Flagler's Florida

Teacher's Guide

4th & 5th Grade

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Dear Fellow Educators:

Thank you for your interest in the Flagler Museum. We are excited that you have chosen to use *Flagler's Florida* & *Flagler's Legacy* to study the life of Henry Morrison Flagler and the era in American history known as the Gilded Age. You will find that *Flagler's Florida* & *Flagler's Legacy* offer a unique glimpse into Florida's history as Henry Flagler was inventing our modern Florida.

Henry Flagler, founding partner of Standard Oil and developer of Florida's east coast, was a firm believer in community support and education. Since 1980, the Flagler Museum and its Members have continued his legacy by supporting Florida Social Studies curriculum and by offering a specially designed tour to supplement your classroom studies. We hope that you will choose to culminate your studies with a tour at the Flagler Museum. The cost for students is completely underwritten by Museum Members and Contributors and Funders.

In order to maximize your studies, *Flagler's Florida* & *Flagler's Legacy* were designed to help you and your students gain an understanding of Henry Flagler and the Gilded Age. The *Flagler's Florida Teacher's Guide* contains current curriculum based on Florida Standards and six lessons that offer specific resources for studying Henry Flagler.

If you have questions regarding any Flagler Museum educational resources, please contact the Museum by phone at (561) 655-2833 or via email at educationdepartment@flaglermuseum.us. We look forward to working with you and your students during your studies.

Sincerely,

Allison Goff
Member and Visitor Services Director

Next Generation Sunshine State Standards and Florida Standards Curriculum and Visitor Information

The Flagler's Florida Teacher's Guide has been designed with the current curriculum Standards in the subject areas of Language Arts, Social Studies, and Visual Arts. The Flagler Museum's Education team has made every effort to prepare appropriate grade-level lessons for students who visit the Museum each year. At the time of this publication, all lesson plans address appropriate curriculum standards for fourth and fifth grade, however, we encourage educators to explore the content of our lessons and adapt them for use in other subjects and grade levels.

Lesson plans are designed to maximize individual and cooperative learning while stimulating critical thinking skills and creativity. With *Flagler's Florida* or *Flagler's Legacy* as the primary resource, the first lesson plan is designed to deliver students the historic context of the life of Henry Flagler during the Gilded Age in preparation for an impending field trip. The last lesson plan is designed to assess what students have learned through a brief unit study using either or both Flagler-related Newspapers In Education Tabloids, *Flagler's Florida and Flagler's Legacy*.

To learn more about current curriculum Standards by subject area please visit the following web sites:

www.cpalms.org
www.palmbeachschools.org

In this time of COVID-19 global pandemic, these lessons have been revised to include use in distance learning and independent study settings. While School Field Trips are not possible at this time, the Flagler Museum is open to the public for General Admission (limited to a max. of 4 people/party.) Health and safety guidelines recommended by the Centers for Disease Control and Prevention (CDC) are in place, as well as local mandates.

To learn more about these guidelines please visit the following website:
www.flaglermuseum.us

Special Instructions for Educators

- Flagler's Florida Teacher's Guide provides six lessons and includes lessons for both before and after your School Tour Visit. Lessons may be taught individually or together as a unit.

- *Flagler's Florida and Flagler's Legacy* are available online at the Flagler Museum's website: www.flaglermuseum.us/teacher-resources

- The lessons contained within this Teachers Guide have been revised to encourage group or independent study, in person or through distance learning. They are meant to be used in coordination with reading the Newspapers In Education tabloids Flagler's Florida and Flagler's Legacy. Where suggested resources have been included, you may be encouraged to enhance these lessons by using other materials provided by the Museum at: www.flaglermuseum.us.

- You may wish to encourage your students to visit independently with an adult. Lesson 6 is intended to be used after a visit, however the Museum also has virtual tour content available only at: www.flaglermuseum.us/visiting

- Any student-produced materials you wish to share with the Museum staff, including Tour Docents should be sent to the following address:

Flagler Museum
Attn: Education Manager
P.O. Box 969
Palm Beach, FL 33480

Flagler's Florida Vocabulary Chart

Word	Meaning	Example/Context
Agriculture	Growing crops and raising livestock; farming.	
Architect	A person who designs structures such as buildings and bridges.	
Business	The buying or selling of products or services.	
Capitalism	An economic system in which a product or service is sold either by an individual or a corporation, that competes in a free market place, for the purpose of earning money.	
Corporation	A group of investors authorized to conduct business as one body, having privileges and responsibilities distinct from their members.	
Company	A group of people engaged in a business.	
Endowment	Money invested to produce income for a nonprofit corporation.	
Legacy	Something handed down from the past.	
Museum	A building for keeping and showing objects that are important in history, art or science.	
Philanthropist	A person who makes charitable gifts to benefit society.	
Symbolism	The use of objects or signs to represent ideas in art of literature.	
Technology	The application of science, to commercial or industrial products.	
Transportation	The act of moving goods from one place to another.	
Tourism	Travel for pleasure, often when thought of as an industry.	

