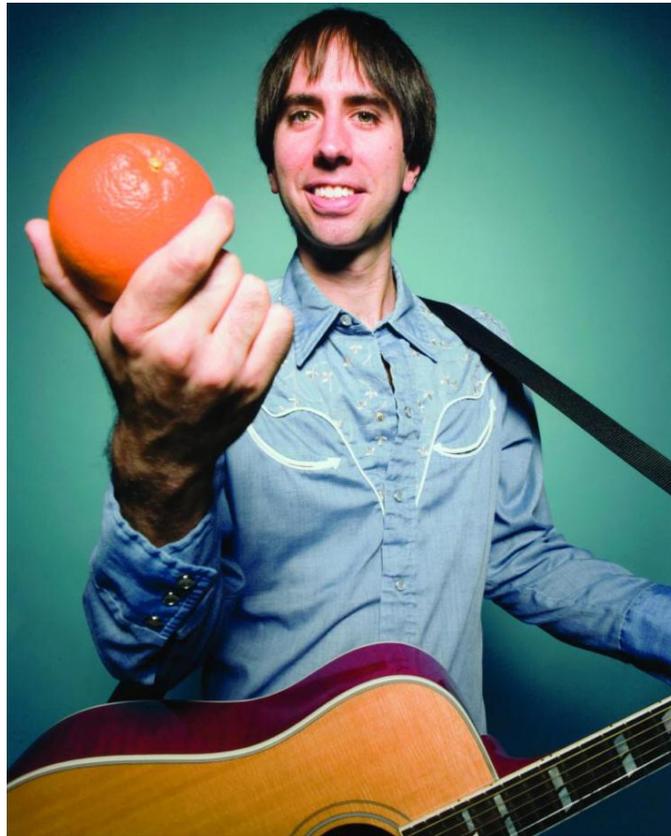


Chris Kahl

A Musical Journey Through Florida

Florida History Music Program



An Educator's Guide

Welcome to the show!

This folk music performance highlights aspects of Florida history through songs and storytelling. The program is made up of original, award-winning songs written by singer/songwriter Chris Kahl.

Before the show

Synopsis of the Performance / What to expect

Teachers: you can share this information with your students.

This presentation takes students on a historical journey through the state, featuring performances of songs covering a wealth of historical events, characters, and folklore.

Chris will perform 5 songs preceded by in-depth storytelling on each topic. A Power Point slide show supports the entire program. Topics include Ponce de Leon's voyage to Florida in 1513, how oranges came to Florida and the rise of the citrus industry, how Henry Flagler and Henry Plant opened up Florida to tourism through their trains and hotels, and the Seminole tribe and their relationship to the Everglades eco-system and its species. Each song is listed in the next section with content information regarding the theme.

In addition to Florida history, Chris will cover his folk instruments (acoustic guitar and harmonica), his folk performing style, and his songwriting process. Students will also be assigned rhythms to perform along with Chris in the final 3 songs. There will also be time for questions/discussion toward the end of the performance.

Students will:

- Learn about Florida history
- Learn about the history of folk music, and the troubadour tradition
- Learn about folk instruments
- Learn about the songwriting process
- Learn how a musician makes a living through performing
- Be entertained with a culturally enriching musical performance

Florida Standards that connect to the performance experience.

MU.4.H.2.1 - Perform, listen to, and discuss music related to Florida's history.

SS.4.A.3.1 - Identify explorers who came to Florida and the motivations for their expeditions.

SS.4.A.3.6 - Identify the effects of Spanish rule in Florida.

SS.4.A.3.10 - Identify the causes and effects of the Seminole Wars.

SS.4.A.6.1 - Describe the economic development of Florida's major industries.

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

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

SS.4.G.1.1 - Identify physical features of Florida.

MU.3.S.1.1 - Improvise rhythms or melodies over ostinati.

MU.5.S.1.1 - Improvise rhythmic and melodic phrases to create simple variations on familiar melodies.

Information relating to performance genre and content

Teachers: you can share the topics to be covered with your students.

Song content information:

- **Song 1 – My Good ‘Ol Gibson Dove**

In this song Chris will highlight the instruments he uses in his folk performing style. They include a Gibson Dove acoustic guitar, and Lee Oskar harmonica.

