

# Turpentine in Florida

The turpentine industry was a lucrative business that predates the Civil War, continuing through the Great Depression and post World War II eras. During the Civil war ships were made of wood, turpentine, pitch, and rosin to waterproof ships. Turpentine industry later turned to creating household products such as soap, paint, solvents, adhesives, polishes, etc.

Turpentine has been used medically since ancient times for treatments such as lice or when combined with animal fat it can be rubbed on the chest for nasal and throat ailments.

Charles Henry created the process called the “cat face cut” in 1903. This technique was created because many regions in the Carolinas and Georgia were becoming tapped out due to the methods used to gather sap and trees were dying prematurely. The “cat face cut” involved cutting two diagonal slices in the trees followed by attaching drip trays with a pot to collect sap.

The turpentine industry also has an ugly side. Originally turpentine and rosin created dangerous toxic fumes as a result of them being separated by high heat fires. The industry also has harsh working conditions and it greatly impacts the environment. The early methods killed forests and the distilling process left hazardous residues. Today turpentine is used mostly as a solvent but it is still considered a hazardous and flammable material.

## **Objectives:**

### **Fifth Grade:**

Research the turpentine industry and come up with possible outcomes of what would have happened to the turpentine industry without the “cat face cut.”

Use primary and secondary sources to research Florida’s turpentine industry.

Identify primary and secondary sources

Select one aspect of the turpentine industry and research and record information using different sources.

Write a report with a focused topic, appropriate facts, relevant details, logical sequence, and a concluding statement.

Understand how to record bibliographic data

Use skip counting to identify multiples of 10 to 100.

## **Science:**

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carry out scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

What do you think would have happened to the trees if the “cat face cut” was not invented. Research the turpentine industry carry out a scientific investigation discussing what would have happened to the turpentine industry without the “cat face cut.”

**Social Studies:**

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

Use primary and secondary sources to research Florida’s turpentine industry. Write down all sources you use, whether they were primary or secondary, and what you learned from each source.

**Reading and Language Arts:**

Research Process

The student uses a systematic process for the collection, processing, and presentation of information.

LA.5.6.2.1 The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources;

LA.5.6.2.2 The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;

LA.5.6.2.3 The student will write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and

LA.5.6.2.4 The student will record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).

The turpentine exhibit focused on a few different aspects of the turpentine industry. Pick one aspect of the turpentine industry and research and record information using different sources. Write a report using what you learned from your sources. Your report should have a focused topic, use appropriate facts, relevant details, have a logical sequence, and a concluding statement. Lastly, record all bibliographic data and use quotes when necessary.

**Mathematics:**

MA.5.A.6.In.a Use skip counting to identify multiples of 2, 5, and 10 for numbers to 100.

Imagine that there u have 100 lbs of turpentine, use skip counting to identify multiples of 10 to 100.