Lesson 1

Henry Flagler, Florida History, and the Gilded Age

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Are students able to draw conclusions and make inferences about a text based on related imagery?
- Do students actively listen to a read aloud and discuss the content?
- Do students show the ability to support their thinking with evidence or ideas from the text?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Use images related to text to understand and explain the context of an informative story or text-based resource.

VOCABULARY:

Agriculture, Architect, Business, Capitalism, Corporation, Company, Endowment, Legacy, Museum, Philanthropist, Symbolism, Technology, Transportation, Tourism

MATERIALS:

Inference Chart (attached); Computer/Projector; Internet Connection; Newspapers In Education Flagler's Florida or Flagler's Legacy (printed or via web)

LESSON :

1. Have students form small groups or work independently.
2. Present the cover of Flagler's Florida (www.flaglermuseum.us/teacher-resources)
3. Ask students to prepare a brainstorm web of inferences about the content of Flagler's Florida based only on the cover page.
    a. Make three webs or circles: Henry Flagler, Florida History, and the Gilded Age
    b. Prompt: What information can you infer about Henry Flagler, Florida history, and the Gilded Age based on looking at the front cover, only. (I Think I know)
    c. Prompt: Why do you think Henry Flagler is thought of as the Inventor of Modern Florida (Because of Context Clues Show Me)
    d. Prompt: Using the information you have gathered from the images on the front cover, when do you think the Gilded Age occurred in American history? What are some major benchmarks of the era? How did our country change during the Gilded Age? (Now I know)
4. Next, divide the sections of Flagler's Florida among each of the groups, or assign sections to individuals.
5. Ask students to browse through Flagler's Florida to find an image they find to be visually interesting.
    a. Remind students to be looking for images related to the three topics listed above.
    b. Did their brainstorm spark any questions or curiosities to find similar or related images?
6. Then, have students track their thoughts using the Inference chart. Refer back to Step 3 for help defining the Chart. (see attached.)
7. Next, ask each group or individual to share their selected image and describe the inferences they determined as a group.
8. Review the images in each section after you have finished reading. Ask the class to independently choose one image that stands out as the most important image for each section. For each image that is chosen, ask students to explain their reasoning for their choice. Each answer should evoke a level of importance, purpose, and relevance. After every student has shared their choices, choose a cover image for each section as a class.

ASSESSMENT:

- Did each group or individual choose one photo from their assigned section?
- Were students able to use visual clues in their photo to make inferences on textual subject or significance?
- Did Students successfully make a connection to Henry Flagler, Florida history, or the Gilded Age?
- Were students able to create section summaries that included accurate information of Henry Flagler, Florida history, or the Gilded Age?

TEST TAKING STRATEGIES:

Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.

Describe your image below:	I think I see:	Because the Context Clues Show Me:	Now I know:
========== Henry Flagler: ========== ========== Florida History: ========== ========== The Gilded Age: ==========			

Lesson 2

Henry Flagler and American Business

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Are students able to explain the technology boom of the Gilded Age, based on supporting texts?
- Do students actively listen to a read aloud and discuss the content?
- Do students show the ability to support their thinking with evidence or ideas from the text?
- Can students successfully develop a model business or service, determine its mass application, and effectively market it to their peers?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Create a simple business or service model and design basic advertising materials

VOCABULARY:

Business, Capitalism, Corporation, Company, Technology

MATERIALS:

Product of Service Chart (see attached), construction paper, markers/crayons/color pencils, computer/projector, internet connection, Newspapers In Education Flagler's Florida or Flagler's Legacy (in print or via web)

LESSON :

1. Read: Explosion of Technology and Henry Flagler And American Business (*Flagler's Florida*; pg. 10-15) or Standard Oil (*Flagler's Legacy*; pg. 5)
2. Have students form small groups or work independently to discover advancements in technology during the Gilded Age.
    a. How is an innovation different from an invention?
    b. Why do some inventions gain mass popularity, while others fade away?
    c. Based on what you already know about the Gilded Age, do you think another boom in technology is due to occur soon? Explain how it has already happened or what evidence you have that it may happen soon.
    d. Explain how Henry Flagler's ideas about American business were "inventions."
3. Next, ask each group or individual to determine a product or service they would like to try to sell in the Classroom Market.
    a. The product or service can be an invention: a new product or service with explicit differences than those already on the market; or, an innovation: a marked advancement on a product or service already in existence.
    b. What are the advantages/disadvantages to both?
4. Ask students to create an advertisement for their selected product or service. (Refer to *Flagler's Florida*; pg. 6, 10-11 for ideas about products invented during the Gilded Age.)
    a. Ask students to recall their favorite products; clothing, toys, food/drink, technology, etc.
    b. Ask them to list some of the most effective branding techniques that a company uses to drive product desire (repetition, visual imagery, appeal, etc.)
    c. How will students make their products or services stand apart from competitors?
5. Once all the students have finished their advertisement, have them perform a sales pitch to their classmates. Be sure students include the following information: availability of product or service, cost, necessity vs. novelty, how will it be used, why will it be needed, where do they see this product in 5 years, 20 years, 100 years.
6. While one group or individual presents, their classmates may want to take notes on the chart provided.
7. Then, take a vote among groups to determine the most profitable idea for a new product or service.