He will explain that all sound travels in waves, and that different vibrations will make different pitches or notes.

He will tell how his guitar has 6 strings, is made out of maple wood, and will illustrate the process of its construction at the Gibson acoustic guitar factory in Bozeman, Montana.

He will also share how he got started as a professional performer when after college he lived in London, England and performed as a “busker” in the subway tunnels of the London Underground.

He will then highlight his songwriting process using this song. He first selects a topic (his guitar), lists the important details of the topic (the guitar’s name, 6 strings, made of maple wood, Gibson factory in Bozeman, Montana, how he has performed with the guitar – busking).

After the topic and details have been listed, he takes each detail and constructs a line of verse to be used in the lyrics.

The students will then follow along to the song and see how each detail shows up in the lyrics as Chris sings the song.

- **Song 2 – Easter Sunday**

In this song students will learn about the Spanish explorer Ponce de Leon’s voyage to Florida in 1513. His ship was called the San Cristoval.

Ponce de Leon first spotted land in Florida on Easter Sunday in 1513. He named the land Florida because *Pascua Florida* means Easter time in Spanish (specifically it means Feast of the Flowers or Flowery Festival – this was how the Spanish referred to the Easter Season).

He made his first landing on April 2, 1513 and planted the Spanish flag in the sand claiming the land for King Ferdinand of Spain.

During his voyage he sailed up the east coast of the state, and then about 1/3 of the way up the gulf coast side of the state. He encountered some Native American Indian tribes along the way.

As an explorer he would have been looking for things of great value (land, gold, silver, spices).

Legend has it that he was also looking for the Fountain of Youth in Florida, which he thought maybe was at the mouth of the St. John’s River near St. Augustine.

- **Song 3 – Big Squeeze**

In this song students will learn how oranges came to Florida, and how they've become one of our biggest industries.

Oranges were brought to Florida by the Spanish explorers. Since the Vitamin C in oranges was one of the best ways to cure illness at the time, all the sailors on the explorer's ships were required to carry 100 orange seeds with them. They would plant the seeds when they arrived in new places with the idea that if they ever returned to make a permanent settlement, the orange trees would've had time to grow, and they would have a way to keep healthy when they returned.

Oranges grow extremely well in Florida's climate, and we now produce 18.5% of the world's orange supply. Florida has 100 million orange trees, and each tree can produce 1,000 oranges per cycle. Total production of orange juice is at 1 billion gallons per year.

Some varieties of oranges that grow throughout the season (October – May) include tangerines, navels, honeybellies, temples, and valencias.

Just under half of Florida's counties produce oranges, including Hillsborough county which produces over 11,000 boxes of fruit each year.

Students will be assigned a snapping rhythm to accompany the song.

- **Song 4 – Oh Henry!**

In this song, students will learn about Henry Flagler and Henry Plant and how they built railroad systems and hotels to open the state to tourism.

Henry Flagler was a partner in Standard Oil with John Rockefeller. He first visited Florida in 1879 and decided to build the Ponce de Leon hotel in St. Augustine with some of his profits.

He then decided to build the Florida East Coast Railway (FEC) stretching from Jacksonville to Key West (completed in 1912). The Florida Keys section of the track stretched 120 miles and crossed numerous bridges including 7 Mile Bridge south of Marathon. The railway opened up the east coast of the state to tourism, and brought visitors to his numerous subsequent hotels. His Palm Beach winter residence, Whitehall, is now the Henry Flagler museum.

Henry Plant was the founder of the Plant System of railroads and steamboats. He built the Atlantic Coast Line which traveled from Jacksonville through Palatka, Sanford, Lakeland, and originally terminated in Tampa where his steamships sailed to Havana, Cuba. Later the train was extended to St. Petersburg and the beach towns.

He also built hotels including the Belleview Biltmore in Clearwater, and the Tampa Bay Hotel (completed in 1891) which now serves as the main building for the University of Tampa, and houses the Henry B. Plant museum.

The town of Plant City (famous for strawberries) is named after him because of the growth of the area after his train made a stop there.

Students will be assigned a clapping rhythm to accompany the song.

