:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
11:18 P.M.	9:55 A.M.	10:02 A.M.	10:40 A.M.	10:50 A.M.	—	lve. Norfolk	—	—	—	—	—	—
12:35 A.M.	11:05 A.M.	11:12 A.M.	11:50 A.M.	12:00 A.M.	—	lve. Norfolk	—	—	—	—	—	—
3:30 A.M.	12:22 P.M.	12:29 P.M.	1:00 P.M.	1:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
3:50 A.M.	12:42 P.M.	12:49 P.M.	1:20 P.M.	1:30 P.M.	—	lve. Norfolk	—	—	—	—	—	—
4:10 A.M.	12:53 P.M.	1:00 P.M.	1:35 P.M.	1:45 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:05 A.M.	2:25 P.M.	2:32 P.M.	4:17 P.M.	4:27 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:31 A.M.	2:35 P.M.	2:42 P.M.	4:27 P.M.	4:37 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:45 A.M.	2:45 P.M.	2:52 P.M.	4:37 P.M.	4:47 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:58 A.M.	2:54 P.M.	3:01 P.M.	4:47 P.M.	4:57 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:18 A.M.	3:09 P.M.	3:16 P.M.	5:02 P.M.	5:12 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:31 A.M.	3:19 P.M.	3:26 P.M.	5:12 P.M.	5:22 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:30 A.M.	3:55 P.M.	4:02 P.M.	6:40 P.M.	6:50 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 A.M.	4:00 P.M.	4:07 P.M.	8:00 P.M.	8:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
2:10 P.M.	9:30 P.M.	9:37 P.M.	12:10 P.M.	12:20 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 P.M.	8:05 A.M.	8:12 A.M.	8:35 A.M.	8:45 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:58 P.M.	—	—	9:55 A.M.	10:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
11:18 P.M.	9:55 A.M.	10:02 A.M.	10:40 A.M.	10:50 A.M.	—	lve. Norfolk	—	—	—	—	—	—
12:35 A.M.	11:05 A.M.	11:12 A.M.	11:50 A.M.	12:00 A.M.	—	lve. Norfolk	—	—	—	—	—	—
3:30 A.M.	12:22 P.M.	12:29 P.M.	1:00 P.M.	1:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
3:50 A.M.	12:42 P.M.	12:49 P.M.	1:20 P.M.	1:30 P.M.	—	lve. Norfolk	—	—	—	—	—	—
4:10 A.M.	12:53 P.M.	1:00 P.M.	1:35 P.M.	1:45 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:05 A.M.	2:25 P.M.	2:32 P.M.	4:17 P.M.	4:27 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:31 A.M.	2:35 P.M.	2:42 P.M.	4:27 P.M.	4:37 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:45 A.M.	2:45 P.M.	2:52 P.M.	4:37 P.M.	4:47 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:58 A.M.	2:54 P.M.	3:01 P.M.	4:47 P.M.	4:57 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:18 A.M.	3:09 P.M.	3:16 P.M.	5:02 P.M.	5:12 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:31 A.M.	3:19 P.M.	3:26 P.M.	5:12 P.M.	5:22 P.M.	—	lve. Norfolk	—	—	—	—	—	—
8:30 A.M.	3:55 P.M.	4:02 P.M.	6:40 P.M.	6:50 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 A.M.	4:00 P.M.	4:07 P.M.	8:00 P.M.	8:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
2:10 P.M.	9:30 P.M.	9:37 P.M.	12:10 P.M.	12:20 P.M.	—	lve. Norfolk	—	—	—	—	—	—
10:00 P.M.	8:05 A.M.	8:12 A.M.	8:35 A.M.	8:45 A.M.	—	lve. Norfolk	—	—	—	—	—	—
10:58 P.M.	—	—	9:55 A.M.	10:05 A.M.	—	lve. Norfolk	—	—	—	—	—	—
11:18 P.M.	9:55 A.M.	10:02 A.M.	10:40 A.M.	10:50 A.M.	—	lve. Norfolk	—	—	—	—	—	—
12:35 A.M.	11:05 A.M.	11:12 A.M.	11:50 A.M.	12:00 A.M.	—	lve. Norfolk	—	—	—	—	—	—
3:30 A.M.	12:22 P.M.	12:29 P.M.	1:00 P.M.	1:10 P.M.	—	lve. Norfolk	—	—	—	—	—	—
3:50 A.M.	12:42 P.M.	12:49 P.M.	1:20 P.M.	1:30 P.M.	—	lve. Norfolk	—	—	—	—	—	—
4:10 A.M.	12:53 P.M.	1:00 P.M.	1:35 P.M.	1:45 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:05 A.M.	2:25 P.M.	2:32 P.M.	4:17 P.M.	4:27 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:31 A.M.	2:35 P.M.	2:42 P.M.	4:27 P.M.	4:37 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:45 A.M.	2:45 P.M.	2:52 P.M.	4:37 P.M.	4:47 P.M.	—	lve. Norfolk	—	—	—	—	—	—
6:58 A.M.	2:54 P.M.	3:01 P.M.	4:47 P.M.	4:57 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:18 A.M.	3:09 P.M.	3:16 P.M.	5:02 P.M.	5:12 P.M.	—	lve. Norfolk	—	—	—	—	—	—
7:31 A.M.	3:19 P.M.	3:26 P.M.	5:12 P.M.	5:22 P.M.	—							