ASSESSMENT:

- Did groups or individuals choose one product or service to "invent"?
- Were students able to use contextual clues in their reading to understand what made Gilded Age Captains of Industry unique "inventors?"
- Were students able to create an advertisement that appealed to a broad audience and inspired others to support this new invention or innovation?

TEST TAKING STRATEGIES:

Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.

Product Description	Is this product possible to create given current science/technology?	How much will this product cost to make? Up front investment?	Is there a real need for this product or service or is it a novelty?	Vote to support production: Y or N

Lesson 3

Henry Flagler: Inventor of Modern Florida

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Do students comprehend the various industries (agriculture, transportation, tourism) that were created from Henry Flagler's contributions to the development of the infrastructure in the State of Florida?
- Do students actively listen to a read aloud and discuss the content?
- Do students show the ability to support their thinking with evidence or ideas from the text?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Explain why Henry Flagler is known as the Inventor of Modern Florida and use authentic images to explain why.

VOCABULARY:

Agriculture, Transportation, Tourism

MATERIALS:

Notebook/paper, maps of Florida (see attached,) postcards from Florida attractions of destinations, markers/crayons/color pencils, computer/projector, internet connection, Newspapers In Education *Flagler's Florida* or *Flagler's Legacy* (printed or via web)

LESSON :

1. Start by asking students to recall if they have ever been a passenger on a train, boat, or airplane. How many students have ever stayed overnight at a hotel? Has anyone ever ordered a locally grown salad or other food ingredient at a restaurant? Ask students to imagine how tourism and agriculture are related.
2. Read about Henry Flagler as the Inventor of Modern Florida (Flagler's Florida; pg. 17-24)
3. Distribute or display samples of postcards that "advertise" an attraction or destination in Florida. Explain that postcards are not only a way for tourists to send short letters home to brief their friends and family about travels, but also postcards serve as historic markers or documents of how people, places, or things have changed over time.
4. Divide the students into three groups. Each group represents a different industry that grew because of Henry Flagler's development efforts in the late 1800s; Tourism, Transportation, and Agriculture.
5. Assign groups or individuals to design a postcard that delivers information about one of the industries above from a "then" and "now" perspective. Each postcard should tell of what each of the industries above was like before and after the Florida East Coast Railway came to town.
6. When all the students have finished their postcard, ask groups or individuals to share their writing to persuade their classmates to visit. Keep a list of ways in which Henry Flagler and the Florida East Coast Railway are included.

ASSESSMENT:

- Were students able to express their understanding of how one industry's development affected other industries?
- Did students include specific information on their postcard advertisement referring to Henry Flagler, the Florida East Coast Railway, or the Gilded Age?
- Were postcard advertisements enticing, informational, and well-executed?

TEST TAKING STRATEGIES:

Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.

Florida East Coast

JACKSONVILLE
ATLANTIC BEACH
ST. AUGUSTINE
PALATKA
ORMOND
ORANGE CITY
SANFORD
TITUSVILLE
FLORIDA EAST COAST RAILWAY
PALM BEACH
MIAMI
P & O STEAMSHIP LINE
NASSAU

The Principal Winter Resorts of America are

St. Augustine
Ormond
Palm Beach
Miami in Florida

and **Nassau, N. P.** Bahama Islands

The Hotels at these Points will be Operated during the Season of 1904 as follows

Florida East Coast Hotel Co.

New York Office, 261 Fifth Avenue, The Fifth Avenue Road Building.

Ponce de Leon
ST. AUGUSTINE, Under the management of Mr. Bennett Weaver. Opens Tuesday, January 12, 1904. Closes Tuesday, April 19, 1904.

Alcazar
ST. AUGUSTINE, Under the management of Mr. Otis T. Swayne. Opens Wednesday, November 18, 1903. Closes Saturday, April 30, 1904.

Ormond
ORMOND-ON-THE-HALIFAX. Under the management of Messrs. Ammann & Price. Opens Monday, January 11, 1904. Closes Monday, April 11, 1904.

Royal Poinciana
PALM BEACH-ON-LAKE WORTH. Under the management of Mr. Frank Stewart. Opens Thursday, December 17, 1903. Closes Saturday, April 9, 1904.

Annex Delmonico, will be operated on Non-American and European plans.

