

## Beach Pioneers: Curriculum Guide

Pre-visit and post-visit resources and activities for upper elementary school trips to the Beaches Museum.



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### Cover Art:

10 members of the Volunteer Life Saving Corp pose around a lifeguard chair c. 1926 (left). Cars could park on the Beach while you visited the Boardwalk c. 1928 (top right). The Continental Hotel was one of Henry Flagler's luxury hotels here at the Beaches c. 1902 (bottom left).

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Dear Fellow Educators,

Thank you for your interest in the Beaches Museum. We are excited that you have chosen to use the Beaches Museum Curriculum Guide to study the rich history of the Beaches Region with your students. You will find that our small island boasts a fascinating history spanning more than a 100 years.

The Beaches Museum is operated by the Beaches Area Historical Society. This organization was founded in 1978 with the purpose of preserving the history of the historic beaches communities of Mayport, Atlantic Beach, Neptune Beach, Jacksonville Beach, Palm Valley, and Ponte Vedra. Its mission is to “preserve and share the distinct history and culture of the Beaches area”. Given the nature of our unique Museum we are able to provide an educational experience for your students unlike any other in northeast Florida.

In order to maximize your studies, our Beaches Museum Curriculum Guide is designed to help you and your students gain an understanding of the Beaches Communities, Henry Flagler and the Florida East Coast Railway, and early Pioneer life in northeast Florida. The Beaches Museum Curriculum Guide includes; a) logistical information about your visit to the Beaches 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) student and teacher evaluations to help us better develop our field trip opportunities.

Please carefully review all the information before conducting activities with your students. If you have questions or comments concerning any Beaches Museum educational materials, please contact the Education & Archives Assistant by phone at (904) 241-5657 ext. 118 or via email at [education@beachesmuseum.org](mailto:education@beachesmuseum.org). We look forward to hearing from you and your students.

Sincerely,

Beaches Museum



## **Guide to Scheduling School Tours**

**Booking a Beaches Museum & History Park tour is easy. Please contact the Education & Archives Assistant at: (904) 241-5657 ext. 118 and have the following information available:**

- Preferred date and time of tour (tours can be scheduled on a Tuesday-Friday, any-time between 10am-2pm for a starting time)
- Number of students and chaperones attending
- Must have a minimum of 1 chaperone per 10 students
- Grade level of students
- Method of transportation

\*The Museum can accommodate groups of up to 90 students. If you have a larger group please, try to split them between two different days.

Once the date and time have been confirmed with the Operations Manager, you will receive a confirmation email and a School Tour Packet will be mailed that includes:

- School Tour Guidelines
- Name-tags for all students and chaperones
- A curriculum guide that provides lesson plans and activities for both pre and post-visit.

\*Please note that at this time, the Museum cannot provide accommodations for classes to have lunch at the Museum. We can recommend alternative locations.

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

- Please have the bus pull up in front of the Museum's main building.
- Before unloading students, have one teacher meet the Education & Marketing Manager to check-in the group.
- The Education & Marketing Manager will verify the exact number of students, chaperones, and drivers attending the School Tour and assign each group to a docent.
- The Education & Marketing Manager will collect Field Trip payment for the students; all teachers and chaperones are given free admission.
- After check-in is complete, teachers and chaperones may guide their students off the bus and head to their designated Docents.
- Buses may park in front of the Museum or alongside the Faver Gray building along 5th St. North.



## **Museum Manners**

Please go over these guidelines with your students prior to your Museum visit. Following these guidelines will make your visit more pleasant while protecting the Museum and its collections for future generations.

- Teachers and chaperones must stay with their students at all times.
- Stay with the Docents during the tour.
- Look with your eyes not with your hands! You may use your eyes, ears, and nose to experience the Museum but do NOT touch with your hands. The items in the Museum are delicate and can be damaged just from touching them. Always ASK before touching anything.
- No Running! Please stay safe and walk inside the Museum and in the History Park.
- Hold the handrails as you walk up the stairs into the buildings.
- Photography is allowed in the Main Museum and the History Park buildings but please do not use flash photography.
- Use your inside voice when speaking in the Museum.
- When in doubt, ask a docent or Museum staff member first.



## **SUNSHINE STATE STANDARDS**

The Beaches Museum Curriculum Guide has been designed with the Sunshine State Standards as a reference. Each activity is labeled with corresponding subject curriculum standards for grades four, 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 Beaches Museum. Thank you in advance for your constructive feedback. Teacher feedback regarding the Beaches Museum Curriculum Guide and Museum visit will help us improve future education programs.

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

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

Or visit the CPALMS website at:

<http://www.cpalms.org/Public/>



## Northeast Florida's Beach Communities: A Brief History

Northeast Florida is the oldest European frontier in America. Jamestown in Virginia was settled in 1607, Massachusetts' Plymouth Rock in 1620, but both French and Spanish explorers established colonies in Florida in the 1500s.