Agriculture



Remington, Frederic, 1861-1909. Title: A Cracker cowboy

The Three C's: Cotton, Cattle, Citrus

If you think all that ever grew around here were oranges...think again. The Pinellas Peninsula has a deep agricultural heritage.

High quality Sea Island cotton was the main cash crop shipped from this area at the time of the Civil War. Early settlers also raised cattle and livestock. Later, large cattle ranches spread for thousands of acres on the Peninsula. Farmers grew a wide range of produce including sugar cane, cabbage, sweet potatoes, navy beans, pumpkins, peppers, corn and watermelon.

But it is citrus that stirs memories of the Pinellas Peninsula lined with groves of oranges and grapefruit. The creation of railroads and improved transportation networks fostered the large-scale production of citrus. Urbanization since the end of World War II has transformed the land that once supported rich, diverse agricultural products.

Teacher Talk

Location

This activity will take place in the sugar cane field near the Smoke House and Union Academy.

Essential Learnings

The students will learn about agriculture in Pinellas County and the **changes over time**. Students will work together to construct a cattle pen similar to those constructed during certain times of the year by Florida cowboys (called cow hunters in Florida) and cattle ranchers. Students will learn how to manipulate rails to build their fence while working in teams. Students will work together to build, or disassemble, a fence in order to make the largest possible pen.

Strand

History

Geography

Standards

Understands changes in community life over time.

Understands that history tells the story of people and events of other times and places.

Knows how various cultures contributed to the unique social, cultural, economic and political features of Florida.

Background Information for teachers:

Taken from Time Traveler Field Trip information available on the Heritage Village web site.

Spanish explorers and missionaries first introduced citrus to Florida in the 1600s. Native Americans soon adopted the fruit to their diets and from the discarded seeds, small groves began to appear in many areas throughout Florida.

Odet Philippe an early settler to what is now Safety Harbor is credited with cultivating the first grapefruit in Florida in the 1830s and successfully developing Pinellas Peninsula's first citrus grove.



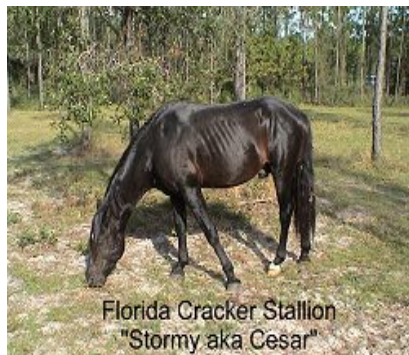
During the economic boom times of the 1880s the citrus industry became very important to Florida. The state had railroads that could quickly transport the fruit to other states and the citrus industry became a staple of Florida's economy. This industry boomed until the winter of 1894-1895 when freezes destroyed crops in the northern and central parts of the state. In contrast, southern citrus growers were unaffected and the citrus industry continued to boom in the central and southern part of the state. Using lessons learned from the freezes, citrus growers developed frost resistant fruit and renewed citrus groves throughout the state.

