

Flagler's Florida



TEACHER'S GUIDE
4TH & 5TH GRADE

TABLE OF CONTENTS

- Welcome Letter
- Sunshine State Standards
- Guide to Scheduling School Tours
- Museum Manners
- Directions and Map to the Museum
- Lessons and Activities
 - Lesson 1: The Gilded Age and Flagler Museum Overview
Pre-Visit Activity & Vocabulary Worksheet
 - Lesson 2: Henry Flagler and American Business
 - Lesson 3: Henry Flagler, Inventor of Modern Florida & Map of
Flagler's Florida Hotels
 - Lesson 4: Whitehall - Florida's First Museum &
Compare/Contrast Chart
 - Lesson 5: The Legacy of Henry Flagler and the Gilded Age
 - Flagler Museum Post-Visit Activity
- Answer Key to *Flagler's Florida* NIE Tab
- Flagler Museum Post-Visit Questionnaire
- Flagler Museum Suggested Reading List

GEORGE G. MATTHEWS
PRESIDENT

G.F. ROBERT HANKE
VICE PRESIDENT

WILLIAM M. MATTHEWS
TREASURER

THOMAS S. KENAN, III
SECRETARY



ALEXANDER W. DREYFOOS
TRUSTEE

KELLY M. HOPKINS
TRUSTEE

JESSE D. NEWMAN
TRUSTEE

JOHN B. ROGERS
TRUSTEE

JOHN M. BLADES
EXECUTIVE DIRECTOR

Dear Fellow Educators,

Thank you for your interest in the Flagler Museum. We are excited that you have chosen to use Flagler's Florida NIE Tab and Flagler's Florida Teacher's Guide to study America's Gilded Age and Henry Morrison Flagler. You will find that Flagler's Florida NIE Tab offers a unique glimpse into Florida's history during the Gilded Age and the role Henry Flagler played in inventing modern Florida.

Henry Flagler, founding partner of Standard Oil and developer of Florida's east coast and the Florida East Coast Railway, was a firm believer in community support and education. Since 1980, the Flagler Museum and its Members have continued this legacy through its support of Florida social studies curriculum and student tours. We suggest culminating your studies with a field trip to the Flagler Museum. The cost for students and teachers visiting the Museum is entirely underwritten by the Museum's Members and Contributors.

In order to maximize your studies, our Flagler's Florida NIE Tab and the Flagler's Florida Teacher's Guide are designed to help you and your students gain an understanding of Henry Flagler and America's Gilded Age. The Flagler's Florida Teacher's Guide includes; a) logistical information about your visit to the Flagler Museum; b) Museum Manners and teacher/chaperone responsibilities; c) pre-visit and post-visit activities to support your curriculum; d) Sunshine State Standards; and e) professional development CD for teachers and chaperones. Please carefully review all the information before conducting activities with your students.

If you have questions or comments concerning any Flagler Museum educational materials, please contact the Education Department by phone at (561) 655-2833 or via email at educationdepartment@flaglERMuseum.us We look forward to hearing from you and your students.

Sincerely,

Education Department
Henry Morrison Flagler Museum

A NATIONAL HISTORIC LANDMARK

One Whitehall Way, P.O. Box 969, Palm Beach, Florida 33480
PHONE 561-655-2833 FAX 561-655-2826 E-MAIL mail@flaglERMuseum.us WEB SITE www.flaglERMuseum.us

SUNSHINE STATE STANDARDS

The *Flagler's Florida* Teacher's Guide has been designed with the Sunshine State Standards as a reference. Each activity is labeled with corresponding social studies curriculum standards for grades four and five, according to the current standards. Activities are designed to maximize individual and cooperative learning while stimulating critical thinking skills and creativity. The pre-visit activities will make learning fun and interesting for your students while drawing directly from your curriculum goals. The post-visit activity is designed to assess what students have learned through both the activities and field trip to the Flagler Museum. Thank you in advance for your constructive feedback. Teacher feedback regarding our *Flagler's Florida* NIE Tab, the *Flagler's Florida* Teacher's Guide and Museum visit will help us improve future education.