The Breakers
PALM BEACH, FLA. This hotel, which is under the management of Mr. Frank Stewart, Opens Monday, February 8, 1904. Closes Saturday, April 9, 1904.

The Royal Palm
MIAMI. Under the management of Mr. H. W. Masters. Opens Monday, January 11, 1904. Closes Monday, April 4, 1904.

The Colonial
NASSAU, N. P. (Bahama Islands). Under the management of Mr. H. L. Burns. Opens Thursday, December 24, 1903. Closes Saturday, April 2, 1904.

The Royal Victoria.
NASSAU, N. P. (Bahama Islands). Under the Management of Mr. H. L. Burns. Accommodations will equal 1000.

Through Pullman trains operated from New York and the East and from Chicago and the West to St. Augustine, the fashionable winter rendezvous, at which point Sleeping and Parlor Car lines centralize.

Time from New York to St. Augustine, 24 hours 30 minutes

"	"	Philadelphia	22 hours 17 minutes
"	"	Baltimore	21 hours 8 minutes
"	"	Washington	18 hours 30 minutes
"	"	Chicago	32 hours 8 minutes
"	"	Detroit	32 hours 40 minutes
"	"	Toledo	31 hours 53 minutes
"	"	Cleveland	28 hours 40 minutes
"	"	Louisville	28 hours 50 minutes
"	"	Cincinnati	24 hours

Through Sleeping Cars without change from above cities to St. Augustine during the Winter Tourist Season. For full information as to the Fast Coast of Florida and how to reach it, time tables, pamphlets and other information, address

J. R. PARROTT, Vice-Pres. & Gen'l Mgr.
J. P. BECKWITH, Traffic Manager.
J. D. RAHNER, Ass't Gen'l Pass. Agent.

General Offices, St. Augustine, Florida.

Map of the Peninsula of
FLORIDA
and Adjacent Islands.
Florida
East Coast
Railway.
-Flagler System-
MILEAGE BUILT
1900
ATLANTIC
OCEAN
GULF OF MEXICO
COLLIER
MAP OF
CUBA

Lesson 4

Whitehall: Florida's First Museum

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Can students define the word museum?
- Can students understand the difference between a variety of museums (historic house vs. art, etc.)?
- Do students actively listen to a read aloud and discuss the content?
- Do students show the ability to support their thinking with evidence or ideas from the text?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.RL.1.3, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Illustrate the defining features of a historic house museum.

VOCABULARY:

Architect, Endowment, Legacy, Museum, Philanthropist, Symbolism, Technology, Tourism

MATERIALS:

Compare/contrast diagram, markers/crayons/color pencils, magazines, newspaper ads, etc., computer/projector, internet connection, Newspapers In Education Flagler's Florida (printed or via web)

LESSON :

1. Discuss the definition of museum.
    a. Ancient Greek: A museum is a place dedicated to the muses of art, literature, and science.
    b. Modern English: A museum is an educational site that collects, conserves, and interprets or educates about a specific type of artifact.
2. Ask students if they have a person collection. (Seashells, coins, etc.)
3. In small groups, or as individuals, have students share what they collect. Ask students to consider what their peers' collections tell others about their interests and experiences.
4. Next, ask students to make a list of objects in their home that are most important to their family history, local history, etc.
5. Then, have each student brainstorm a list of items they expect to be found in the Flagler Museum's permanent collection
6. Read about Whitehall (Flagler's Florida; pg. 17-24)
7. Ask students to use the Compare/Contrast diagram to create a list of similarities and differences between Whitehall and their own home.
8. Next, ask students to look through magazines or other media to find photos or images of objects similar to what they have listed as important objects in their home. Students can create a collage or diorama of their own home with these objects on display.
    a. Ask: based on your knowledge of the word "museum", why have you chosen these objects? What do these objects tell us about your family and your home?
    b. Have students arrange objects in a way that makes sense to them (they should be able to draw a connection between items), and represents collected items of similar nature, value, or symbolism.

ASSESSMENT:

- Did students successfully create a compare/contrast list of important (perceived) valuable objects in their home?
- Did student collages or dioramas depict their own collection of important objects?

TEST TAKING STRATEGIES:

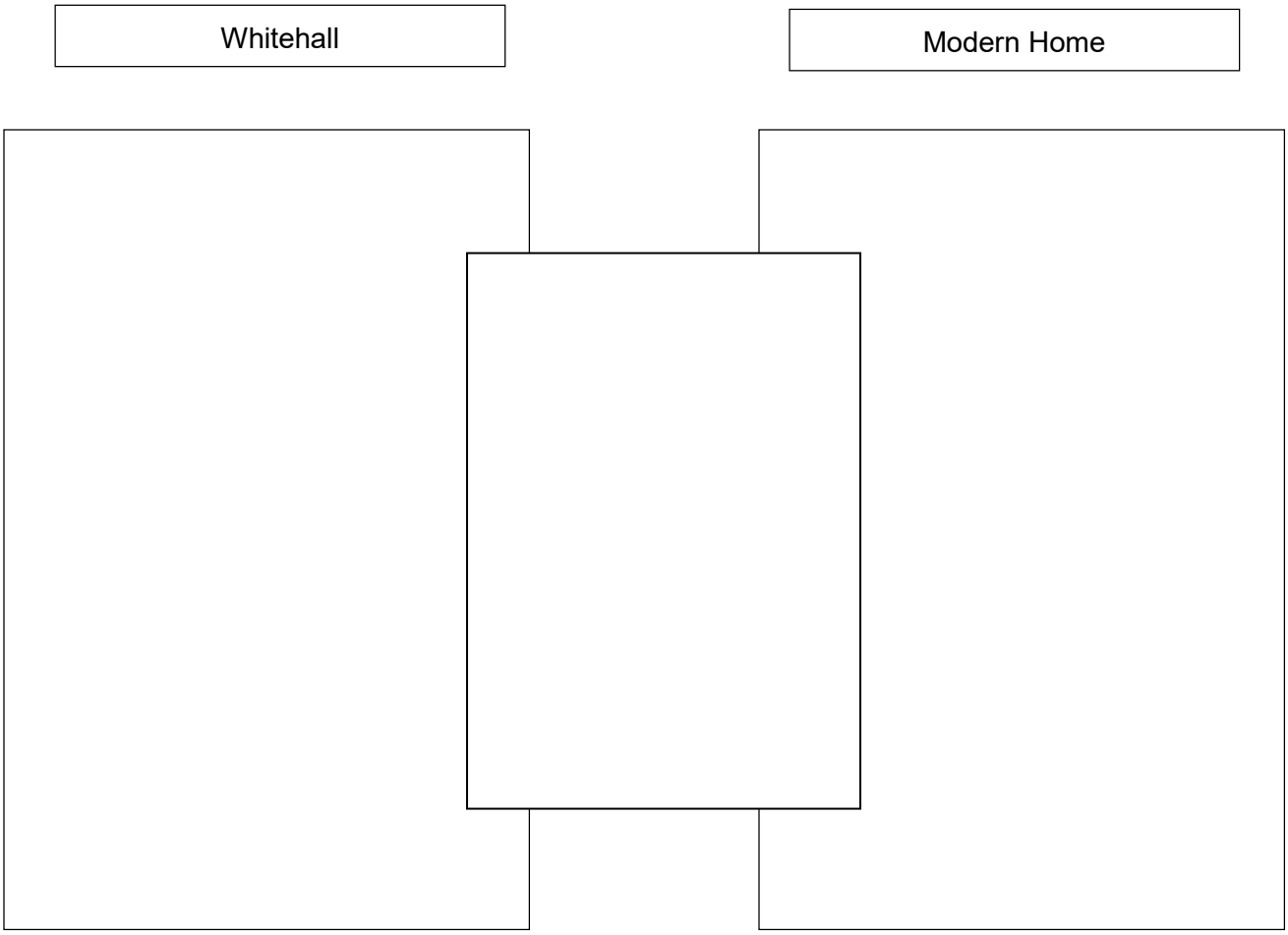
Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.



In the left square, make a list of the features of Gilded Age estates, like Whitehall. In the rights square, make a list of features common in modern homes. In the middle, where the squares intersect, list the objects that appear in both. Those objects listed in the middle or intersection, are ways in which Whitehall is similar to modern homes. Those objects that remain in either the left or right square are ways in which Whitehall is different from modern homes.

Lesson 5

The Legacy of Henry Flagler and the Gilded Age

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Can students identify an area of need, develop an idea to collect charitable support, and implement change(s) to improve the overall community, based on the example of Henry Flagler?
- Do students actively listen to a read aloud and discuss the content?
- Do students show the ability to support their thinking with evidence or ideas from the text?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Identify a need and implement an appropriate and immediate change to improve my community.

VOCABULARY:

Business, Capitalism, Corporation, Company, Endowment, Legacy, Philanthropist

MATERIALS:

Computer/projector, internet connection, Newspapers In Education Flagler's Florida or Flagler's Legacy (printed or via web)

LESSON :

1. Write the following quote on the board, or provide it to students to read and reflect:
   "The hardest problem a man has is how to help people. The desire to help others comes when a man has more than enough for his own needs. I have come to the conclusion that the best way to help others is to help them help themselves."

   Define the word "philanthropy" and discuss as a class, current philanthropists and what cause(s) they support. Refer to Flagler's Florida, pg. 29 for a hint.