Freezes in the 1950s and 1960s harmed the industry in many parts of Florida, including Pinellas County. Additionally land in Pinellas County became so valuable after World War II that local groves gave way to development. In 2005, only one 35 acre commercial grove remained in operation in all of Pinellas County.

Early Florida Cattle Ranching and Cow Hunters

Central Florida was home to many cattle. The cattle ranchers were not close to the ports where cattle were sold and shipped and so cattle had to be driven to these ports. Early cattle ranching was free range permitting cattle to roam without concern to property boundaries. During a round-up, ranchers and ranch hands would search and corral their cattle using long whips to signal each other as to the direction they were heading. The loud "crack" of the whip would also help to steer the cattle in the right direction. Because of this, the cowhands of Florida were called "cow hunters" and not cowboys.

The cattle industry became very popular and many cattle ranch owners became very rich. McMullen, Starkey and Taylor are just a few of the Pinellas family names associated with the large cattle operations. As more and more people from all over the country discovered the beauty and climate offered by the west coast of Florida cattle ranges became housing developments or locations for other commercial ventures.



"The Florida Cracker Horse" like the cattle breed of the same name traces its ancestry to Spanish stock brought to Florida during the early 16th century. The genetic heritage of the Cracker horse is derived from the Iberian horse of early 16th century Spain, the North African Barb, Spanish Sorraia, and Spanish Jennet (a gaited breed). Its genetic base is very similar to that of the Spanish Mustang, Paso Fino, Peruvian Paso, Criollo, and other breeds developed from the horses introduced to the Americas by the Spaniards.

Early in Florida's history, cattle ranching became a major industry. Cattle, hides, & tallow were major exports from Florida to Cuba for hundreds of years. The Spaniards, Seminoles, and Americans were all to use the small, agile Spanish horses to work the large herds of cattle in the state.

There were thousands of these horses running freely over Florida by the 18th century. William Bartram, a famous naturalist of the time, described them as “the most beautiful and sprightly species of that noble creature” that he had ever seen. By the 1930s the breed experienced a reversal of fortune that almost led to its extinction. The Great Depression led to the creation of a number of relief programs, one of which encouraged the movement of cattle from the Dust Bowl into Florida. With the cattle came the screwworm parasite causing major changes in the practice of cattle raising. Before the screwworm, cowboys used horses to herd and drive free roaming Scrub and Cracker cattle. With the arrival of the screwworm came the need to rope cattle and hold them for veterinary treatment and dipping. As a result, ranchers turned to the larger stronger Quarter Horse and the *Florida Cracker Horse* declined.

The breed’s survival over the last fifty years resulted from the work of a few families who continued to breed Cracker Horses for their own use. It was these ranching families and individuals whose perseverance and preservation of distinct horse bloodlines that kept the Cracker horses becoming extinct. The family names include the Ayers, Harvey, Bronson, Matchett, Partin and Whaley names....

Florida Cracker Horses are small saddle horses, standing from 13.5-15.2 hands at the withers and weighing between 700 and 1000 pounds. The head is refined and intelligent in appearance. The profile is straight or slightly concave. The throat latch is prominent and the jaw is short and well defined. The eyes are keen with an alert expression and have reasonable width between them. The eye colors are dark, with a white sclera, gray or blue. The neck is well defined, fairly narrow, with excessive crest and is about the same length as the distance from the withers to the croup. The withers are pronounced but not prominent. The chest is medium to narrow in width with an inverted “V” formed between the two front legs. The shoulders are long and sloping with a 40 to 50 degree angle. A well laid back shoulder with smooth muscling is preferred. The back is short, narrow and strong with well sprung ribs. The point of the withers and the point of the croup are equal in height. The under line is longer than the top line. The croup is sloping and short and the tail is set medium low. Colors are any of those known to the horse, however, solid colors and grays are most common.”⁵

“Florida Cracker Cattle are Florida's equivalent to the better known [Texas Longhorn](#). Florida Cracker Cattle, Texas Longhorn Cattle and the various breeds of Central and South America cattle known collectively as Criollo cattle all descend from the original cattle imported into the Americas by the Spanish. The name Florida Cracker has only been used in recent years. Previously the cattle have been referred to as Piney Woods, Florida Scrub or Florida Native Cattle.”⁶

⁵ <http://www.flaglerlibrary.org/history/agrimuseum/horses/horses2.htm>

⁶ <http://www.ansi.okstate.edu/breeds/horses/floridacracker/>



Vocabulary

Marsh Tackie—Florida bred cracker horse.

