

# Tourists Come to Boca Raton

**CONTENT / THEME :** Florida History / Tourism

**GRADE:** Fourth

**TEXTBOOK CONNECTION:**

Houghton Mifflin Social Studies Series: Florida Studies: Grade 4, Chapter 9, Core Lesson 3, pages 281-285.

Harcourt Brace Social Studies: Florida Edition (2002) Grade 4, Unit 5, Chapter 9, pages 372-378.

After reading about *Florida's Industries, Tourism* and *Theme Parks* ask the students, "How did Boca Raton attract tourists?" Explore the answer with this lesson.

**TIME:** 1 class period

**BENCHMARK CONNECTION:**

SS.A.6.2.2 understands the influence of geography on the history of Florida.

SS.A.6.2.3 knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida.

SS.B.2.2.4 understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

**OBJECTIVES:** The students will...

- identify three (3) industries that contributed to Boca Raton's growth and economy.
- recall three (3) Boca Raton tourist attractions or destinations.
- demonstrate the Boca Raton population growth associated with the tourism industry.

**FCAT SKILLS PRACTISED:**

- main idea
- detail/facts
- fact/opinion
- data analysis/probability

**MATERIALS:**

- Reading passage: *Tourists Come to Boca Raton* (Lexile Measure: 780L)
- Student Activity sheet
- Whiteboard and dry erase pen

## BACKGROUND INFORMATION & TEACHER PREPARATION:

- Read the following topics found in A Teacher's Guide to Boca Raton History:
  - IBM (*Turning Points*, 5)
  - Africa U.S.A. (*Tourism*, 2a)
  - Ancient America (*Tourism*, 2b)
  - Boca Raton Club (*Tourism*, 2d)
- Read pages 46-47 and 54-55 from A Stroll Through Early Boca Raton from A - Z.
- Read the photo captions on pages 28, 52, 69-74 and 101 from Images of America: Boca Raton.
- Review the reading passage: *Tourists Come to Boca Raton* and make copies for students if desired.
- Review the Student Activity sheet and make copies for students.
- Incorporate the following vocabulary words into the weekly vocabulary list:
  - **artifact** - a manmade object that is important to history.
  - **economy** - the way people choose to use the resources of a region to produce goods and services.
  - **high-tech** - advanced technology, including electronics.
  - **industry** - a business that makes a product or offers a service that can be sold to people.
  - **souvenir** - a reminder or keepsake from a place visited.
  - **theme park** - an amusement park built around a theme.
  - **tourism** - the business of getting travelers to visit an area and serving them when they get there.

## CLASSROOM ACTIVITIES:

- Introduce the lesson by asking, "How do you think Boca Raton attracted tourists?"
- Read the passage: *Tourists Come to Boca Raton*.
- Distribute Student Activity sheet and guide students to completion.

## REVIEW & APPLICATION OF LESSON:

- Create a timeline with the following events that supported the tourist industry in Boca Raton:
  - Opening of Boca Raton Club (1930)
  - Opening of Boca Raton passenger train station (1930)
  - Opening of Ancient America (1953)
  - Opening of Africa U.S.A. (1953)
- Log on to the Africa U.S.A. on-line exhibit at [www.bocahistory.org/interestinglinks/africausa](http://www.bocahistory.org/interestinglinks/africausa).

## ASSESSMENT:

- Evaluate the students' Student Activity answers.
- Student Activity answers:

1. **B.** Tourism has been an industry in Boca Raton for many years.

2. **D.** car
3. **C.** The most exciting tourist place in Boca Raton was a theme park called Africa U.S.A.
4. **D.** Boca Raton was warm, sunny and had beaches.
5. **D.** Boca Raton Army Air Field
6. **B.** 20
7. 1930 is **300**, 1940 is **700**, and 1950 is **1000**. Line graph shows **1930 at 300, 1940 at 700, and 1950 at 1000.**

**VISUAL ARTS EXTENSION:** (*See Visual Arts Extensions section for materials and directions.*)

➤ **Photo Documenting Children at Work or Play**

Students will learn that recording events (ordinary or special events) is a way to document work and/or play.