To learn more about the Sunshine State Standards visit Florida Department of Education's website at:

<http://www.fldoe.org/bii/curriculum/sss/>

GUIDE TO SCHEDULING SCHOOL TOURS

Booking a Flagler Museum School Tour is easy. Please contact the Reservation Coordinator at: (561) 655-2833 X27 and have the following information available:

- Preferred date and time of School Tour (Please note that Flagler Museum School Tours are available from September through May, Tuesday - Friday, at either 9:30 a.m. or 10:00 a.m.)
- Number of students and chaperones attending.
- Method of transportation (bus or cars).

Once the date and time have been confirmed with the Reservation Coordinator, a School Tour Packet will be mailed that includes:

- A School Tour Confirmation Form.
- School Tour Guidelines.
- Name-tags for all students and chaperones.
- *Flagler's Florida* Teacher's Guide which provides lesson plans for both pre and post-visit classroom curriculum.

After you receive the packet, please:

- Review the forms.
- Sign the forms where indicated.
- Make copies for your records.
- Mail forms back to the Museum no later than two weeks prior to your arrival.

In order to make your visit safe and enjoyable, on the date of your scheduled tour:

- Please have the bus pull up to the Museum's front gate.
- **Before unloading students**, have one teacher meet the Reservation Coordinator to check-in the group at the Admissions Kiosk located at the Museum's entrance.
- The Reservation Coordinator will verify the exact number of students, chaperones, and drivers attending the School Tour.
- **Please note** that admission fees for School Tours are underwritten by the Museum Members and Contributors. For every ten students, one chaperone is admitted free. The Reservation Coordinator will collect the Museum's Adult Admission rate of \$15.00 for all extra chaperones.
- After the Reservation Coordinator has confirmed the group count, teachers and chaperones may guide their students off the bus to the front gate where Docents will begin the School Tour.
- School buses may park and wait for the School Tour in the designated parking spaces along the center median of the Museum's visitor parking lot.

Flagler Museum P.O. Box 969 Palm Beach, FL 33480
Phone: (561) 655-2833 Fax: (561) 655-2826 www.flaglERMuseum.us
Email: reservations@flaglERMuseum.us

MUSEUM MANNERS

These guidelines will help make your visit more pleasant while protecting the Museum and its collection for future generations. Please review them with your students prior to your visit. Groups who are unable to follow these guidelines will be asked to leave.

- ◆ Teachers and chaperones must stay with their students at all times.
- ◆ **Stay with the Docent** during the tour.
- ◆ Although photography is allowed, flash photography is not permitted.
The light damages colors in paintings and fabrics.
- ◆ **Be Safe! Running is not allowed in the Museum.**
Stay to the right when using the stairs and hold the handrail.
- ◆ To experience the Museum, look with your eyes, listen with your ears, and smell with your nose, but please do NOT touch with your hands.
(Oils in your skin can cause damage to items in the Museum)
- ◆ Use your speaking voice inside the Museum.
- ◆ Food, drink, gum or backpacks are not allowed in the Museum.

DIRECTIONS TO FLAGLER MUSEUM

From Turnpike and I-95:

Head East on Okeechobee Blvd also known as SR 704

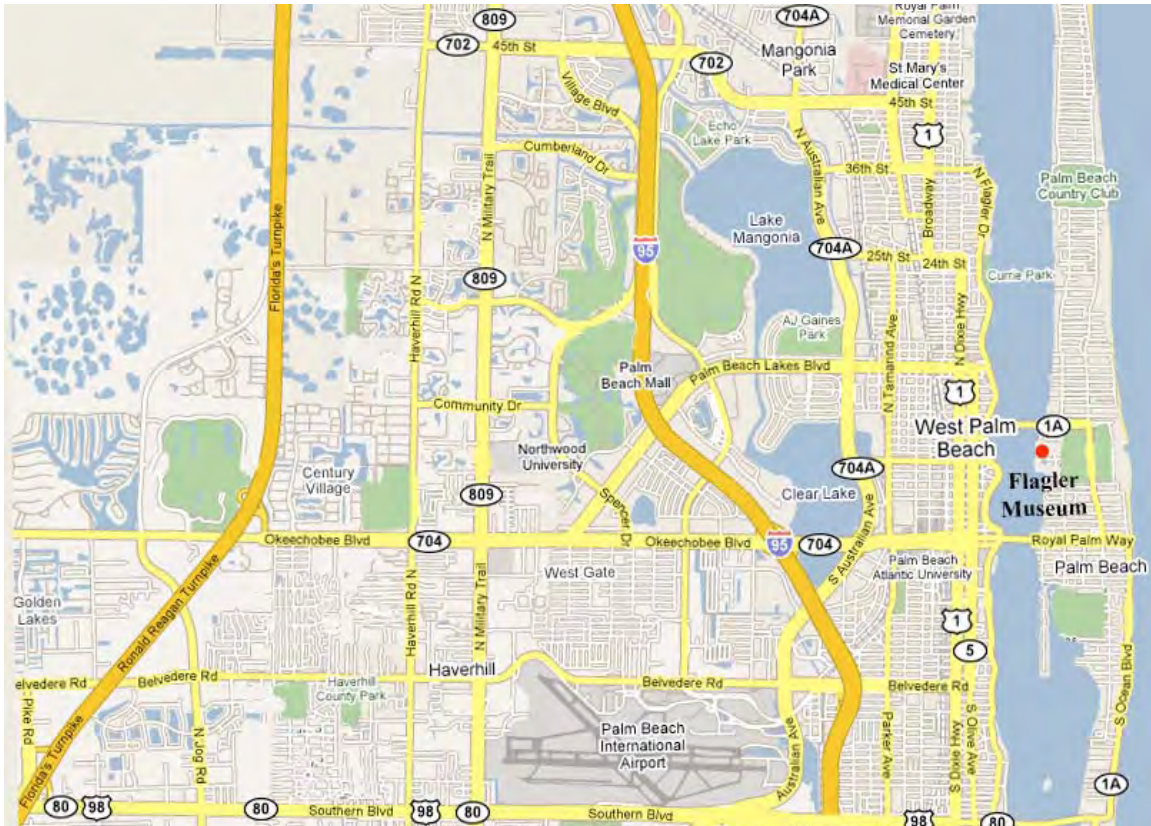
Cross over the Intracoastal Bridge (Royal Palm Way)

Turn Left onto Coconut Row

Take Coconut Row to Flagler Museum entrance (West Side of Coconut Row)

Please call the Reservation Coordinator at (561) 655-2833 ex. 27 if you need help finding the Flagler Museum or if you are running late for a scheduled tour.

The Henry Morrison Flagler Museum
P.O. Box 969, One Whitehall Way
Palm Beach, FL 33480
Tel. (561) 655-2833 Fax. (561) 655-2826



THE GILDED AGE AND FLAGLER MUSEUM OVERVIEW & PRE-VISIT ACTIVITY

Lesson 1
Grades 4 & 5

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objective:

- ◆ Students learn about Henry Flagler and the Gilded Age.

Modification ELL and ESE students:

- ◆ Lower learning level students will follow along with the lesson by observing the pictures in the newspaper.
- ◆ Students will peer-tutor weaker performing students.
- ◆ Students will be helped by an ELL or ESE tutor as needed.

Texts Used:

- ◆ *Flagler's Florida* NIE Tab

(Lesson 1, continued)

Materials:

- ◆ Notebooks
- ◆ Pencils
- ◆ Overhead projector

Procedure:

- ◆ Teacher will distribute *Flagler's Florida* NIE Tab to students.
- ◆ Teacher will pass out the vocabulary word sheet and discuss the meaning of the words.
- ◆ Teacher will have the students look at the cover of *Flagler's Florida* NIE Tab. In a brainstorm web on the board, teacher will write ideas that students have concerning the cover of *Flagler's Florida* NIE Tab and what they think each picture represents in relation to Florida and its History.
- ◆ Teacher will have students count off in 5's. This will represent the five sections in *Flagler's Florida* NIE Tab. The sections include: *Henry Flagler and His Time*, *Henry Flagler and American Business*, *Henry Flagler – Inventor of Modern Florida*, *Whitehall – Florida's First Museum*, and *Legacy of Henry Flagler and the Gilded Age*.
- ◆ Students will search through the section of *Flagler's Florida* NIE Tab according to their number, and choose a picture that interests them (write the page number where the picture is found). They will write about the picture and what it represents in connection to the Gilded Age, Florida, and Henry Flagler.
- ◆ Each student will share both the pictures they chose and their ideas with the class.
- ◆ Teacher will choose a picture that s/he thinks is the most important in each section and discuss why s/he chose the picture and why s/he thinks it is the most important.

Assessment:

- ◆ Teacher will circulate around the room and observe students as they work, guiding the students.
- ◆ Teacher will observe the students' presentations to the class, and assess the content according to the lesson's instructions.

VOCABULARY

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

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

Symbolism – the use of objects or signs to represent ideas in art or literature

HENRY FLAGLER AND AMERICAN BUSINESS

Lesson 2
Grades 4 & 5

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objectives:

- ◆ Students will learn about Henry Flagler and his role as a captain of industry.
- ◆ Students understand development during the Gilded Age was the result of the opportunity for individual success which was available to anyone willing to work hard and take risks.
- ◆ Students will realize that the new wealthy class was created by the people who utilized the technology to develop or improve existing products, thus creating corporations.

Modification ELL and ESE students:

- ◆ Students will peer-tutor weaker performing students.
- ◆ Teacher will place ELL and ESE students in groups with advanced students.
- ◆ Students will be helped by an ELL or ESE tutor as needed.

(Lesson 2, continued)

Texts Used:

- ◆ *Flagler's Florida* NIE Tab

Materials:

- ◆ Vocabulary notebook
- ◆ *Flagler's Florida* NIE Tab (Pg. 6)(Pg.12-16)
- ◆ Paper and pencils
- ◆ Construction paper
- ◆ Markers

Procedure:

- ◆ Teacher will have students turn to page 12 in *Flagler's Florida* NIE Tab and have the students read the introduction orally.
- ◆ Teacher will explore with the students the captains of industry and commence on pages 13 & 14. Teacher will ask questions about the captains of industry: What did they produce? Are these products or inventions still used today?
- ◆ Teacher will divide the class into groups after reading the instructions and facilitating a brainstorming web on the board. (Instructions and brainstorming web information below.)
- ◆ **Teacher will read instructions to class:** Use the captains of industry as a role model to think of a service or product you would like to market. You can either invent something new or improve an already existing product, or service. Make a poster advertising your service or product, and sell it to your classmates!
- ◆ Teacher will put a brainstorming web on the board and have students brainstorm ideas for new or improved products or services or ones that can be improved.
- ◆ Teacher will divide students into 4-5 groups.
- ◆ Students will refer to *Flagler's Florida* NIE Tab (Pg. 6, 10 & 11) for ideas for products.
- ◆ Students will develop the product within their group according to the instructions.
- ◆ Groups will present their products' information to the class.
- ◆ Teacher will discuss the 5 vocabulary words and definitions and have students copy them in their vocabulary notebooks: **business, corporation, company, capitalism and technology.**

Assessment:

- ◆ Teacher will circulate around the room and observe students as they work, both as individuals and in groups, assuring that everyone is contributing to the group.
- ◆ Teacher will observe the groups as they present their products to the class and assess the project's content according to the instructions.

HENRY FLAGLER, INVENTOR OF MODERN FLORIDA

Lesson 3
Grades 4 & 5

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objective:

- ◆ Students understand that Henry Flagler was the inventor of modern Florida and that he is credited with Florida's population explosion by providing opportunities through tourism, agriculture and transportation.

Modification ELL and ESE students:

- ◆ Students will peer tutor weaker performing students.
- ◆ Students will be helped by an ELL or ESE tutor as needed.