Cow Hunter —A Florida cowhand.

Other Vocabulary Words

Citrus

Agriculture

Free range cattle

Sugar Cane

Cattle Pen

Rails



Remington, Frederic, 1861-1909. Title: A bit of cow country. [graphic] Publication info: New York : Harper & Brothers , 1895. Physical descrip: 1 photoprint : b&w ; 8 x 10 in. Series Title: (Reference collection) General Note: Included in an article entitled, "Cracker Cowboys of Florida" published in Harper's new monthly magazine v.91, issue 543, August 1895.

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.



Appendices

Web Sites

Please be aware sea chanties/shanties were sung by sailors and are not always appropriate for students' ears. All sites should be previewed and selected before using them in any class. The first site has only instrumental versions.

<http://www.doacs.state.fl.us/kids.html>

This site is sponsored by the Florida Department of Agriculture and has many links for students.

<http://www.contemplator.com/sea/>

This site has many examples of sea shanties. The titles and categories are listed, then specific song titles and histories behind the songs. The songs are played using concertinas and no words are being sung.

<http://www.sacdelta.com/safety/knots/>

This site shows how to tie knots for marlinspike

<http://www.netknots.com/html/knots.html>

This is another site to help learn knot tying. They also sell knot tying cards if you really get into this. You might even try our local boat stores to check their stock of knot tying cards.

<http://www.floridamemory.com/>

Florida history in photos and remembrances.

<http://www.loc.gov/index.html>

The library of congress web site has something for everyone. Research whatever topic floats your boat.

http://www.tincantourists.com/wiki/doku.php?id=tct_history_and_images_from_the_past

<http://www.flickr.com/photos/dok1/2664745510/sizes/o/in/set-72157605669174491/>

Motor court photos

<http://www.vintageroadside.com/motorcourts.aspx>

Information about motor courts.

<http://www.flheritage.com/archaeology/underwater/maritime/regsearchd.cfm>

Good site that gives information about Pinellas and Central Florida's coasts

<http://fcit.usf.edu/florida/lessons/cowboys/cowboys.htm>

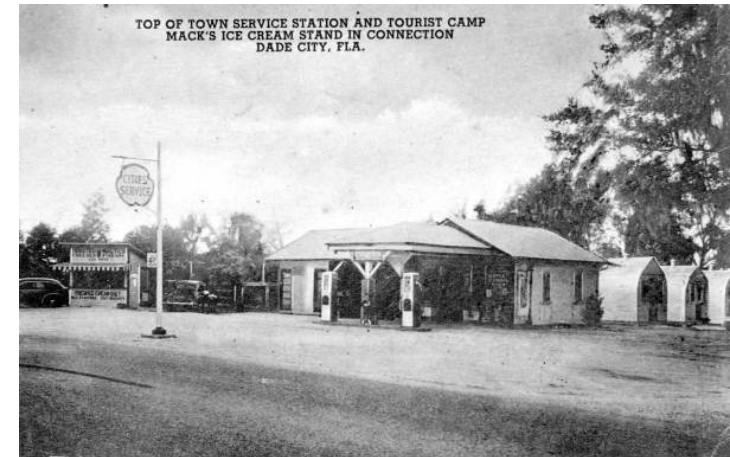
<http://fcit.usf.edu/FLORIDA/3d/index.htm>

Have the class make 3D glasses with the left lens red and the right lens blue cellophane. Go to this web site and enjoy the fun of early 20th century Florida in 3D.

This will help the students visualize the stereoscope/stereopticon they will see at Heritage Village. Or if they enjoy the slides at the Village, return from the field trip and look at all of the photos on the Exploring Florida web site. The site includes photos of agriculture and industry, citrus growing, landmarks, transportation, Florida living.

<http://www.scouters.us/homeart.html>

Boy Scout paintings from Norman Rockwell about patriotism.



<http://www.usflag.org/skeltonspledge.html>

This is the Pledge of Allegiance explained by Red Skelton, a comedian who also felt very strongly about his country. This is a very good way to assist students in understanding the Pledge.