2. Review the list of some of the contributions made by Henry Flagler during the Gilded Age. (Flagler's Florida, pg. 28-29)
   a. What could be gained by giving one's earnings away?
   b. How does generosity change the future?
   c. What was unique about the perspective of wealth during the Gilded Age? How is it different today? What are some examples of charitable giving that support people or communities around us?
3. Have each student develop a project to collect funding or goods for the charity of their choosing. Ask them to consider the work of the charity and the audience being served. Once the collection drive is over, instruct students to write a letter to the charity, explaining why they chose that charity and how they envision their contribution will benefit the organization.

ASSESSMENT:

- Were students able to define philanthropy and give examples?
- Were students able to identify local and national charities or causes?
- Did students successfully show that they used ideas from Henry Flagler or other Gilded Age Captains of Industry to design their charity/giving?

TEST TAKING STRATEGIES:

Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.

Lesson 6

Post-Visit Wrap Up (Individual)

GRADE LEVEL : Fourth Grade/ Fifth Grade

School Name: Date:

ESSENTIAL QUESTION (S):

- Can students list important objects in the Flagler Museum collection?
- Can students define the legacy of Henry Flagler as Florida's Greatest Benefactor?
- Are students able to use images and text to create a persuasive advertisement for others to visit the Flagler Museum?

FLORIDA STANDARD(S) & NGSSS:

SS.4.A.1.1,SS.4.A.1.2,SS.4.A.4.1, SS.4.A.4.2, SS.4.A.6.1,SS.4.A.6.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2, SS.4.G.1.4

LAFS.4.L.2.3, LAFS.4.L.3.4, LAFS.4.L.3.5, LAFS.4.RF.4.4, LAFS.4.RI.1.1, LAFS.4.RI.1.2, LAFS.4.RI.1.3, LAFS.4.RI.2.5, LAFS.4.RI.3.7, LAFS.4.RI.3.8, LAFS.4.RI.3.9, LAFS.4.RI.4.10, LAFS.4.RL.1.1, LAFS.4.RL.1.2, LAFS.4.RL.2.4, LAFS.4.SL.1.1, LAFS.4.SL.2.4, LAFS.4.W.3.8,

SS.5.A.1.1, SS.5.A.1.2, SS.5.A.6.3, SS.5.G.1.1

LAFS.5.L.2.3, LAFS.5.L.3.4, LAFS.5.L.3.5, LAFS.5.L.4.4, LAFS.5.RI.1.1, LAFS.5.RI.1.2, LAFS.5.RI.1.3, LAFS.5.RI.2.5, LAFS.5.RI.3.7, LAFS.5.RI.3.8, LAFS.5.RI.3.9, LAFS.5.RI.4.10, LAFS.5.RL.1.1, LAFS.5.RL.1.2, LAFS.5.RL.1.3, LAFS.5.RL.2.4, LAFS.5.SL.1.1, LAFS.5.SL.2.4, LAFS.5.W.3.8

I CAN:

Speak to others about the importance of remembering historical figures, telling their stories with accuracy, and preserving locations related to that person.

VOCABULARY:

Agriculture, Architect, Business, Capitalism, Corporation, Company, Endowment, Legacy, Museum, Philanthropist, Symbolism, Technology, Transportation, Tourism

MATERIALS:

Computer/projector, internet connection, *Newspapers In Education Flagler's Florida* or *Flagler's Legacy* (printed or via web)

LESSON :

1. Have students review what they learned over the past five lessons, including the visit to the Flagler Museum. Include Henry Flagler, Florida history, and the Gilded Age.
2. Using the attached map of the Flagler Museum, make a list of important objects next to the places where they may be found.
    a. Objects should include: major collection objects, those with special meaning, and any objects that are relevant to Henry Flagler, Florida history, and the Gilded Age.
    b. For each object, include a brief summary. Include why it is important and your best recollection of why it is included in the Flagler Museum's collection.
3. Next, students will design colorful and informative brochures about Henry Flagler and the Flagler Museum. Brochures should include information from *Flagler's Florida*, classroom discussions, and your visit to the Flagler Museum.
    a. Brainstorm unique ways to capture an audience's attention. Do the objects speak for themselves as art, or do they need historic context to be more interesting?
    b. Why should people be aware of the type of collection within the Flagler Museum?
    c. What information might someone learn from a visit that they did not already know prior to seeing your brochure?

ASSESSMENT:

- Did students orally review what they learned about Henry Flagler, Florida history, and the Gilded Age?
- Were students able to organize a timeline of events that occurred during the Gilded Age?
- Were students able to create colorful and informative brochures and include information they learned over the past five lessons and visit to the Flagler Museum?

TEST TAKING STRATEGIES:

Visual Thinking Routines, Thought-bubbles/webs

ESOL STRATEGIES:

ESOL students may be allowed to use visuals to explain their thinking.

ESOL students may be asked to listen to a mainstream student reading aloud.

Students will be encouraged to make notes, or mark the text to indicate new vocabulary or ideas.