For thousands of years a people we know as the Timucua lived in this area, making use of its abundant natural resources. They met the French explorers who arrived at the mouth of the St. Johns River in 1562. By 1564 the French had established their colony called Fort Caroline. A year later, the Spanish under Pedro Menendez de Aviles captured the fort. From that time the Spanish ruled the area for almost 200 years from their base in Saint Augustine. During this period, Spain awarded many land grants for development of Florida. Among them was a grant to Andrew Dewess (*note: this is sometimes spelled Dewees, see below*) of Charleston South Carolina, who received 1,200 acres in 1792 in the area known today as Mayport and Atlantic Beach.

Although the British won control of Florida in 1763, twenty years later the territory changed hands again, returning to Spanish rule until 1821 when Florida was ceded to the United States in exchange for Cuba.

### Settlement of the Beaches Communities

The Beaches Museum tells the story of today's six communities along the northeast coast of Florida. **Mayport** was the first of our communities to be settled after Florida became a territory. **Atlantic Beach, Neptune Beach, Jacksonville Beach, Ponte Vedra and Palm Valley** followed as development moved south down the coast.

These later settlements began to expand when the Jacksonville and Atlantic Railway, chartered in 1883, built a narrow-gauge rail line from the north bank of the St. Johns River to the ocean, on a roadbed that today is Beach Boulevard. The investors, led by Col. John Burbridge (CSA), hoped to create a seaside resort. The railway made its first run to the beach in the fall of 1885.

In 1900, Henry Flagler purchased the Jacksonville and Atlantic, expanded it to standard gauge, and extended it to Mayport. This line extension became part of his Florida East Coast Railway which connected travelers to Jacksonville and to points north and south and spurred further development at the beaches. Passenger service to the beaches continued until 1932.

**Mayport** grew up at the entrance to the St. Johns River, attracting farmers, fishermen and river pilots who were needed to guide ships around shifting sands and dangerous currents. The first lighthouse to mark the entrance to the river was built here in 1830, a second in 1834; both were abandoned because of the dangerous currents and sand erosion. The third lighthouse, erected in 1859, stands today on the U.S. Naval Station Mayport. The town was first platted for development in 1848 by Wesley Palmer and Darius Ferris on land purchased from the Dewees heirs. Originally called Hazard, perhaps for the dangerous sailing conditions there, the community later became known for its numerous lumber mills and was called Mayport Mills. After occupation by Union troops during the Civil War, and now called Mayport, it became a popular beach destination for the citizens of Jacksonville and the Southeast. Two steamships made the three-hour trip from Jacksonville to Mayport every day. Several hotels and boarding houses served the tourists and many Jacksonville residents built beach cottages. By 1885 Mayport was a bustling town of 600 residents.





When Henry Flagler brought the Florida East Coast Railroad to Mayport in 1900, he built a depot and wharf so coal could be transferred directly from ships to rail cars. The coal powered the FEC locomotives and was also used for heating his luxury hotels. This new rail line allowed more travelers access to Mayport and points south. Today, Mayport is a small quiet community, the home of a shrimp boat fleet, the ferry, and U.S. Naval Station Mayport.

**Jacksonville Beach** first began in 1884, as a tent city settled by railroad workers building the 16-mile Jacksonville and Atlantic Railway. William Scull, a surveyor for the railroad, and his family set up the first tent on the beach. Other workers followed. The Sculls soon opened a grocery store in another tent and then opened a post office named for their daughter, Ruby. Mail service came once a week by steamboat from Jacksonville to Mayport. It was a two-hour trip from the Sculls' home to pick up the mail for Ruby post office there. The investors who built the rail line had acquired 700 acres at the beach. Once the railroad began regular service in 1885, this land was sold for development.

In 1886 the Murray Hall Hotel was built at the oceanfront where the railway ended. It was a luxurious resort with 192 guest rooms and a first floor devoted entirely to entertainment, including dancing and bowling. The post office moved into the hotel, and the name was changed from Ruby to Pablo Beach. In 1890 the Murray Hall Hotel burned to the ground, along with the depot and surrounding railroad buildings.

After the fire, Pablo Beach remained a tourist destination. New hotels like the Ocean View and Hotel Pablo and other enterprises such as the Perkins Bathhouse, restaurants, saloons and livery stables sprang up. Auto and motorcycle racing on the hard-packed beach sand drew crowds. Beginning about 1915 Martin Williams, Sr., built the boardwalk which featured dancing, shooting galleries, boxing, wrestling and other attractions.

With larger crowds regularly coming to the beach, community leaders saw the need for a lifeguard service. In 1914, the American Red Cross Volunteer Life Saving Corps, Coast Guard Division One, was established with headquarters at the former Murray Hall site, where today's headquarters remains.

Along with vehicle racing, early aviators found the beach to be a useful take-off and landing site. In 1922, Army Lieutenant Jimmy Doolittle flew from Pablo Beach to California, setting a new transcontinental flight record of 21 hours and 18 minutes.

Over the years, America's wars have touched this beach community. During the Spanish-American War, Pablo Beach was home to a convalescent camp for soldiers. In 1942, while the Policemen's Ball was taking place in the ballroom on the Pier, partygoers witnessed the fiery destruction of the tanker SS GulfAmerica when it was torpedoed by a German U-Boat.