(Lesson 3, continued)

Texts used:

- ◆ *Flagler's Florida* NIE Tab (Pg.17-24)

Materials:

- ◆ Vocabulary notebook
- ◆ *Flagler's Florida* NIE Tab (Pg. 17-24)
- ◆ Paper and pencils
- ◆ One ½ sheet of paper for each student (Postcard)
- ◆ Markers, crayons, or colored pencils
- ◆ Postcards to be used as examples
- ◆ Map of Florida from *Flagler's Florida* NIE Tab (Pg. 21)

Procedure:

- ◆ Teacher will read the introduction on page 17 of *Flagler's Florida* NIE Tab while students follow.
- ◆ Teacher will have students brainstorm, with a web on the board, several reasons for the population growth after Henry Flagler came to Florida.
- ◆ Teacher will divide the class into three groups. Each group is assigned a category for the population explosion of modern Florida caused by Henry Flagler:
 1. Tourism
 2. Transportation
 3. Agriculture
- ◆ Teacher will pass around examples of postcards and explain what they are and what they are used for, i.e., a short letter.
- ◆ Students will work individually and according to their category, design a postcard according to these directions:
 - According to the specific cause for growth, draw a picture on the front of your postcard depicting your category.
 - On the back of the postcard, according to your category, write a short note to a friend or relation explaining with three main ideas, why the population exploded as it did after Henry Flagler's efforts to develop Florida.
- ◆ Teacher will pass out the map of Florida and have students connect the hotels to the cities where they were located according to the *Flagler's Florida* NIE Tab on pages 19 & 20. Include the dates of hotels, and draw the railroad, creating a timeline.
- ◆ Teacher will discuss the three vocabulary words and definitions and have students copy them in their vocabulary notebooks: **transportation, tourism and agriculture.**

Assessment:

- ◆ Students will turn in their postcard and maps for teacher to look over for ideas and content.
- ◆ Teacher will display the best 10 postcards on the bulletin board.

WHITEHALL - FLORIDA'S FIRST MUSEUM

Lesson 4

Grades 4 & 5

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.
2. understands the influence of geography on the history of Florida.
3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objective:

- ◆ To give students information on Whitehall and its history, and why it is considered Florida's first museum.

Modification ELL and ESE students:

- ◆ Students will peer tutor weaker performing students.
- ◆ Students will be helped by an ELL or ESE tutor as needed.

Texts used:

- ◆ *Flagler's Florida* NIE Tab (Pg.25-27)

(Lesson 4, continued)

Materials:

- ◆ Vocabulary notebook
- ◆ *Flagler's Florida* NIE Tab (Pg. 25-27)
- ◆ Paper & pencils
- ◆ Markers & crayons
- ◆ Construction paper
- ◆ Internet

Procedure:

- ◆ Teacher will have students turn to page 25 in *Flagler's Florida* NIE Tab and read orally the three pages in this section.
- ◆ Teacher will discuss the pictures of Whitehall on page 26 and the other Gilded Age homes on page 27 in *Flagler's Florida* NIE Tab.
- ◆ Teacher will discuss the meaning of the word museum and what constitutes a museum. For example, a building for keeping and showing objects which are important in history, art or science. This is one of the vocabulary words which students will copy in their vocabulary notebook later in the lesson.
- ◆ Teacher will ask students what they think makes Whitehall Florida's first museum and write the reasons on the board.
- ◆ Students will then compare and contrast Whitehall as a house museum to an average house.
- ◆ Students will then design and draw their own house museum on construction paper.
- ◆ Teacher will choose students to use the Internet and to print pictures of time period furniture to place in their house museums.
- ◆ Teacher will discuss the three vocabulary words and definitions and have students copy them in their vocabulary notebooks: **museum, architect, and symbolism.**

Assessment:

- ◆ Students will turn in their drawings and compare and contrast graphic organizer for teacher to look over for ideas and content.

