

# Join Our Manufacturing Community

## MANUFACTURING IN PALATKA

**SKILL:** opinion writing

**COMMON CORE STANDARDS/FLORIDA STANDARDS:** W.4.1; W.4.10; W.5.1; W.5.10

**MATERIALS:**

writing paper and pencils (or a word processing program, to address Common Core Standards/Florida Standards W.4.6 and W.5.6)



**STEPS:**

- 1 Write the words *manufacturing* and *goods* on the board. Ask students to share what they think each word means. List their responses.
- 2 Share that *goods* are products that people buy and use, and *manufacturing* is the process of making those products. Also point out that the companies that make products are called *manufacturers*, and they sell their products to people and other companies. Next, divide the class into small groups. Direct each group to list manufacturers in and around Palatka (such as Georgia-Pacific, PDM Bridge, True Truss, St. Johns Shipbuilding, Hanson Pressure Pipe, Newcastle Shipyards, and Lafarge Gypsum). After five minutes, have each group share its list. Talk about the types of products manufactured by the companies listed.
- 3 Discuss why these manufacturers might have located in the Palatka area. What is it about the area in and around Palatka that might have attracted these companies? (*The St. Johns River allows easy transport to major ports, including a nearby barge service; Palatka is the Putnam County seat; Palatka is close to major cities such as Gainesville, Daytona, Jacksonville, and Orlando and to the University of Florida; the area has railroad transportation to transport needed manufacturing materials and the finished products; the area has a good year-round climate; many highways intersect, go through, or are near Palatka*). List student responses on the board.



If desired, have students use Google Maps to locate local industries and companies.

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**4** Have each student write a letter to a fictitious manufacturing company that is looking to build a plant in Palatka. In the letter, have the student state and support the opinion that Palatka is a great place to locate a manufacturing company. Encourage students to support their reasons with facts and details gleaned from the discussion.

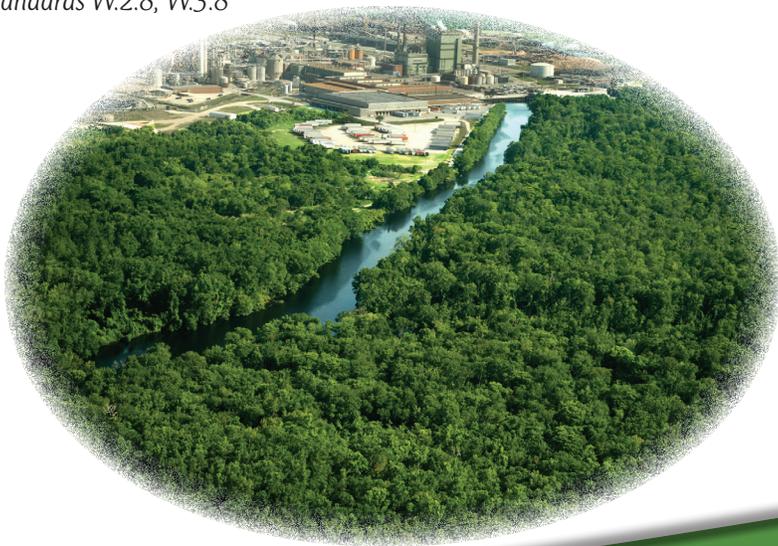
**5** As a follow-up, share two or three letters (without identifying their writers) with the class. In small groups, have students evaluate the effectiveness of each letter in terms of how well it presents a convincing case for choosing Palatka as the site of a new manufacturing facility. Have each group select its favorite letter and present reasons for its selection.

### Extensions for Grades 2-3:

Discuss with students the definition of a *natural resource* (something that is found in nature and is necessary or useful to humans). Explain that natural resources are used to make many manufactured goods. Further explain that some natural resources are renewable resources that can replenish themselves naturally over time, such as wood or solar energy. Others are nonrenewable resources that exist in limited supplies and cannot be replaced if used up, such as oil or coal. After the discussion, have each pair or small group of students research to find out the natural resources used to manufacture one of these items: candles, pencils, crayons, or rubber bands. After students share their findings, have each child make a chart that categorizes the natural resources used to make his item as renewable or nonrenewable. *Common Core Standards/Florida Standards W.2.8, W.3.8*



Towns and cities thrive when they have a variety of different industries and businesses. Talk about the businesses located in the Palatka/Putnam County area. Ask students how these industries are woven into the local economy. (For example, the industries provide jobs for residents; attract other related companies to the area; attract more residents to the area for jobs, which then pumps more money into the local economy, etc.) Talk about how Palatka/Putnam County would change if more industries move in or leave.