In 1925, citizens of the burgeoning Pablo Beach community changed the name to Jacksonville Beach. Beach Boulevard was completed in 1949 on the old railroad right-of-way from South Jacksonville to the beach. Today Jacksonville Beach has the largest population and the largest commercial district of all the beach communities.



**Atlantic Beach** was first known as Nilesville, after Dr. John Niles who purchased 120 acres in 1883 (*note: some sources say 1893*). The community basically developed around the FEC depot and a hotel built there by Henry Flagler in 1901. When he constructed the Florida East Coast rail line to Mayport, a depot was built to serve the elegant Continental Hotel he erected on the oceanfront at what is now Atlantic Beach. This massive hotel featured 220 rooms, a nine-hole golf course, a fishing pier, and covered verandas around the building and out to the depot. The Continental, however, was never profitable, and in 1913 was sold and renamed the Atlantic Beach Hotel. It burned to the ground in 1919, and a successor hotel was destroyed by Hurricane Dora in 1964.

The town soon built up around the hotel. By 1908, when car races held on the beach became popular, Jacksonville officials decided to build a road to the beaches. In July 1910, this "Beach Road", which later became Atlantic Boulevard, was completed. This first Atlantic Boulevard was a one-lane brick and stone road, but it was a significant factor in development of all the beaches communities. The city of Atlantic Beach was incorporated the year the road opened.

When the Florida East Coast line to Mayport ended operation in 1932, roads and homes were built on the former rail bed. The former hotel property also was developed, part of it becoming a country club.

Atlantic Beach today is a bustling community and shares a commercial district with its neighbor Neptune Beach.

**Neptune Beach** is only 2.5 square miles and sits between Atlantic Beach and Jacksonville Beach. The area was purchased by Eugene F. Gilbert, who bought 180 acres from the State of Florida in 1884. The next year he filed a subdivision map, "Plan of the Town of Neptune, Florida." However, his development was originally governed by Jacksonville Beach.

Mr. Gilbert built rental cottages and a small hotel on his property, and was influential in having the "Beach Road", now Atlantic Boulevard, built. His two sons were regular competitors in the widely popular automobile races at the beach. As the area developed, citizens of the Neptune community became dissatisfied with services provided by the local government and held a special election to secede from Jacksonville Beach. Neptune Beach was chartered as an incorporated city in 1931, and today is a mostly residential community with well-known parks and restaurants.

**Palm Valley** received its current name in 1908, but was settled by the Spanish long before the area took its place among the beaches communities. Originally settled by Don Diego Espinosa (c. 1739) who established a cattle ranch there, it became known as Diego Plains. When Espinosa enclosed the living quarters with a palisade for protection from the Native Americans, the Spanish Governor sent troops in support and the enclave became known as Fort Diego. In 1740 James Oglethorpe, governor of the colony of Georgia, attacked Spanish Florida with British troops and captured the fort, which was later abandoned. During the later English occupation of Florida (1763-1784) Governor James Grant developed indigo and rice plantations in the area. After the English departed, Spanish and Minorcan settlers remained, and many of their descendants still live in the area.



In May 1908 the post office name was officially changed from Diego to Palm Valley, probably reflecting the numerous palm trees which were a source of income for local settlers, who harvested hearts of palm from cabbage palms and sold palm fronds to religious groups nationwide for the Easter season. Farming and logging were lucrative businesses, and hunting and fishing also contributed to the community's resources.

The Intracoastal Waterway was dug through Diego Plains in 1908, connecting the San Pablo River with the Tolomato River near St. Augustine. This intracoastal canal provided easier access to the valley.

The early settlers in this beautiful area were self-reliant and resourceful. For many years, the area remained a community of independent hunters, farmers and fishermen. In more recent times, the beauty of Palm Valley and the intracoastal waterway has been discovered by developers who have built many thriving residential communities.

**Ponte Vedra Beach** was home to Native Americans before the Spanish occupied the area, but it was not until 1913 that the area was permanently settled. Henry Buckman and George Pritchard began excavating and processing minerals along an 18-mile oceanfront tract south of Pablo Beach and called it Mineral City. The minerals found, primarily rutile, ilumenite and zirconomium, were used in production of war materials for World War I. A large business operation, Mineral City had homes, a commissary and a processing plant. The mineral rights were sold to the National Lead Company in 1921.

By 1928 the mining operation slowed down and National Lead began developing the area as a resort. The Telfair Stockton Company developed the former plant site for residential use. When State Highway A1A was extended to St. Augustine, vast acreage was opened for development.

By 1931 Mineral City had grown significantly, and changed its name to Ponte Vedra. The Inn and Innlet were popular seaside hotels built in the late 1930s. Quiet Ponte Vedra was astonished when German saboteurs came ashore from a submarine there in June 1942 in a failed attempt to blow up key American defense plants. In 1957 the State of Florida acquired 12,000 acres from an investment group to create a state park, which grew into today's 74,000-acre Guana Tolomato Matanzas National Estuarine Research Reserve. The reserve stretches from Ponte Vedra Beach to the Palm Coast.

Ponte Vedra's golfing tradition, which began with a nine-hole course and clubhouse for National Lead employees and grew into the Ponte Vedra golf resort, continues annually with the PGA Tournament Players Championship. Today, Ponte Vedra is an upscale residential community with many elegant country club and beachfront homes and attracts golfers and resort goers year-round.