COMPARE/CONTRAST CHART

Name: _____ Date: _____

Title/Topic _____

HOUSE MUSEUM

AVERAGE HOME

THE LEGACY OF HENRY FLAGLER AND THE GILDED AGE

Lesson 5

Grades 4 & 5

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objectives:

- ◆ Students understand that Henry Flagler and other captains of industry and commerce felt an obligation to society to distribute their wealth in such a way that created opportunities for everyone.

Modification ELL and ESE students:

- ◆ Students will peer tutor weaker performing students.
- ◆ Students will be helped by an ELL or ESE tutor as needed.

Texts used:

- ◆ *Flagler's Florida* NIE Tab (Pg.28-32)

(Lesson 5, continued)

Materials:

- ◆ Pencil and Paper

Procedure:

- ◆ Teacher will discuss the 3 vocabulary words and definitions and have students copy them in their vocabulary notebooks: **legacy, philanthropist and endowment.**
- ◆ Teacher will write Henry Flagler's quote on the board, "*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.*" Teacher asks students what this means to them.
- ◆ Teacher will discuss the idea of philanthropy and look at some of the contributions that Henry Flagler made on pages 28 & 29 of *Flagler's Florida* NIE Tab.
- ◆ Teacher will have students look at the chart on page 29 and discuss America's Top Foundations and Trusts. What do they do with *all* that money? How do they help people?
- ◆ **Teacher will read to students:** Pretend you are one of the wealthy industrialists of the Gilded Age. Choose a charity to contribute money to, and write about why you chose that organization.
- ◆ How would you like to see your donation spent? How would your contributions help others to help themselves?

Assessment:

- ◆ Students will turn in their papers for teacher to look over for the best five ideas.
- ◆ These students will receive a reward of the teacher's choice, the following week.

FLAGLER MUSEUM

POST-VISIT ACTIVITY

Grades 4 & 5

**Note: This activity is intended as a follow-up exercise to taking a field trip to the Flagler Museum. If you are unable to attend in person please visit our website or contact the Education Department for more information.*

Sunshine State Standards and Benchmarks: Time, Continuity, and Change

The student understands historical chronology and the historical perspective. (SS.A.1.2)

1. understands how individuals, ideas, decisions, and events can influence history.
3. understands broad categories of time in years, decades, and centuries.

The student understands U.S. history from 1880 to the present day. (SS.A.5.2)

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.

The student understands the history of Florida and its people. (SS.A.6.2)

3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

FCAT Support:

- ◆ This lesson supports the following FCAT standards:
 - Read, think and explain
 - Prediction
 - Making inferences
 - Find main idea
 - Author's purpose

Objective:

- ◆ Students will demonstrate how much knowledge they acquired regarding Henry Flagler and Whitehall on their recent field trip to the Flagler Museum.

Modification ELL and ESE students:

- ◆ Teacher will allow ELL and ESE student to draw a picture of their experience.

Materials:

- ◆ Paper and pencils
- ◆ Construction paper
- ◆ Markers or crayons

(Flagler Museum Post-Visit Activity, continued)

Procedure:

- ◆ Students will write a thank you letter to the Flagler Museum's Education Department and include information about what they learned from *Flagler's Florida* NIE Tab, the exercises in *Flagler's Florida* Teacher's Guide and their Museum field trip and/or draw a picture that depicts their favorite parts of their experience at the Museum.
- ◆ Teacher will fill in the Flagler Museum Post-Visit Questionnaire.

OR

- ◆ Students will design colorful and fun brochures about Henry Flagler and the Flagler Museum that include information about what they learned from *Flagler's Florida* NIE Tab, the exercises in *Flagler's Florida* Teacher's Guide and their Museum field trip.
- ◆ Teacher will hang the brochures in the classroom or in the hall at school and then send one or two excellent examples to the Education Department at the Museum:

Henry Morrison Flagler Museum
Attn: Education Director
P.O. Box 969, One Whitehall Way
Palm Beach, FL 33480

- ◆ Teacher will fill in the Flagler Museum Post-Visit Questionnaire based on the experience she/he and the students had at the Museum.