FLAGLER'S FLORIDA Answer Key

Reading Check (Page 4)
Q: When did the Gilded Age take place?
A: The Gilded Age was the time period from the end of the Civil War in 1865 to the crash of the United States Stock Market in 1929.
Q: Who were some of the most influential people who lived and worked during the Gilded Age?
A: Some of the most influential and enterprising individuals of the Gilded Age include: Henry Flagler, Andrew Carnegie, John D. Rockefeller, Henry Clay Frick, J.P Morgan, Charles Darwin, Charles Lindbergh, Thomas Edison, Henry Ford, and Alexander Graham Bell.

Recalling the Details (Page 4)
Q: List at least four contributions Henry Flagler made to Florida during the Gilded Age.
A: Henry Flagler not only built the transportation system needed to develop the east coast of Florida, he eagerly promoted tourism and the agricultural industry that remain the foundation of Florida's economy a century later. Henry Flagler also undertook the biggest and most complicated building project ever attempted by an individual – the construction of the Over-sea Railroad from Miami to Key West. His beautiful home, Whitehall, in Palm Beach, was Florida's first museum.

Reading Check (Page 6)
Q: Who said, "Rich men…have in their power during their lives to busy themselves in organizing benefactors from which the masses of their fellows will derive lasting advantage."? What does this quote suggest that wealthy people do with their money?
A: Andrew Carnegie. As the business class grew wealthier, they began to recognize their responsibility to support the growth of communities and individuals. Andrew Carnegie wrote to other Gilded Age businessmen to discuss the idea that America's wealthy should give their money to improve the well-being of humankind. Some examples of the result of philanthropy include disaster relief organizations, museums, and schools.

Sum It Up (Page 6)
Q: In your own words, describe what capitalism means:
A: Example: "Capitalism in an economic system in which a product is sold by a corporation or individual that competes in a free market place, for the purpose of earning money."
Q: How does it work?
A: Example: "The idea behind capitalism is that a product or service is sold either by an individual or a corporation, to compete in a free market place, for the purpose of earning money."

Recalling the Details (Page 6)
Q: Name two important nonprofit corporations started during the Gilded Age.
A: Three possible answers include: Henry Clay Frick opened an art gallery in his home that was open to the public, named The Frick Collection; John D. Rockefeller established the Rockefeller Foundation, which has given over $13,000,000,000 to cultural groups; Julius Rosenwald, part owner and leader of Sears and Roebuck began the Rosenwald Fund that provided millions of dollars to support the education of African-Americans.

Reading Check (Page 7)
Q: During the Gilded Age, America's population nearly tripled. Why were immigrants leaving their homes and moving to the United States?
A: The Gilded Age was a time of opportunity for hard workers and risk takers. Immigrants were coming to America to find jobs and free land in America's frontiers. America was a place where hard work meant wealth and success.

Recalling the Details (Page 7)
Q: List some countries where immigrants came from during the Gilded Age.
A: Thousands of immigrants came to America during the Gilded Age from countries in Southern and Eastern Europe, including Germany, France, Spain, Italy, Greece, and Russia.

Adding It Up (Page 7)
Q: What was the U.S. population growth rate between the years 1880-1920?
A: 111%
Q: How does that compare to the population growth rate between the years 1960-2000?
A: 54% less

You Do the Math (Page 8)
Q: How many immigrants per minute during the next five years will America need to avoid a shortage of workers?
A: Today, one immigrant arrives in America approximately every 30 seconds, or 2 per minute. If, in 5 years, that rate must double in order to avoid a shortage of workers, then 2 immigrants per every 30 seconds is equal to 4 immigrants per minute.
Formula: 4 immigrants x 1440 minutes in a day x 365 days in a year x 5 years = 10,512,000 immigrants will be needed to avoid a shortage of workers in America.

Add It Up (Page 9)
Q: What was the difference in population between New York, NY, and Cincinnati, OH, in 1870?
A: Population of New York, 942,292; Population of Cincinnati, OH, 216,239
Equation: 942,292 – 216,239 = 726,053
Q: Which city was more populated in 1870: St. Louis, MO; or New Orleans, LA. By how many?
A: Population of St. Louis, 310,864; Population of New Orleans, LA, 191,418. St. Louis, MO was more populated in 1870, by 119,446 people.
Q: Which city on this chart had the smallest population?
A: The chart is organized by ranking the most populated urban city to the least populated urban city. The city with the smallest population is San Francisco, CA, with 149,473 people.

Invention Timeline (Page 10)
Inventor's Name Invention
Alfred Nobel 3
Dr. John S. Pemberton 16
Otis Brothers 7
George W.G. Ferris 12
Capt. James B. Eads 1
W.K. Kellogg 11
Johan Vaaler 13
Ransom Eli Olds 19
F.W. Ruechkeim 5
Wright Brothers 14
Albert Einstein 16
Earle Dickson 23
Alexander Graham Bell 2
Walter Diemer 22
Christopher Sholes 9
Nikola Tesla 8
Thomas Edison 6
Gideon Sundback 15
Milton Hershey 17
Clarence Birdseye 21
Morris Michtom 20
Charles E. Menches 23
Levi Strauss 4

Recalling the Details (Page 11)
Q: Name one invention that was patented during the Gilded Age. Who invented it? Is it still used today? How?
A: Answers may vary. Students may choose any of the inventions listed on the timeline.