<http://fcit.usf.edu/florida/lessons/cowboys/cowboys.htm>

Cowboys and Florida cracker information

<http://www.historynet.com/bone-mizell-cracker-cowboy-of-the-palmetto-prairies.htm>

Story of Bone Mizell from HistoryNet.com

<http://www.rrmuseumpa.org/education/music/index.shtml>

This site has quite a bit of train history, although it is in Pennsylvania. This particular part of the web site has MP3s to download with train songs. These would be fun for the little people in kindergarten through 2nd grade. The railroad site will provide information about many different aspects of trains and the people who made them great.

Teachers

http://www.sptimes.com/2002/02/15/Floridian/The_Cracker_life.shtml

This is a story about two Florida cowboys that volunteer at the State Fair each year. The story tells much about old Florida cowboy life.

<http://www.historynet.com/bone-mizell-cracker-cowboy-of-the-palmetto-prairies.htm>

This story tells about Bone Mizell a Florida cracker who met the famous Frederic Remington. Frederic Remington was from New York and came to Florida to see our cowboys. They really didn't fit the romantic idea he had of what cowboys should look like. Florida cowboys were scruffier, dirtier, hungrier and rode scruffy horses called Marsh Tackies. He wrote an article published in Harper's Magazine and promptly went out west to find his idea of cowboys for his models for paintings, drawings and sculptures.

<http://fulltext10.fcla.edu/cgi/t/text/text-idx?c=feol&idno=UF00002256&format=text>

This is an online book that details the history of agriculture in Florida. Cresap, Ida Keeling, **The history of Florida agriculture the early era, by, 1892-1966**, 1982

Digitized from original source held at University of Florida

Bibliographies

Coastal Living

Student

Floca, Brian, **Lightship**, ISBN-13: 9781416924364

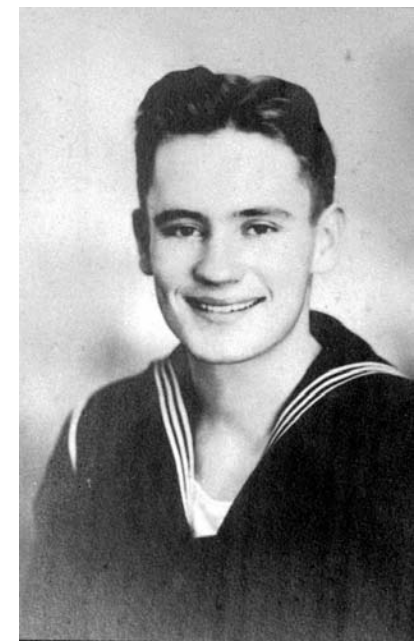
Smith, Patrick, **A Land Remembered**, ISBN 13-978-1-56164-116-1

Cannavale, Matthew, **Florida 1513-1821**, ISBN 978-0-7922-6409-5.

Matthews, John, **Pirates**, ISBN 978-1-4169-2734-1

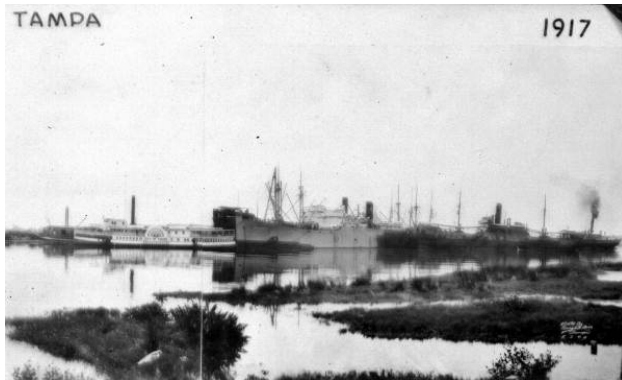
Malone, Peter, **Close to the Wind: The Beaufort Scale**, ISBN 978—0-399-24399-8

Dumphy, Madeleine, **Here is the Wetland**, ISBN 978-0-9773795-9-0



Durbin, William, **El Lector**, ISBN-13 978-0-5534-8786-2
Lenski, Lois, **Strawberry Girl**, ISBN-13 978-0-3973-0109-6
Schrecengost, Maity, **Panther Girl**, ISBN 13 978-0-9298-9529-1
Grambling, Lee, **Thunder on the St. John's**, ISBN 13 978-1-5616-4064-5
Gibbons, Gail, **Sunken Treasure**, ISBN-13: 9780064460972

Teacher



Smith, Patrick, **A Land Remembered**, ISBN 13-978-1-56164-116-1

This is a great book for learning about life in Florida in the late 1800s forward. This can be a read aloud book that the students won't want to miss a day of hearing about. There is even a teacher's guide for this book. Check at Haslam's bookstore.