Assessment:

- ◆ Students will turn in their brochures or letters for the teacher to look at and assess:
 - How individuals, ideas, decisions, and events can influence history.
 - If students understand broad categories of time in years, decades, and centuries.
 - If students know that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
 - If students know the social and political consequences of industrialization and urbanization in the United States after 1880.
 - If students know the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.

ANSWER KEY TO *FLAGLER'S FLORIDA* NIE TAB

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

$$\text{Equation: } 942,292 - 216,239 = 726,053$$

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: $14 + 13 + 23 + 21 + 16 = 77$; the average age of the Captains of Industry and Commerce to begin their careers is about 15.4 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. On 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 well-being.

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.

H E N R Y M O R R I S O N
FLAGLER MUSEUM
PALM BEACH, FLORIDA

Flagler Museum Post-Visit Questionnaire

Name of School _____

Date _____

Name of Teacher _____

This Questionnaire will enable us to improve the curriculum in future editions of **Flagler's Florida** NIE Tab and **Flagler's Florida** Teacher's Guide. Thus, we request that you complete and return this questionnaire to us. Please write the name of your school in the space provided. You may omit your name if you choose. You may fax this form to (561) 655-2826, email it to educationdirector@flaglERMuseum.us, or mail it to, One Whitehall Way, Palm Beach, FL 33480.

1. Please circle the Flagler Museum Educational Materials that you have used?

All Flagler Museum Educational Materials
Flagler's Florida Newspapers In Education Tab
Flagler's Florida Teacher's Guide
Flagler Museum School Tour

2. Please rate the following Educational Materials using the scale provided below:
1 being the least useful and 5 being the most useful

Flagler's Florida NIE Tab 1 2 3 4 5

Flagler's Florida Teacher's Guide 1 2 3 4 5

School Tour of the Flagler Museum 1 2 3 4 5

3. Briefly explain specific aspects of the Flagler Museum Educational Materials you found useful and why:

4. Would you recommend the Flagler Museum Educational Materials to other educators?
Please Explain:

Please feel free to write additional comments on the back of this form.

Flagler Museum Suggested Reading List

© Flagler Museum

Henry Flagler

Akin, Edward N. *Flagler: Rockefeller Partner & Florida Baron*, Florida: University Press of Florida, 1988.

*Chandler, David Leon. *Henry Flagler*, New York: Macmillan Publishing Co., 1986.

Flagler Museum: An Illustrated Guide, Palm Beach: Henry Morrison Flagler Museum, 2002

Gordon, John Steel. *The Master Builder*, Audacity Magazine (Winter 1996): 40-53.

Lefevre, Edwin. *Flagler and Florida*, Everybody's Magazine 22 (1910): 168-186.

Martin, Sidney Walter. *Florida's Flagler*, Georgia: University of Georgia Press, 1977.

Martin, Sidney Walter. *Henry Flagler: Visionary of the Gilded Age*, Tailored Tours Publications, 1999

Sammons, Sandra Wallus. *Henry Flagler Builder of Florida*, Florida: Tailored Tours Publications, Inc., 1993.

Wiggins, Larry. *The Birth of the City of Miami*, Tequesta: The Journal of the Historical Association of Southern Florida (1995): 5-38.

America's Gilded Age

Aslet, Clive. *The American Country House*, New Haven and London: Yale University Press, 1990.

Blades, John M. and Loring, John. *Tiffany at the World's Columbian Exposition*, Palm Beach: Henry Morrison Flagler Museum, 2006.

Braden, Susan R. *The Architecture of Leisure: The Florida Resort Hotels of Henry Flagler and Henry Platt*, University Press of Florida, 2002.

Cashman, Sean Dennis. *America in the Gilded Age*, New York: New York University Press, 1993.

Dorsey, Hebe. *The Age of Opulence*, New York: Harry N. Abrams, Inc., 1986.

Dwight, Eleanor. *The Gilded Age: Edith Wharton and Her Contemporaries*, New York: Universe Publishing, 1995.

Folsom, Merrill. *Great American Mansions and Their Stories*, Mamaroneck, New York: Hastings House, 1963.