*Tourists enjoy the sand and sea at the Boardwalk in Jacksonville Beach. (1929)*

## **Pre-Visit Activities**

## **Create A Travel Poster for Today**

### **Standards**

LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.K12.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

### **Objectives**

- Students will identify several present day tourism attractions in the state of Florida and learn how tourism impacts our communities.
- Students will create a travel poster for a self selected attraction or event.

### **Materials**

- Poster board or large sheet of paper
- Pencils, pens, markers, paint and brushes, or crayons.
- Examples of travel posters
- Computer

### **Procedures/Activities**

1. Discuss with students the economic benefits of tourism and its affect on Florida.
2. Share examples of travel posters and discuss key features that make them attractive to visitors.
3. Create a list of community attractions and events with the students.
4. Students may work individually or in pairs to create a travel poster for a specific attraction or event. The poster should be attractive and informative.
5. Students will present their travel poster to the class.



## **Henry Flagler: The Man Who Invented Florida**

### **Standards**

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Objectives**

- Students will understand the role Henry Flagler played in the development of Florida's agricultural and tourism industries.
- Students will understand the relationship between the development of the Florida East Coast Railway and the growth of Florida's east coast cities.

### **Materials**

- Henry Flagler Reading Handout
- Comprehension Questions
- Pencil

### **Procedures/Activities**

1. Students will read the passage about Henry Flagler on their own, in pairs, or as a class. As students read they should use appropriate reading strategies to identify important information and key concepts.
2. Students will answer the comprehension questions that go along with the passage.



## Henry Flagler: The Man Who Invented Florida

In 1885, Florida was largely an uninhabited frontier. A quarter century later, Florida's east coast was booming with hotels, tourists, agriculture, and a railway system that extended from Jacksonville to Key West. More than any other individual, Henry Flagler was responsible for Florida's growth.

Henry Morrison Flagler was born in Hopewell, New York, on January 2, 1830. His father was a struggling Presbyterian minister, so Henry left school after the eighth grade to work in his half-brother's general store. In Ohio, he was paid \$5 per month and allowed to sleep under one of the store counters. Henry continued to work hard and saved enough money to move to Bellevue and buy out a partner in one of his half-brother's stores.

His company expanded into the grain and distillery business and was so successful that he made enough money from the sale of the distillery business to move to Michigan. There he formed a salt mining and production company, which boomed because of the demand for salt brought on by the Civil War. However, when the war ended, he went bankrupt, leaving him with a \$50,000 debt. Henry reentered the grain business and renewed his business relationship with John D. Rockefeller. He soon had enough money to invest in a new adventure, an oil refinery, which became very successful, since cars that used gasoline were just becoming popular. Both men became millionaires as stockholders in the Standard Oil Company.

He was 53 when he and his second wife traveled by train for a honeymoon in St. Augustine. They loved the warm weather and the sunny beach but Flagler decided that St. Augustine needed a good hotel, so he built one: the Ponce de Leon, which became the winter resort for millionaires with their maids, diamonds, and fancy evening clothes. Since 1967, the hotel has been the home of Flagler College in St. Augustine.

Before building the hotel, Flagler bought a railroad so that he could get materials to build the hotel. This railroad had a route between Jacksonville and St. Augustine and became the start of the Florida East Coast Railway. He also knew the train could transport visitors to the hotel after it was built and he realized that the key to developing Florida was a solid transportation system. Flagler also built several churches, a hospital, waterworks, and electric and sewer utilities. He bought the Jacksonville and Atlantic Railway company that traveled from Jacksonville to Pablo Beach (now Jacksonville Beach) and extended it to Mayport.



## Henry Flagler Cont.

Soon thereafter, Flagler extended his railroad to the south, reaching Palm Beach in 1893. To support the Flagler System, he built more railways or purchased existing lines. He also standardized the gauge of the entire railway system. Along all of his routes, he added schools, hospitals, churches, utilities, fire stations, and government buildings.

In 1896 the State of Florida granted Flagler 8,000 acres for each mile of railroad he built and a gift of 600 acres of downtown Miami in order to extend the Flagler System to Miami. This system included the Florida East Coast Railway, the entire system of hotels, the land holding companies, and the Peninsular and Occidental (P&O) Steam Ship Company. He also purchased three ships to transport people to and from the Bahamas where he owned two more hotels. All along the tracks, Flagler built houses, hotels, and stores. This helped clear and populate the east coast, which had been wild woods and marshes, and provided jobs and homes for thousands of people.

In 1903 the US signed an agreement to construct the Panama Canal. Flagler visualized Key West with its natural deep water seaport as the shipping center for ships passing through the canal, connecting South and Central America, the United States and Cuba. His railway would provide land deliveries throughout the east coast.

In 1912, Flagler rode the first train into Key West marking the completion of the Florida East Coast Railway's overseas railroad connection to Key West. Developing a railway system that linked the entire Florida east coast, as well as developing Florida agricultural industry through his Model Land Company, required foresight and perseverance. A century later, the effects of Flagler's accomplishments are still visible throughout Florida.