Cannavale, Matthew, **Florida 1513-1821**, ISBN 978-0-7922-6409-5, National Geographic publisher.

Community Life

Student

Bellamy, Francis, **The Pledge of Allegiance: A Commemorative Edition**, Scholastic, ISBN -13: 9780439399623

Skeers, Linda, **The Impossible Patriotism Project**, ISBN-13: 9780803731387

Borden, Louise, **America Is. . .**, ISBN-13: 9781416902867

Guthrie, Woody, **This Land is Your Land**, ISBN-13: 9780316392150

Jones, Maxine D., **African Americans in Florida**, ISBN-13: 978-1-5616-4031-7

Harlow, Joan Hiatt, **Blown Away**, ISBN-13: 9781416907824. The writer is not a fan of books with tragedies and death, but it is highly rated among readers and reviewers. The teacher is encouraged to read prior to introducing it to the class as a teacher read to assure it is appropriate for the particular class.



Teacher

Rawlings, Marjorie Kinnan, **Cross Creek**, ISBN-13: 9780684818795

Matthiessen, Peter, **Shadow Country**, ISBN-13: 9780679640196

Smith, Patrick, His writings show life in Florida in the early 20th century. They would be good for background knowledge of people and times in Florida even though they are historical fiction.

Tourism

Student

Rajtar, Steve, **Historic Photos of Florida Tourist Attractions**, ISBN-13: 978-1596524170

A fun book for either students or adults with primary source photographs of Florida tourist stops of a bygone era.

Edel, Andrew, **Historic Photos of St. Petersburg**, ISBN-13: 978-1596524231

Images of St. Petersburg tourism from the early twentieth century. Photos of tourist and shuffleboard, sun and sand, railroads and even the Snell Arcade. This book will entrance both adults and students interested in history and tourism.

Teacher

Deese, A. Wynelle, **St. Petersburg, Florida**, ISBN:1596290951, read about tin can tourists on page 131 at http://books.google.com/books?id=uYYdTWN1WYC&printsec=titlepage&dq=tin+can+tourists+in+pinellas+county+florida&source=gbs_toc_s&cad=1#PPP1,M1

Catlin, Robert A., **Land Use Planning, Environmental Protection and Growth Management: The Florida Experience**, page 33.

ISBN 1575040425, read about tin can tourists on page 33 at <http://books.google.com/books?id=LsupJA5hjLoC&printsec=frontcover>

Agriculture

Student

Aronson, Virginia, **Gift of the Unicorn: The Story of Lue Gim Gong: Florida's Citrus Wizard**, ISBN 13 978-1-5616-4264-9

Teacher

Cresap, Ida K., **The History of Florida Agriculture: The Early Era**, An unpublished manuscript (Gainesville: UF Libraries, 1982) on the history of Florida agriculture, agricultural associations and rural life. This publication (available at UF Libraries) and other published books on Florida's agricultural history are available by searching the UF Libraries online catalog. <http://www.uflib.ufl.edu/msl/subjects/vk/flaghist.html>