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### Extensions for Grades 6-8:

Have students conduct independent or paired research of a manufacturing industry in northeast Florida. Direct students to find out the name of a related company, where its Florida facilities are located, what it manufactures, and the types of careers related to this industry. (Major industries include automotive parts and accessories, pulp and paper, and construction equipment and building materials.) Once students have gathered their research, have each student or duo present a two-minute speech that summarizes the research for the class. If desired, have students contact the area chamber of commerce to find out more about the benefits of locating a business in the region. *Common Core Standards/Florida Standards W.6.7; W.7.7; W.8.7; SL.6.4; SL.7.4; SL.8.4*



**For more information on businesses in the Palatka area, check out this site:**

- <http://www.putnamcountychamber.com/mx/hm.asp?id=business>

**For more information on industry in northeast Florida, try these sites:**

- <http://www.florida-fl.net/jacksonville-florida.htm>
- <http://www.coj.net/about-jacksonville.aspx>
- <http://jaxusa.org/industries>
- <http://www.city-data.com/us-cities/The-South/Jacksonville-Economy.html>

# Get Out There!

## ECOTOURISM IN PALATKA

**SKILL:** vocabulary development

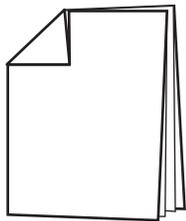
**COMMON CORE STANDARDS/FLORIDA STANDARDS:** L.4.4c; L.5.4c; L.4.6; L.5.6

**MATERIALS:**

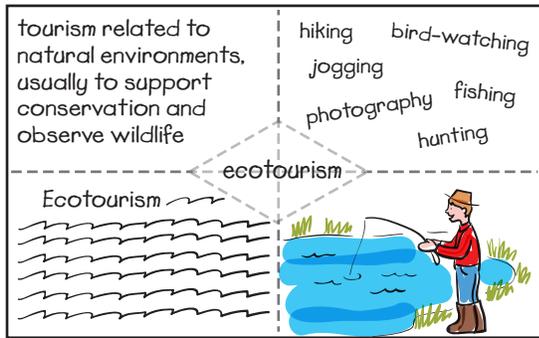
- unlined paper
- chart paper (optional)

**STEPS:**

**1** Have each student fold a sheet of unlined paper in half twice and then fold down the inner corner as shown. When the student unfolds the paper, he will have a graphic organizer as shown. Have the student write ecotourism in the inner diamond.



STEP 1



**2** On the board or on chart paper, draw a chart similar to the one shown below. Have a student read aloud the sentence on the chart. Then ask each student to jot down what she thinks the word *ecotourism* means. List student ideas on the chart. Then have a volunteer look up the definition (*tourism related to natural environments, usually to support conservation and observe wildlife*) in a dictionary or online source and add it to the chart. Finally, help the class develop a student-friendly definition of *ecotourism* to add to the chart. Also have each student write this definition in the upper left section of her organizer.



ECOTOURISM		
Scenic trails would support the area's ecotourism by providing natural settings where visitors and citizens could run, walk, ride bikes, and enjoy other outdoor activities.		
We think this word means ...	The dictionary definition is ...	Our class definition is ...

# Get Out There!

## ECOTOURISM IN PALATKA

- 3 Have each student turn and talk with a partner about the types of ecotourism activities to do in and around the Palatka/St. Johns River area (*for example, biking, walking, jogging, hiking, fishing, hunting, photography, bird-watching, exploring nature trails, etc.*). Have each student list these activities in the upper right section of her organizer and then write in the lower left space a brief informative paragraph about ecotourism in Palatka. Finally, have each student draw an illustration in the lower right space of one or more activities that Palatka, Putnam County, and the St. Johns River offer to interested ecotourists.
- 4 Provide time for small groups of students to share their ideas with one another.
- 5 As a follow-up, challenge students to spend one week gathering information about ecotourism opportunities in Palatka and Putnam County, including those which in some way involve the St. Johns River. Encourage students to bring to school any brochures, photos, or souvenirs of ecotourism-related experiences they have had in the Palatka/St. Johns River/Putnam County area. At the end of the week, divide the class into small groups. Challenge each group to create a mini display to share the information group members gathered. Then invite another class to view the groups' displays and learn about the ecotourism opportunities right in their own backyard!