Name \_\_\_\_\_ Date \_\_\_\_\_

### **Henry Flagler: The Man Who Invented Florida**

1. "A quarter century later, Florida's east coast was *booming* with hotels...". The word *booming* as used in this sentence means:  
(a) being destroyed by explosions (c) growing very quickly  
(b) a loud noise (d) nobody lived there
  
2. Henry Morrison Flagler was born in what year?  
(a) 1885 (c) 1830  
(b) 1967 (d) 1893
  
3. Flagler made most of his money before coming to Florida by investing in what business?  
(a) an oil refinery (c) grain and distillery  
(b) salt mining (d) railroads
  
4. Henry Flagler and his second wife enjoyed their first visit to St. Augustine but felt something was missing. What did Flagler build in St. Augustine to fix this?  
(a) The Florida East Coast Railway  
(b) Flagler College  
(c) Jacksonville and Atlantic Railway  
(d) The Ponce De Leon
  
5. Henry Flagler owned a steamship company along with his railroad. What was the main purpose of his steamships?  
(a) To transport wood for his railroads  
(b) To transport people to and from the Bahamas  
(c) To ship materials up the east coast to New York  
(d) To transport people across the St. Johns River
  
6. In 1912 Henry Flagler completed the overseas railway to what city?  
(a) Havana  
(b) Miami  
(c) Key West  
(d) Orlando



Name \_\_\_\_\_ Date \_\_\_\_\_

**Henry Flagler: The Man Who Invented Florida**  
**Answer Key**

7. Suppose Henry Flagler had not built streets, homes, schools, hospitals, and utilities everywhere he built his railroad in Florida. What difference would that have made in Florida's growth?

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8. Why do you think Henry Flagler was so successful as he expanded his businesses in Florida? Use details from the passage to support your answer.

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## **Northeast Florida Timeline**

### **Standards**

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

LAFS.4.RI.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### **Objectives**

- Students will create a timeline of key events in Northeast Florida history.
- Students will use a variety of sources to locate key events and dates to create their timeline.

### **Materials**

- Timeline Handout
- Poster Board or Large Paper
- Reading Resources
- Scissors, Glue, Pencils
- Markers, crayons, colored pencils

### **Procedures/Activities**

1. Students will fill in the correct date on each key event on the Timeline Handout. Students may use multiple resources to complete this task.
2. On a poster board or large piece of paper have students create a title for their timeline and draw a timeline.
3. Have students cut out the boxes from the Timeline Handout and arrange chronologically on their timeline.
4. Students may decorate their timeline once it is complete.

Note: "Northeast Florida's Beach Communities: A Brief History" and "Henry Flagler: The Man Who Invented Florida" can be used as resources for all dates in this timeline activity. Additional resources can be used as needed.



## Northeast Florida Timeline Handout

\_\_\_\_\_: General James Doolittle makes the first trans-continental flight from Pablo Beach to San Diego

\_\_\_\_\_: Overseas Railroad to Key West is completed

\_\_\_\_\_: Flagler System is given land to extend railway to Miami

\_\_\_\_\_: Florida East Coast Railway ends operation to Mayport.

\_\_\_\_\_: Henry Flagler extends his railroad to the south reaching Palm Beach

\_\_\_\_\_: Florida East Coast Railroad acquires Jacksonville and Atlantic Railroad

\_\_\_\_\_: Beach Road, later named Atlantic Boulevard, is completed

\_\_\_\_\_: Murray Hall Hotel is built in Ruby Beach (later re-named Pablo Beach)

\_\_\_\_\_: The Intracoastal Waterway is dug connecting the San Pablo River with the Tolomato River providing easier access to Palm Valley

\_\_\_\_\_: German saboteurs come ashore in Ponte Vedra from a submarine to attack American defense plants

\_\_\_\_\_: Citizens of Pablo Beach officially changed the name to Jacksonville Beach

\_\_\_\_\_: Mineral City changes its name to Ponte Vedra.





*The unveiling of the Ribault Monument at its original location in Mayport before being relocated to the Timucuan Preserve (1923)*

# Post-Visit Activities

## **Create A Travel Poster from the Past**

### **Standards**

LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.K12.SL.2.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.

### **Objectives**

- Students will identify past tourism activities and attractions from the Beaches.
- Students will create a travel poster for a self selected attraction or event.
- Students will compare and contrast their Past and Today posters to gain an understanding of change over time.

### **Materials**

- Poster board or large sheet of paper
- Pencils, pens, markers, paint and brushes or crayons.
- Student Work: Travel Posters for Today
- Computer

### **Procedures/Activities**

1. Discuss with students what they learned at the Beaches Museum.
2. Create a list of the different attractions, locations, and events they learned about.
3. Students may work individually or in pairs to create a travel poster for a specific attraction or event. The poster should be attractive and informative.
4. Students will present their travel poster to the class.
5. If students completed the Travel Poster for Today assignment, have them create a Venn Diagram to compare and contrast travel to the Beaches in the past and today.



## **ABC Chart: Henry Flagler**

### **Standards**

LAFS.4.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being.

LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LAFS.4.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 *topics and texts*, building on others' ideas and expressing their own clearly.

SS.4.A.6.3 Describe the contributions of significant individuals to Florida.

### **Objective**

- Students will brainstorm key words related to Henry Flagler and his legacy in Florida.
- Students will be able to make connections between these key words.

### **Materials**

- ABC Chart Handout
- Pencil

### **Procedures**

1. Quickly discuss with students important contributions Henry Flagler made to the Beaches and Florida. Talk about what they learned at the Beaches Museum.
2. Students will choose words that begin with the letters in the alphabet that are key words related to Flagler and his legacy.

Ex: Railroad goes in the R box

3. Explain to students that words such as "because, there, when, to" cannot be used.
4. Upon completion of the chart have students work in pairs, small groups, or as a whole class to discuss the connections between word.

Ex: Railroads provided easier access to Hotels which helped develop Tourism.



## ABC Chart: Henry Flagler

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>
<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>S</b>	<b>T</b>	<b>U</b>	<b>V</b>	<b>W</b>	<b>XYZ</b>





## **Every Picture Tells A Story**

### **Standards**

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

LAFS.4.W.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Objectives**

- Students will use writing techniques that require observations and planning skills to create a short story.
- Students will be introduced to local history through a photograph of a historic event and discover what event was captured in the photograph.

### **Materials**

- Handout: *Every Picture Tells A Story*
- Notebook paper
- Pen or pencil

### **Procedures/Activities**

1. Distribute copies of the handout *Every Picture Tells A Story*.
2. Discuss the photograph and make a class or individual list of what is seen in the photograph. Discuss the instructions found on the handout with the students. The students will begin the writing lesson.



## Every Picture Tells A Story



You are to write a story about this photograph.

Imagine that you are one of the people in the photograph. Write a story to explain what event is taking place, why you are there, and if the plane is landing or preparing to take off.

Begin by creating a list of all the things you see in this picture. Speculate on what you think is happening in the picture and then create an outline of your story. After writing your story, be sure to edit for spelling, capitalization, and sentence structure. Turn in your list and outline with your final draft.



## **Yesterday — Today — Tomorrow**

### **Standards**

SS.4.A.4.2 Describe pioneer life in Florida

LAFS.4.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

G.K12.1.1.3d Manipulation of Data - Accomplish: Develop themes and connections across historical events, periods, and fields.

### **Objective**

- Students will compare and contrast life in 1919 to life today.
- Students will also make predictions about life in the year 2039.

### **Materials**

- Yesterday-Today-Tomorrow Handout
- Notes and materials from Field Trip and Pre-Trip Activities
- Pencil

### **Procedures**

1. Have students work in pairs or small groups to complete the chart.
2. Students should use the information they learned on the field trip to fill in the Yesterday boxes.
3. Have students share with the class what they put in each box. Have them explain why they chose the information they placed in the Tomorrow boxes.

Alternative: Create a class chart.

1. Working as a whole class have students suggest answers for the chart. Discuss what they think should go in the Tomorrow boxes and have them explain why.



## Yesterday – Today – Tomorrow

*Directions:* Complete the graph using notes, information learned at the Beaches Museum, and research materials.

Year	Clothing Styles	Available Food	Entertainment (Toys/ Games)	Modern Conveniences	Homes (Rooms/ Sizes)
1919					
Today					
2039					





*Army troops in a parade at 2nd Street North and Pablo Avenue.  
The City Hall is the 2 story building on the left. (1946)*

# **Supplemental Activities**

**NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

K F Q L R E L G A L F N T K D F I K D A  
 I T R A N S P O R T A T I O N P W X Z I  
 N R U G M X D B O F K E Y W E S T S J L  
 D B J A U R K D J N X R S E G U A G E G  
 U F H I S B N I S P R A B B L E B N P N  
 S K F Y E G M R A K O S L A P P T X S P  
 T F N D U K S N V T A H T M K R A P R S  
 R U P M M P S J C V Y N L S E O O I F G  
 I H F Z S I J G F J E S N P E P A I X N  
 A C A J O X F C M N N M R M B R Z Y V N  
 L L C N V E L D I E A E E A P Y B D I Y  
 I J J K H N R T A T N E M P O L E V E D  
 S X D P O S N X W E L B X A D Q H E A Y  
 T E O P P O R T U N I T I E S M U R Q L  
 V I I Z C M F R N Z P P O L W I D R S U  
 Y T O U R I S M Z I I N Z R Z N F R P Y  
 F D O U E E C S R X W N Z B P D C V W R  
 E D M J U D W R R H U S A B U E N H N B  
 G Q R E H O Y P B B I T O G N D R A Z T  
 P G B L A J Y A W L I A R T H O T E L S

Development  
 Expansion  
 Gauge  
 Hotels  
 Industrialist  
 Keywest  
 Land  
 Museums

Opportunities  
 Railway  
 Tourism  
 Transportation  
 Flagler  
 Continental  
 Entrepreneur