Pre and Post Visit Activities

Coastal Living

- > Do a KWL chart for early trade history of Pinellas County. Be sure to include how goods were moved, trading patterns, and products people wanted and needed.
- > Read and discuss stories about early Florida life such as parts of a Land Remembered. (see Bibliography)
- > Research the internet to find photos or stories about coastal living at the turn of the century until the 1930s. Have them research different areas of the country to compare and contrast our area to other locations in the state of Florida.
- > Divide students into groups to have them chart how coastal living has changed in Pinellas over time. They may want to do a then and now chart either in small groups or as a class.
- > Research “marlinspike” and learn to tie knots. Knots were very important to early sailors to tie to docks as well as lashing cargo to decks for safety.
- > Students love to learn knot tying—have scouts help; they may even earn a badge for this skill. Students especially want to tie a monkey’s fist; the two web sites listed both have instructions for this type of knot.
- > Teach students how to read a coastal chart. (A chart is a map of the water) Have them plot trips from Bayview, an area near route 60 and the Bayside bridge to Clearwater Harbor and other places along the coast. Keep in mind the 8 inch draw on the boat! Depending on skills, student may be able to plot the trip, calculate the time, check tide charts to make sure they’re favorable and tell the compass directions they will travel.
- > Invite a sailor in to help with marlinspike and plotting a course. Have the sailor talk about how to read winds and tides in a sail boat. They can explain much about boating so when students get to Heritage Village they will have some knowledge of sailing our local waters.
- > Have students make 3D glasses to use when they watch the stereoscope/stereopticon photos on the Exploring Florida web site. (see Web Site list) They have many photos of boats of different types and various locations throughout the state.



Tourism

- > Plan a tourist trip through Pinellas. Research Pinellas/Hillsborough county to find tourist destinations around 1880-1920.
- > Locate old photos on MyFlorida.com or Library of Congress web site and make a PowerPoint presentation to the class.

Make it like a home video to show others where the families visited on their trip



- > Make postcards of Pinellas locations tourists might send home to relatives. Include a letter to those at home on the back of their postcard.
- > Plan a Tin Can tourist trip to Clearwater, Florida from Detroit, Michigan. At an average speed of 30 miles and hour and eight hours of driving per day, how long would the trip take? Use a map to locate places the tin can tourists might stop at on their journey south. How many states might they travel to? Name the states and show the route.

> Use the internet or books to locate crazy Florida tourist stops that would have been fun to visit in the early to middle of the twentieth century. Find pictures and descriptions. Make a PowerPoint to show at least 5 locations that would have been fun to visit on a vacation to Florida. Draw a travel poster or make a travel brochure to tell people about one destination.

> Invite a speaker from the Pinellas Tourist Bureau to come speak with the class about how tourism has **changed in Pinellas over time**. They might want to focus on where tourists come from, where they go when they are here and what they do for entertainment. Afterward, have students produce posters for specific popular locations in Pinellas County to advertise to tourists.

> Have students make 3D glasses to use when they watch the stereoscope/stereopticon photos on the Exploring Florida web site. (See Web Site list) They have many photos of boats of different types and various locations throughout the state.

> Allow students to form groups to research to learn how to play old tourist games such as badminton, croquet, quoits, horseshoes, shuffleboard, and lawn bowling. Present photos and rules in a PowerPoint then have a class vote to see which game (s) they would like to play. Get necessary supplies and have an old fashioned tourist game day.





- > Invite a representative from the Belleview Biltmore Hotel to come to class to discuss what tourism was like in the hotel in the 1920s to 1930s. If possible, visit the hotel for a tour of what the rich tourists did when they visited.
- > Find photographs of people at the beach and in bathing suits from the 1900s to 1930s. Have students draw and make advertisements for swim suits, or beach attire from that time period.
- > Research trains that transported tourists to Pinellas before 1940s. Report to the class about who would ride them, find time tables, ticket stubs, what the inside of train cars looked like, pictures of depots in Pinellas where tourists would have disembarked. Have groups report their findings to other classes.

Agriculture

> Have students make 3D glasses to use when they watch the stereoscope/stereopticon photos on the Exploring Florida web site. (see Web Site list) They have many photos of agriculture and citrus growing of different types and various locations throughout the state.

> Research to find planting times for vegetables in planting zone 10. If there is time, have students plan a garden. They should calculate the most appropriate site near their classroom. How many square feet there would be and what the perimeter would be for the garden. Using information about seeds from books, seed catalogs, master gardeners or the internet, have the students select vegetables for the appropriate season and calculate how many seeds and how many rows of their vegetables they could plant. They may even plant a garden and hopefully eat their products. They should also calculate how many days from planting to harvest and select the day of harvest on a calendar.



> Compare the amount of acreage used for agriculture; include citrus, in Pinellas County from 1900 to 1930 to 1950 to 1970 until 2000. Repeat the investigation to find out what crops Florida grew to sell at the turn of the 20th century and compare that to crops grown to sell at the turn of the 21st century. Have students research to determine why crops grown for markets have **changed over time**. Locate on a map of Florida areas where various crops to sell are grown today, i.e., Zellwood—corn, Ruskin—tomatoes, etc.