- **Song 5 – Pa-Hay-Okee / Allapattah**

In this song students will learn about the Seminole Indians of Florida, and their relationship to the Everglades eco-system and its species – including alligators and the Florida panther.

The Seminole Indian tribe today is based in the Everglades and the Big Cypress swamp of South Florida. They named the Everglades *Pa-Hay-Okee* (meaning grassy waters).

They know the region well after residing there for centuries, and are well versed in the ways of the alligator or *Allapattah*. There are over 200,000 alligators in the Everglades, and over 1.5 million in all of Florida. Alligators can live up to 50 years, they have 80 teeth in their mouth, and can grow to about 15 feet.

There are many unique species in the Everglades including the Florida panther (Florida's state animal). The Everglades is also the only place on earth where alligators and crocodiles co-exist.

During the Seminole Wars the Everglades served as a refuge for the Seminole peoples who found safety in its vast swampland. Chief Osceola lived during this time, and is probably the most well known Seminole warrior and leader.

Students will be assigned a clapping and stomping rhythm to accompany the song.

- **Question / Discussion time**

Chris will have time at the end to answer a few student questions.

Theater Etiquette

The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

Your Role as an Audience Member

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

- Enter the performance space quietly and take your seat as directed.
- Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.

- Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.
- You can laugh if something is funny and clap at the end of the performance or after a song.
- Using your cell phone, taking pictures or recording is not allowed during the performance.
- Please remain seated at the end of the performance.

Florida Standards for Theatre Etiquette

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance.

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This review and discussion supports Florida Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate behavior. Teacher and chaperone behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.

After the show

Post- show activities connected to the Florida Standards

Suggestions for Follow-up, and Assessment of Student Learning:

- Teachers can have students show their understanding of Ponce de Leon's voyage by recording diary entries and illustrations of a sailor on the ship during the voyage.

This will further detail what they learned from the program combined with their prior knowledge. (Use worksheet included on next page).

His landing date was April 2, 1513. So have students backtrack from that date in the first section, then move the date forward upon arrival.

- Info:

Ponce de Leon first spotted land in Florida on Easter Sunday in 1513 from his ship the San Cristoval. He named the land Florida because *Pascua Florida* means Easter time in Spanish (specifically it means Feast of the Flowers or Flowery Festival – this was how the Spanish referred to the Easter Season).

He made his first landing on April 2, 1513 and planted the Spanish flag in the sand claiming the land for King Ferdinand of Spain.

During his voyage he sailed up the east coast of the state, and then about 1/3 of the way up the gulf coast side of the state. He encountered some Native American Indian tribes along the way.

As an explorer he would have been looking for things of great value (land, gold, silver, spices).

Legend has it that he was also looking for the Fountain of Youth in Florida, which he thought maybe was at the mouth of the St. John's River near St. Augustine.

Florida Standards that connect to the experience.

LAFS.3.RL.1.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.4.RL.1.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

LAFS.5.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Ponce de Leon's voyage - Explorer worksheet

Student's name: _____

Imagine you sailed on the San Cristoval with Ponce de Leon. On the journey to Florida you kept a diary. Share a page from your diary here:

Date:

Signed:

When you arrive in Florida on April 2, 1513 you continue to write in your diary. Share a page you wrote just after you arrived.

Date:

Signed:

Draw a picture of something you might have seen upon arriving in Florida.

Chris Kahl – Biography

Chris is a native of Brevard county, and a graduate of Rollins College. After finishing college, he continued his musical journey in London where performed nightly in the subways of the London Underground, and presented multiple times on the BBC. He also toured numerous times through the UK, Ireland, and Germany.

Since returning to Florida, he has spent the last decade working with hundreds of school groups to bring the states' history to life with his original songs. He is an active performer on the Florida Folk circuit, and has won multiple Florida songwriting awards.

His programs have been sponsored by the Florida State Touring Roster, Florida Humanities Council Road Scholar Program, Brevard Cultural Alliance, Florida Historical Society, VSA Florida, Engaged Learning Through the Arts, and Stetson University's Continuing Education Program.

A modern Florida Troubadour, Chris looks forward to delighting audiences with performances of his music for years to come.