**The Golden Age of Palatka**  
From 1865–1895, Palatka experienced a “golden age” during which the town rivaled Jacksonville as the major port on the St. Johns River. Seven steamboat lines operated out of Palatka as tourists flocked to the town to escape the North’s bitter winters. These tourists enjoyed many of the same outdoor activities as today’s ecotourists, including sailing, fishing, rowing, and exploring the lovely natural areas in and around Palatka.

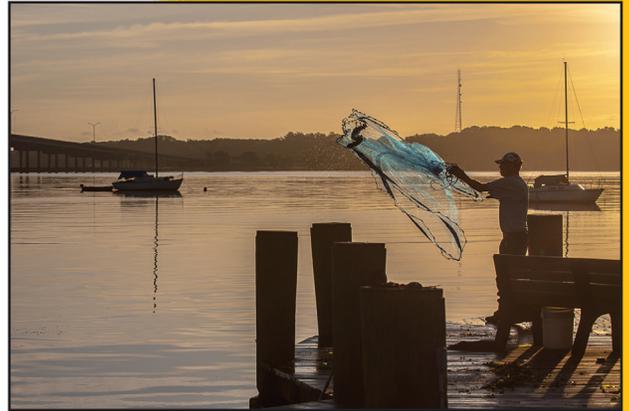
### Extensions for Grades 2-3:

Explain that ecotourism is when people visit an area to enjoy the environment, such as visiting an area that is part of a conservation project or kayaking in a wetland area. Divide students into groups of two, three, or four. On whiteboards, have each group list ideas it has about activities someone might do on a vacation related to ecotourism. Jumpstart students’ thinking, if needed, by listing “go on a nature hike” and “bird-watch.” Then, as a class, create a master list of the students’ ideas. As one group shares its ideas, direct the other groups to erase any idea that is also on their lists. How many ideas can the class list? *Common Core Standards/Florida Standards L.2.6; L.3.6*

## ECOTOURISM IN PALATKA

### Extensions for Grades 6-8:

Assign each group of students a different region of Florida: Northwest, the Panhandle, West Central, Southwest, Southeast, East Central, Northeast, and North Central. Have students use digital and print resources to find examples of ecotourism locations in their assigned regions. Then have each group create a map showing its region's location, major cities and towns, ecotourism opportunities (parks, points of interest, protected lands, etc.), mapped trails and waterways, and other ecotourism opportunities. After students present their findings, display the maps together to make one large ecotourism map of Florida.  
*Common Core Standards/Florida Standards W.6.7; W.7.7; W.8.7*



### For additional resources on ecotourism, check these out:

- <http://www.newworldencyclopedia.org/entry/Ecotourism>
- <http://www.ecotourdirectory.com/ecotourism/>

### For additional information on ecotourism in Putnam County and other areas of Florida, check here:

- <http://putnambluewaysandtrails.org>
- [http://www.floridasmart.com/attractions/outdoors\\_ecotour.htm](http://www.floridasmart.com/attractions/outdoors_ecotour.htm)
- <http://floridabirdingtrail.com/>
- <http://www.floridatrail.org/>
- <http://www.floridastateparks.org/ravinegardens/>
- <http://floridascenichighways.com>

# PALATKA AND PAPER

Palatka is known for its paper milling. Choose two of the activities about Palatka and the paper industry below to complete. Color each leaf as you complete the activity.

**A** Read the strips at the bottom of the page that explain how paper is made. Cut out the strips and arrange them in order. Then glue the strips on another sheet of paper in the correct order.

**B** More than 5,000 products are made from paper and papermaking by-products. Take a look at the list below. Circle the products you think are made from paper or papermaking by-products. Compare your list with a classmate's list.