Community Life

> Talk about what makes a community. Have students work in groups to list as many communities as they can think of. Discuss the importance of knowing boundaries and rules of communities. Discuss Pinellas communities and how they are alike and different.



> Discuss differences in groups of people (communities of people) who settled Pinellas County. Refer to the groups they encountered in the Plant Sumner house: teachers, health care professionals, farmers, nursery men, carpenters, fishermen, spongers, railroad workers, and hotel workers. Allow students to discuss relatives who may be members of these communities. They should talk about special training, what each group gives to the larger communities.

> Divide students into small discussion groups. Give chart paper with which to write about their experiences with the artifacts in Plant Sumner. What did they learn about daily life as shown in the house? What did they enjoy? What did they experience and what did they miss during the activity? They can then chart what has changed over time listing artifacts they encountered and how they have changed today. Allow time to compare charts and discuss changes as a class.

> Have students make 3D glasses to use when they watch the stereoscope/stereopticon photos on the Exploring Florida web site. (see Web Site list) They have many photos of cities and towns and the Florida Way of Life of different types and various locations throughout the state.

> Read stories about life in Florida in the early 20th century: The Yearling,

> Have students make visitor's cards to drop into the tray as they visit the Plant Sumner House for their Community Living experience at Heritage Village. Discuss what visitor's cards were, who used them and what they did with them.

> Manners and etiquette were very important in the early 20th century, especially for children. Review Emily Post's manners from 1922. Have students compare manners/etiquette from then until now. What was appropriate behavior then? Is it still appropriate now? Why would someone write a book about manners/etiquette? Have students compile a list of manners for today's children. Divide them into groups and have them make posters, brochures, or videos of etiquette/manners for today's children and go into a younger grade to present to them and discuss why these are important.

> Talk about patriotism in the early 20th century. The United States has always been patriotic, however with the onset of The Spanish American War, Theodore Roosevelt's presidency and World War I patriotism was running very high. Our country was experiencing a great influx of immigrants. The Statue of Liberty was new having been unveiled in 1886 and was serving as a lighthouse in the harbor. It was very important for all citizens to be patriotic. Two organizations for children, the Boy Scouts of America, founded 1910 and later the Girl Scouts of America, founded 1912 made patriotism an important part of their organization. Discuss the Pledge of Allegiance, written in 1892 by Francis Bellamy. Show students how the wording has changed.

"Francis Bellamy said on Flag Day in 1931, a short time before his death, that the pledge was "born out of my own love of the flag and for all the lofty Americanism it represented." Two alterations have been made in Bellamy's text. In 1924 "my flag" became "the flag of the United States of America." And in 1954 Congress changed "one nation indivisible" into "one nation under God, indivisible."

—Arthur Schlesinger

> Read the **Impossible Patriotism Project** and discuss how patriotism has changed from then until now. How is patriotism demonstrated? Allow students to brainstorm their ideas and allow them to have a Patriotism Day either in their class, or orchestrate one for the entire school.

> Copy included photographs to distribute to students or use as a whole class project. Allow time to discuss people shown and communities they lived in. Have students make a compare and contrast chart to today's communities. Communities pictured may include those mentioned under photos or could be communities of older people, younger people, those who have the same types of jobs, those who attend the same school. Ask students to define communities and compare them to their own communities of today.

Teacher Worksheet

Station 2

Plant Sumner House

Community Life

Directions: Use this sheet during observation time in the Plant Sumner house. As the students experience the artifacts and interact with them record information to take back to school to use for discussions and activities.

1. Which station: Community Past Times, The Flower Shop, Visitors of the Past, Workers and Trades or Tea for Two was the most popular with students? With which artifacts did they most interact? Which ones did they not use or interact with minimally—list?
2. Which station might be good for extra work in the classroom?
3. Which student or students did you see participating in the activities that surprised you? What did they do that you may not have expected them to do? List some things you would want to tell their parents about their successes during these activities?
4. List some artifacts from the activity that students may want, or need to find out more about in order to broaden their learning.
5. List some ideas for classroom activities that come to mind as they progress through the Community Living activities.