## Answer Key

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

K	F	Q	L	R	E	L	G	A	L	F	N	T	K	D	F	I	K	D	A
I	T	R	A	N	S	P	O	R	T	A	T	I	O	N	P	W	X	Z	I
N	R	U	G	M	X	D	B	O	F	K	E	Y	W	E	S	T	S	J	L
D	B	J	A	U	R	K	D	J	N	X	R	S	E	G	U	A	G	E	G
U	F	H	I	S	B	N	I	S	P	R	A	B	B	L	E	B	N	P	N
S	K	F	Y	E	G	M	R	A	K	O	S	L	A	P	P	T	X	S	P
T	F	N	D	U	K	S	N	V	T	A	H	T	M	K	R	A	P	R	S
R	U	P	M	M	P	S	J	C	V	Y	N	L	S	E	O	O	I	F	G
I	H	F	Z	S	I	J	G	F	J	E	S	N	P	E	P	A	I	X	N
A	C	A	J	O	X	F	C	M	N	N	M	R	M	B	R	Z	Y	V	N
L	L	C	N	V	E	L	D	I	E	A	E	E	A	P	Y	B	D	I	Y
I	J	J	K	H	N	R	T	A	T	N	E	M	P	O	L	E	V	E	D
S	X	D	P	O	S	N	X	W	E	L	B	X	A	D	Q	H	E	A	Y
T	E	O	P	P	O	R	T	U	N	I	T	I	E	S	M	U	R	Q	L
V	I	I	Z	C	M	F	R	N	Z	P	P	O	L	W	I	D	R	S	U
Y	T	O	U	R	I	S	M	Z	I	I	N	Z	R	Z	N	F	R	P	Y
F	D	O	U	E	E	C	S	R	X	W	N	Z	B	P	D	C	V	W	R
E	D	M	J	U	D	W	R	R	H	U	S	A	B	U	E	N	H	N	B
G	Q	R	E	H	O	Y	P	B	B	I	T	O	G	N	D	R	A	Z	T
P	G	B	L	A	J	Y	A	W	L	I	A	R	T	H	O	T	E	L	S

Development  
Expansion  
Gauge  
Hotels  
Industrialist  
Keywest  
Land  
Museums

Opportunities  
Railway  
Tourism  
Transportation  
Flagler  
Continental  
Entrepreneur



**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Use a dictionary to find the definition of the following words.

1. Bankrupt: \_\_\_\_\_  
\_\_\_\_\_

2. Cultivate: \_\_\_\_\_  
\_\_\_\_\_

3. Frugality: \_\_\_\_\_  
\_\_\_\_\_

4. Uninhabited: \_\_\_\_\_  
\_\_\_\_\_

5. Foresight: \_\_\_\_\_  
\_\_\_\_\_

6. Massive: \_\_\_\_\_  
\_\_\_\_\_

7. Construct: \_\_\_\_\_  
\_\_\_\_\_

8. Gauge: \_\_\_\_\_  
\_\_\_\_\_

9. Transcontinental: \_\_\_\_\_  
\_\_\_\_\_

10. Influential: \_\_\_\_\_  
\_\_\_\_\_

11. Perseverance: \_\_\_\_\_  
\_\_\_\_\_

12. Desolate: \_\_\_\_\_  
\_\_\_\_\_







*American Red Cross Volunteer Lifesaving Corps demonstrating artificial respiration.  
(1925)*

# Teacher Resources

## **Every Picture Tells A Story**

### Teacher Resource



September 4, 1922

This photograph shows a crowd on the beach surrounding the open cockpit of Lt. James H. Doolittle's army issue DeHavilland DH-4 biplane. This photograph was taken prior to Doolittle taking off from Pablo Beach for San Diego, California, Sept. 4, 1922. With only one fuel stop in San Antonio, Texas, Doolittle made the flight from Pablo Beach, Florida to San Diego, California in fewer than 24 hours. Doolittle's feat established a new speed record and helped demonstrate the practicality of transcontinental flight.



Name \_\_\_\_\_ Date \_\_\_\_\_

### Henry Flagler: The Man Who Invented Florida Answer Key

1. "A quarter century later, Florida's east coast was *booming* with hotels...". The word *booming* as used in this sentence means:  
(a) being destroyed by explosions (c) **growing very quickly**  
(b) a loud noise (d) nobody lived there
2. Henry Morrison Flagler was born in what year?  
(a) 1885 (c) **1830**  
(b) 1967 (d) 1893
3. Flagler made most of his money before coming to Florida by investing in what business?  
(a) **an oil refinery** (c) grain and distillery  
(b) salt mining (d) railroads
4. Henry Flagler and his second wife enjoyed their first visit to St. Augustine but felt something was missing. What did Flagler build in St. Augustine to fix this?  
(a) The Florida East Coast Railway  
(b) Flagler College  
(c) Jacksonville and Atlantic Railway  
(d) **The Ponce De Leon**
5. Henry Flagler owned a steamship company along with his railroad. What was the main purpose of his steamships?  
(a) To transport wood for his railroads  
(b) **To transport people to and from the Bahamas**  
(c) To ship materials up the east coast to New York  
(d) To transport people across the St. Johns River
6. In 1912 Henry Flagler completed the overseas railway to what city?  
(a) Havana  
(b) Miami  
(c) **Key West**  
(d) Orlando



Name \_\_\_\_\_ Date \_\_\_\_\_

**Henry Flagler: The Man Who Invented Florida**  
**Answer Key**

7. Suppose Henry Flagler had not built streets, homes, schools, hospitals, and utilities everywhere he built his railroad in Florida. What difference would that have made in Florida's growth?