- |                |                      |                  |
|----------------|----------------------|------------------|
| calendars      | drinking straws      | fabric softener  |
| masking tape   | luggage              | chewing gum      |
| papier-mâché   | toothpaste           | tea bags         |
| hair spray     | liquid soap          | lamp shades      |
| shaving cream  | car insulation       | eyeglass frames  |
| spray paint    | hospital gowns       | shoe polish      |
| gauze          | flashlight batteries | bandages         |
| jigsaw puzzles | coffee filters       | football helmets |



You may recognize some paper product brands made in Palatka: Angel Soft®, Quilted Northern®, Brawny®, and Sparkle®. These well-known brands are all produced by the Georgia-Pacific company in Palatka. Paper from Palatka makes its way to consumers all over the world!

**C** Write a short informative essay that explains how you use paper products in your everyday life.

**Bonus:** The process of making paper is a chemical change. The wood is turned into something completely different. List five other processes that change one substance into something else.



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Common Core Standards/Florida Standards RI.4.3; RI.5.3; W.4.2; W.5.2

The wood chips are cooked with chemicals to make a wood fiber mixture called <i>pulp</i> .	The pulp is fed into the paper machine.
The damp paper is pressed and dried.	Trees are cut into logs and transported to the mill.
Wood chips are created from cut trees and leftover wood.	The pulp fibers dry together.
The paper is rolled up and converted into paper products.	The bark is removed from each log.

**Note to the teacher:** Have students in grades 2–3 write informative paragraphs about how they use paper and paper products daily at home and in school.

Common Core Standards/Florida Standards W.2.2; W.3.2

Have grades 6–8 students research sustainability efforts being made by today's forest product industries. Common Core Standards/Florida Standards W.6.7; W.7.7; W.8.7

# PALATKA AND PAPER

## ANSWER KEY

- A.**
1. Trees are cut into logs and transported to the mill.
  2. The bark is removed from each log.
  3. Woods chips are created from cut trees and leftover wood.
  4. The wood chips are cooked with chemicals to make a wood fiber mixture called *pulp*.
  5. The pulp is fed into the paper machine.
  6. The pulp fibers dry together.
  7. The damp paper is pressed and dried.
  8. The paper is rolled up and converted into paper products.
- B.** All of the products on the list are made from paper or papermaking by-products.

**For more information on how paper is made, check out these resources:**

- [http://www.tappi.org/paperu/all\\_about\\_paper/paperMade.htm](http://www.tappi.org/paperu/all_about_paper/paperMade.htm)
- <http://www.paperindustry.com/>

# A MURAL TO REMEMBER



Palatka has over 30 murals. These are large paintings on the sides of buildings. The murals show Palatka's history and culture through the years. A mural committee oversees the murals. The committee hopes that visitors and citizens will appreciate Palatka's heritage and take pride in the community.

**Directions:** Think of a mural you could create to show an important part of your family's history. Sketch and then color the mural in the space below, including lots of details. Then write a short essay about your mural on another sheet of paper. Explain what the mural shows and how it depicts something important about you and your family's history. Also explain why this part of your history is so special.



**Bonus:** Find out about one of the Palatka murals. Write a paragraph to summarize what it depicts and its historical importance to Palatka.



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*Common Core Standards/Florida Standards RI.4.1; RI.4.3; RI.4.10; RI.5.1; RI.5.3; RI.5.10*

**Note to the teacher:** For grades 2–3, have each student choose and illustrate a class event that has happened during the school year. After students share their pictures, point out how they help tell a story about your class. Then share pictures of Palatka's murals and talk about how they tell the story of Palatka's history through art. *Common Core Standards/Florida Standards SL.4.1; SL.5.1*

For grades 6–8 students, have them brainstorm and then discuss ways that art and culture contribute to a city's commerce. What would a city devoid of art and culture look like, and what would it be like to live there? *Common Core Standards/Florida Standards SL.6.1; SL.7.1; SL.8.1*

## A MURAL TO REMEMBER

**For more information about the murals of Palatka (including photos), check out these resources:**

- <http://www.conleemurals.org/>
- <http://www.bing.com/images/search?q=Palatka+murals&qvvt=Palatka+murals&FORM=IGRE>