



FLORIDA INDUSTRY

Discover how some of Florida's industries were impacted by the natural resources of our state!



Citrus Industry Picture Analysis Lesson Plan

Skills: Context Clues and Critical Thinking

- Students will use observation and critical thinking to take context clues from historic photographs and postcard images from the early 20th century.
- Students will interpret information about the significance of Florida's citrus industry as a part of the state identity and economy.

Method:

- Teachers can help students through this exercise by prompting them with questions about the contents of the provided images.
- This activity can be adapted to any classroom setting, variation recommendations are in this document. Any printed-out images must be in color.
- Before beginning, teachers should be confident that students understand the definition of citrus and the function of postcards.

Students should draw from their existing knowledge (postcards show iconic or appealing images of a place for tourists, citrus fruit is sold all over the country but only grown in places like Florida, oranges are on the Florida license plate, etcetera) to reach their own conclusions about the images. The value of this assignment is in the experience of the students working toward their answers with observation and interpretation.



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Image 1: “Hauling Orange in a Primitive Way, Florida”

This image taken from a 1907-1912 postcard shows lines of cattle pulling wagons piled high with crates. They are on a dirt road and surrounded by palmetto bushes and trees covered in Spanish moss.

Suggested questions:

- What do you see?
- What are the cows doing?
- Who are the people/what are they doing?
- How are the people dressed?
- What is on the wagons?
- Where do you think they are taking the wagons?
- What else is in this photograph?
- Where is this? How can you tell?
- How long ago do you think this was? Why?
- Why was this photograph taken?
- Why would this photograph be on a postcard?

Image 2: “Traveling through the Orange Groves, Florida”

This image taken from a 1915-1930 postcard shows a steam train passing through an orange grove while grove workers with crates and ladders harvest the fruit. The shades of green and orange have been especially played up in the image—even the train, which appears at first to be black and gold, is actually green and orange.

Suggested questions

- What do you see?
- Who are the people/what are they doing?
- How are they dressed?
- Where is that train going? Why would trains be near an orange grove?
- Where is this? How can you tell?
- What colors are in this picture? Why do you think they used the colors this way?
- How long ago do you think this photograph was taken? Do you think this was before, after, or around the same time as the first picture? Why?
- Why was this photograph taken?
- Why would this photograph be on a postcard?



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Image 3: “A Typical Packing House, Florida”

This image taken from a 1915-1930 postcard shows a packing house filled with workers who have stopped working to pose for the photograph. The picture has very little color in it except for bright orange.

Suggested questions:

- What do you see?
- Who are the people/what are they doing?
- How are they dressed?
- Where is this? How can you tell?
- Why are they putting the oranges in all of those boxes? Where are those boxes going to go?
- What do you think of the colors in this picture? Why do you think they used the colors this way?
- How long ago do you think this was? Do you think this was before, after, or around the same time as the other pictures? Why?
- Why was this photograph taken?
- Why would this photograph be on a postcard?

Image 4: “275 Boxes Florida Seald-Sweet and Mor-Juice Grapefruit”

This image from 1929-1939 is different from the others in that it is not from a postcard, and is not in Florida, but in New York. The photograph shows a truck labelled “Manhattan Fruit & Vegetable Co.” stacked high with crates of Florida grapefruit, with three men in work clothes on the truck and three well-dressed men alongside the truck.

Suggested questions:

- What do you see?
- Who are the people? What are they doing?
- How are they dressed?
- Where is this? How can you tell?
- What do you think is inside those crates?
- What is different about this picture compared to the other pictures?
- How long ago do you think this was? Do you think this was before, after, or around the same time of the other pictures? Why?
- Why was this picture taken?



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After students have viewed and discussed all of the pictures, this activity can be wrapped up with review questions while observing all four images to gauge student comprehension of the concepts.

- What do these images have in common?
- What is different between these images?
- What do these images tell us about citrus in Florida?
- How is citrus fruit used as an icon of Florida today?

Variation 1: Class Discussion

- A full class discussion will allow every student the same amount of time to fully consider all four images and draw conclusions from them.
- Student answers should be recorded somewhere visible to the class as the discussion moves along.

Variation 2: Group Discussion

- Split the class into groups and give each group all four images and the questions associated with each.
- The activity can be closed with a brief full class discussion of the review questions that compare and contrast the images.
- The questions may need to be altered by the teacher for this approach.

Variation 3: Group Presentation

- Split the class into four groups and give each group one picture and the associated questions.
- After a discussion period, each group presents their image and their conclusions and thoughts about it to the full class.
- The full class, while looking at all four images, discusses the review questions.
- The questions will need to be altered by the teacher for this approach.

Variation 4: Individual Worksheets

- Worksheets for this variation are attached in the file “Citrus Images Worksheets”
- These handouts can be used for the other approaches, but are only necessary and recommended for this variation.



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Image 1:

Hauling oranges in a primitive way, Florida, Jacksonville (1907-1912).
Courtesy of the Florida Citrus Hall of Fame Archives, Florida Southern College.
Item ID: Citrus Postcards025

<http://archives.flsouthern.edu/cdm/compoundobject/collection/p15558coll4/id/58/rec/306>

Image 2:

Travelling through the orange groves, Florida, Jacksonville (1915-1930).
Courtesy of the Florida Citrus Hall of Fame Archives, Florida Southern College.
Item ID: Citrus Postcards 032

<http://archives.flsouthern.edu/cdm/compoundobject/collection/p15558coll4/id/163/rec/534>

Image 3:

A typical packing house, Florida, Waverly (1915-1930). Courtesy of the
Florida Citrus Hall of Fame Archives, Florida Southern College. Item ID: Citrus
Postcards031

<http://archives.flsouthern.edu/cdm/compoundobject/collection/p15558coll4/id/109/rec/97>

Image 4:

275 Boxes Florida Seald-Sweet and Mor-Juice Grapefruit, Manhattan (1929-
1939). Courtesy of the Florida Citrus Hall of Fame Archives, Florida Southern
College. Item ID: 8350000-09N007

<http://archives.flsouthern.edu/cdm/singleitem/collection/p15558coll2/id/20/rec/2>

Next Generation Sunshine State Standards

SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state

- **SS.4.E.1.In.b:** Identify important economic contributions of Florida
- **SS.4.E.1.Su.b:** Recognize an important economic contribution of Florida
- **SS.4.E.1.Pa.b:** Associate a good or service with Florida

SS.5.A.1.1: Use primary and secondary sources to understand history

- **SS.5.A.1.In.a:** Use primary and secondary resources to understand history
- **SS.5.A.1.Su.a:** Use primary and secondary resources related to history
- **SS.5.A.1.Pa.a:** Recognize artifacts, photographs, or video recordings related to people or events from the past