Economies of Scale (Page 12)
Q: Can you think of other new products that have become better and less expensive?
A: Answers may vary. Some examples are cameras, telephones, automobiles, frozen foods.

Add it Up (Page 14)
Q: Skim the section on Captains of Industry and Commerce. Look for the ages of each Gilded Age industrialist. What was the average age that they began their business careers?
A: Henry Flagler, 14; Andrew Carnegie, 13; J.P. Morgan, 23; Henry Clay Frick, 21; and John D. Rockefeller, 16.
Equation: 14 + 13 + 23 + 21 + 16 = 17.4; the average age of the Captains of Industry and Commerce to begin their careers is about 17 years old.

Reading Check (Page 16)
Q: Construct a two-column chart. On one side, make a list of the Captains of Industry and Commerce. One the other side, write the industry they led.

A: Henry Flagler: oil, hotels, railroads; Andrew Carnegie: steel; J.P. Morgan: financial; Henry Clay Frick: steel; John D. Rockefeller: shipping, oil.

Sum it Up (Page 16)
Q: How did Andrew Carnegie suggest the wealthy spend their money?
A: Andrew Carnegie wrote an essay titled, *The Gospel of Wealth*. In it, he suggested that the nation's wealthiest people have a responsibility to provide education and other opportunities to all.
Q: What is philanthropy?
A: Philanthropy is the giving of charitable gifts or endowments to improve human wellbeing.
Q: What are some examples of philanthropy in your neighborhood?
A: Answers may vary. Examples: disaster relief organizations, libraries, museums, and schools.

Recalling the Details (Page 18)
Q: What led to the population explosion in Florida during the Gilded Age?
A: Henry Flagler built a railroad that ran the entire length of Florida, from Jacksonville to Key West, making Florida a tourist destination and one of the nation's biggest agricultural states.
Q: Who was responsible for this?
A: Henry Flagler is credited with making Florida a tourist destination and one of the nation's biggest agricultural states.
Q: How did he make it possible?
A: The FEC Railway and the Over-Sea Railroad enabled Florida to grow in leaps and bounds. The Railway not only made it possible for people to travel throughout Florida, but it also created a lucrative trade route for emerging agriculturalists, contractors, and tourists. The FEC Railway and the Over-Sea Railroad created a convenient means by which to access parts of the state that were nearly impossible to reach before.

Sum It Up (Page 20)
Q: What were some of the accommodations that Henry Flagler made sure his St. Augustine hotels could offer?
A: Henry Flagler's hotels were always equipped with the greatest technology of the time, such as central heating, electric lighting, and easy access to the Railway. Each hotel also had accommodations such as golf courses, tennis courts, and fancy afternoon luncheons and teas.
Q: Why would these be considered luxuries?
A: Accommodations such as central heating, electric lighting, and indoor plumbing were considered luxuries during the Gilded Age because they were new technologies of the time that changed the world by making modern conveniences available to the general public.

Recalling the Details (Page 22)
Q: What did some people call Henry Flagler's plan to construct the Over-Sea Railroad?
A: Some people who did not believe that this would ever be possible named the project "Flagler's Folly."
Q: When was this project completed?

A: On January 2, 1912, Henry Flagler rode the first train into Key West.
Q: When it was completed, what was the project's new nickname?
A: Henry Flagler was called the builder of "The Eighth Wonder of the World."

Reading Check (Page 24)
Q: Why is Henry Flagler Credited with inventing modern Florida?
A: The luxury hotels built by Henry Flagler; the hundreds of miles of railroad he built, including the most amazing railroad ever built – the Over-sea Railroad; and the more than $1,000,000 of acres of land he developed for agriculture created modern Florida. Today, Florida's economy is still based on the tourism and agriculture industries that were established by Henry Flagler.
Q: List the industries that he was part of, and how each industry affected Florida's development.
A: By building his luxury hotels along the east coast of Florida, Henry Flagler established the state as a top tourist destination. As the builder of hundred of miles of railroad including the most amazing railroad ever built, the Over-sea Railway, Henry Flagler improved the transportation industry and established Florida's agriculture industry as it is known today.

Recalling Details (Page 27)
Q: Make a list of all the common features of some of the Gilded Age homes that were described in this section.
A: Beaux Arts Style Architecture and Decoration, technological amenities (electric lighting, central heating), large Grand Halls and entrance ways to accommodate visitors, and elaborate pools, terraces, and walkways.