



NSDAR Educational Resources Committee

“Flagler’s Influences on Florida”

Lesson Plan

Contributor: Florida Council for History Education

Grade Level: 6-12

1. Identify the standards to be addressed:

Florida Social Studies Standards

SS.912.A.3.13: Examine key events and peoples in Florida history as they relate to United States history.

Remarks/Examples:

Examples may include, but are not limited to, the railroad industry, bridge construction in the Florida Keys, the cattle industry, the cigar industry, the influence of Cuban, Greek and Italian immigrants, Henry B. Plant, William Chipley, Henry Flagler, George Proctor, Thomas DeSaille Tucker, Hamilton Disston.

SS.912.A.1.1: Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2: Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4: Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.1.5: Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

Language Arts Florida Standards

LAFS.1112.RH.1.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

LAFS.1112.RH.1.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

LAFS.1112.RH.2.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

LAFS.1112.RH.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

LAFS.1112.RH.3.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

LAFS. 1112.WHST.1.1: Write arguments focused on discipline-specific content.

LAFS. 1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2. Statement of the objective and lesson outcomes:

Students will answer the question - Since Henry Flagler was considered a Robber Baron, did he develop Florida, the rail roads and hotels, for altruistic reasons? – using evidence from multiple resources to support their answer.

3. Materials, resources, and technology to be used by teacher/students:

he Fountain of Youth Archaeological Park: Where Legend Meets History, by Roger Smith (<http://www.colonialra.com/>)

Declaring a Dividend <https://www.loc.gov/item/2011645814/>

Business is Business <https://www.loc.gov/item/2011645538/>

Linking the Keys <https://www.loc.gov/item/today-in-history/january-22/>

Ladies Entrance to the Once De Leon Hotel St. Augustine 189-

<https://www.floridamemory.com/items/show/26512>

First Train to Key West January 22 1912 <https://www.floridamemory.com/blog/2013/01/22/first-train-to-key-west-january-22-1912/>

Image 4 of The New York Times (New-York [N.Y.]), November 19, 1916 <https://www.loc.gov/resource/sn78004456/1916-11-19/ed-1/?sp=4&r=-1.204,0.129,3.407,1.467,0>

4. **Introduction of the topic:**

Enduring Understandings

Henry Flagler was a Robber Baron whose fortune was gained from Standard Oil and had the reputation of a corporate predator.

Henry Flagler's contributions to Florida provided the vehicle for growth in all sectors of life.

Henry Flagler brought the oldest city of St. Augustine into the 20th Century.

Henry Flagler introduced Florida to the rich and famous of the early 20th Century and made it a playground for the rich and famous.

Essential Questions

Since Henry Flagler was considered a Robber Baron, did he develop Florida, the rail roads and hotels, for altruistic reasons?

How did the railroad system influence tourism in the state of Florida?

5. **Procedure for instruction:**

1. Review the prompt: Using evidence from multiple texts, answer the question "Since Henry Flagler was considered a Robber Baron, did he develop Florida, the rail roads and hotels, for altruistic reasons?"

2. Be sure students understood the question and vocabulary.

3. Have students in groups or pairs deconstruct (using historical thinking strategies, graphic organizers, etc.) the primary source documents. Suggestion to use Library of Congress's Primary Source Analysis Tool (<https://loc.gov/teachers/primary-source-analysis-tool/>.) This can be used interactively online or printed.

4. Have students decide the answer to the question (Yes, he did, or no, he did not have altruistic reasons for developing Florida and the railways.)

6. **Lesson closure:**

Discuss the format for students to answer the questions, such as providing specified rubrics or other structures to support student success. (Your rubric should include the specifics you want your students to focus on. For instance, include 2 pieces of evidence from the primary sources to support your argument.)

7. **Assessment of student understanding:**

Development of a short essay or other display of understanding, using claims and evidence to support their opinion.

Prompt (for written or verbal; can be one sentence, a paragraph, an essay, etc.)

Using evidence from multiple texts, answer the question "Since Henry Flagler was considered a Robber Baron, did he develop Florida, the rail roads and hotels, for altruistic reasons?"

Teacher discretion as to the format, essay, Power Point, etc. Teacher discretion on specific rubric criteria. For instance, essay must include 2 pieces of evidence from the primary sources to support your argument. The essay must respond to the prompt with a historically defensible claim that establishes a line of reasoning.