*Gregory, Alexis. *Families of Fortune: Life in the Gilded Age*, New York: Rizzoli, 1993.

Barghini, Sandra. *Henry M. Flagler's paintings collection: the taste of a Gilded Age collector*, Palm Beach: Flagler Museum, 2002.

Hofer, Margaret K. *The Games We Played: The Golden Age of Board & Table Games*, Princeton Architectural Press, 2003

Howsbawm, Eric. *The Age of Capital 1848-1875*, New York: Barnes and Noble Books, 1995.

Larson, Erik. *The Devil in the White City*, Crown Publishers, 2003.

McAlester, Virginia & Lee. *Great American Houses*, New York: Abbeville Press, 1994.

Rydell, Robert and Carol Kinder Carr. *Revisiting the White City: American Art and the 1893 World's Fair*, Hanover: University Press, 1993.

Sandler, Martin. *Inventors*, New York: Harper Collins, 1996.

FEC Railroad

Bramson, Seth. *Speedway to Sunshine: The Story of the Florida East Coast Railway*, Boston Mills Press, 2003

Florida East Coast Railway. *Announcement: Key West Extension of the Florida East Coast Railway, 1912*, reprinted, Key West, Florida: The Conch Tour Train, 1985.

Gallagher, Dan. *Florida's Great Ocean Railway: Building the Key West Extension*, Pineapple Press, 2003.

Gallagher, Dan. *Pigeon Key and the Seven-Mile Bridge 1908-1912*, Marathon, Florida: Pigeon Key Foundation, 1995.

Meltzer, Milton. *Hear That Train Whistle Blow: How the Railroad Changed the World*, Random House, 2004.

Parks, Pat. *The Railroad that Died at Sea*, Florida: Langley Press, Inc., 1968.

Standiford, Lee. *Last Train to Paradise*, Crown Publishers, 2002

Florida and Palm Beach

Ayers, R. Wayne. *Florida's Grand Hotels from the Gilded Age*, Arcadia Publishing, 2005.

Barghini, Sandra. **Palm Beach Panorama: Turn-of-the-Century Photography by W.E. Hazard**, Palm Beach: Henry Morrison Flagler Museum, 1996.

Barghini, Sandra. *A Society of Painters: Flagler's St. Augustine Art Colony*, Palm Beach: Henry Morrison Flagler Museum, 1998

Earl, Polly Anne. *Palm Beach an Architectural Legacy*, Rizzoli International Publications, Inc. 2002.

Earl, Polly Anne. *Palm Beach: The Way We Were*, Preservation Foundation of Palm Beach, 2003

Gannon, Michael. Florida: *A Short History, Florida*: University Press of Florida, 1993.

O'Sullivan, Maureen and Sphritz, Dianna. *Palm Beach: Then and Now*, Lickle Publishing, 2003.

Pierce, Charles W. *Pioneer Life in Southeast Florida*, Coral Gables: University of Miami Press, 1970.

Tuckwood, Jan and Eliot Kleinberg. *Pioneers in Paradise: West Palm Beach The First 100 Years*, West Palm Beach: The Palm Beach Post, 1994.

Wilson, Joyce C. *Palm Beach Splendor: The Architecture of Jeffery W. Smith*, International Publications, Inc. 2005.

* *Out of Print*



WHITEHALL, HENRY FLAGLER'S ESTATE COMPLETED IN 1902



FUNDING PROVIDED BY THE GRAHAM-ECKES
PALM BEACH ACADEMY FOUNDATION

H E N R Y M O R R I S O N
FLAGLER MUSEUM
PALM BEACH, FLORIDA

FLAGLER MUSEUM, EDUCATION DEPARTMENT, P.O. BOX 969, PALM BEACH, FLORIDA 33480
PHONE: (561) 655-2833 FAX: (561) 655-2826
E-MAIL: EDUCATIONDIRECTOR@FLAGLERMUSEUM.US WEBSITE: WWW.FLAGLERMUSEUM.US

A NATIONAL HISTORIC LANDMARK
ACCREDITED BY THE AMERICAN ASSOCIATION OF MUSEUMS