Answers will vary

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8. Why do you think Henry Flagler was so successful as he expanded his businesses in Florida? Use details from the passage to support your answer.

Answers will vary

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## Northeast Florida Timeline Handout Answer Key

**1922:** General James Doolittle makes the first trans-continental flight from Pablo Beach to San Diego

**1912:** Overseas Railroad to Key West is completed

**1896:** Flagler System is given land to extend railway to Miami

**1932:** Florida East Coast Railway ends operation to Mayport.

**1893:** Henry Flagler extends his railroad to the south reaching Palm Beach

**1899:** Florida East Coast Railroad acquires Jacksonville and Atlantic Railroad

**1910:** Beach Road, later named Atlantic Boulevard, is completed

**1886:** Murray Hall Hotel is built in Ruby Beach (later renamed Pablo Beach)

**1908:** The Intracoastal Waterway is dug connecting the San Pablo River with the Tolomato River providing easier access to Palm Valley

**1942:** German saboteurs come ashore in Ponte Vedra from a submarine to attack American defense plants

**1925:** Citizens of Pablo Beach officially changed the name to Jacksonville Beach

**1931:** Mineral City changes its name to Ponte Vedra.



## GLOSSARY

- Bankrupt: a legal statement declaring that a person or business has no money and cannot pay their bills
- Career: life work
- Construct: to build, to make
- Cultivate: to plant and grow; take care of
- Desolate: unpopulated, lonely
- Disembark: to leave a car, bus, train, boat; to get off
- Eliminate: to do away with; remove
- Embark: to go on board a ship or airplane
- Foresight: looking ahead; planning ahead; looking to the future
- Frugality: very careful with money
- Gauge: measurement according to some standard or system.
- Influential: a person who exerts influence or affects or alters to persuade
- Instill: to implant; to instruct
- Land boom: increase in the popularity and buying of certain land or property
- Massive: very large
- Narrow gauge: distance or width between the rails on a railroad bed (3 feet 6 inches)
- Perseverance: sticking to your purpose or staying with something even if it is hard
- Population: the people or number of people in a country or area
- Potential: having possibilities; capable of improving and growing
- Prospect: to explore especially for mineral deposits
- Sizeable: very large
- Stamina: power, long-lasting
- Standard gauge: distance or width between the rails on a railroad bed (4 feet 8 ½ inches)
- Transcontinental: across the continent (U.S.A.)
- Uninhabited: unpopulated
- Wharf: a structure alongside which ships lie to load and unload



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*Dredging of the Intracoastal Waterway Canal in Palm Valley. (1916)*

# Evaluations



## Field Trip Evaluation—Teacher

After your class visits the Beaches Museum, please complete and mail this form and forms from your students to the Museum. We value your opinions and comments.

Beaches Museum  
381 Beach Blvd.  
Jacksonville Beach, Florida 32250

**Rate your field trip experience 4—Very Good 3—Good 2—Average 1—Poor**  
**On the back of this page please provide any comments or suggestions.**

1. The museum visit was a good learning experience for my class.  
4      3      2      1
2. The buildings and exhibits supplement historical material my students are learning in class.  
4      3      2      1
3. The historical information was suitable for the grade and age level of my students.  
4      3      2      1
4. The docent was knowledgeable and worked well with my students.  
4      3      2      1
5. The field trip activity book was engaging for my students and had activities suitable to their grade level.  
4      3      2      1
6. The pre-visit activities in the *Beaches Museum Curriculum Guide* helped prepare my students for their visit.  
4      3      2      1
7. The *Beaches Museum Curriculum Guide* is easy for teachers to use and provides helpful information and activities.  
4      3      2      1
8. Rate your overall experience with the Beaches Museum.  
4      3      2      1

Name \_\_\_\_\_ School \_\_\_\_\_

Grade Level \_\_\_\_\_ School Email \_\_\_\_\_

## Field Trip Evaluation—Student

**Directions:** After each statement circle the phrase that best expresses your opinion of your visit to the Beaches Museum. Answer each question with your opinion.

1. I learned new information about the history of the beaches.  
Agree                      Disagree
2. The docents were friendly, knowledgeable, and answered all my questions.  
Agree                      Disagree
3. What was one thing you learned in the Permanent Exhibit? \_\_\_\_\_  
\_\_\_\_\_
4. What was one thing you learned about the Historic Buildings? \_\_\_\_\_  
\_\_\_\_\_
5. What was one thing you learned at the Heritage Garden? \_\_\_\_\_  
\_\_\_\_\_
6. I enjoyed the different activities we completed during the field trip.  
Agree                      Disagree
7. What was your favorite activity during the field trip? \_\_\_\_\_  
\_\_\_\_\_

**Comments and Suggestions:** In this section, tell us what you enjoyed doing at the Museum, what you did not enjoy doing at the Museum, and what you would like to do the next time you visit!

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