

## About Learning Kits

Planting Fields Education Learning Kits are resources for teachers and family members to use when facilitated visits to Planting Fields aren't possible. Kits include guiding videos, discussion questions, and student activities. Use the kit over one day for a deep dive into one idea, or spread videos, discussions, and activities out as needed.

Planting Fields has committed to providing free digital resources for schools and home-schooling families during this challenging time. Please consider sharing examples of the student work and discussions by emailing photos and videos to [info@plantingfields.org](mailto:info@plantingfields.org), and completing the [program evaluation survey](#) when you finish using the kit.

## Standard Alignment

All Planting Fields Learning Kits are aligned with New York State Standards in Social Studies and Next Generation Science Standards. The following standards are achieved through facilitation of this kit.

### **NYS Social Studies Standards:**

Gathering, Interpreting, and Using Evidence

1- Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).

5- Make inferences and draw conclusions from evidence.

7- Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

Comparison and Contextualization

2- Identify, compare, and evaluate multiple perspectives on a given historical experience.

Geographical Reasoning

3- Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

Civic Participation

2- Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

11.5 Industrialization and Urbanization (1870-1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.

11.5b Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.

### **Next Generation Science Standards:**

HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

## Learning Goal

Students will examine the enormous advancements and dire impacts of the Industrial Revolution at the beginning of the 20th Century. From technology, arts and design to the severe economic and societal changes these advancements had upon the environment, students will consider how to solve real world problems while designing their dream home, factoring in cost, safety, reliability, aesthetics, and social, cultural, and environmental impacts.

## Video 1: Introduction



Students meet H.H. Rogers, father of Mai Rogers Coe, Mai Coe herself, W. R. Coe, a self-made immigrant from England and Ida Minerva Tarbell, the legendary Muckracker who exposed some of the flagrant violations that H.H. Roger's was a part of while at Standard Oil. They will learn about the deep class divide created during this time and some of the tragic events that led to public safety measures as well as the roles Coe and Rogers played as philanthropists throughout their lives.

[Planting Fields Learning Kit- Modern Industrialists- Video 1](#)

## Teacher-Led Discussion 1: Weighing the Impacts of Efficiency

**Discussion:** Lead students in a discussion about the poem.

How did the rise of technological advancements during the Industrial Revolution lead to changes in society?

What about now? Do new technologies impact society positively or negatively?

Who are the Robber Barons of today and who are the Muckrakers?

**Next steps:**

Based on our discussion and the context provided by the first video, determine if you believe the Coes had a positive or negative impact on the world and explain why.

## Activity 2: Weighing Social Impacts

Did the Coes have an overall positive or negative impact on the world? Why?

### Video 2: Art, Design, and Engineering in the Gilded Age



Students will explore the Art, Design and Engineering of the 20<sup>th</sup> Century. Through stunning visuals, students will learn about the Tudor Revival style of Coe Hall and its intention to give the appearance of antiquity, the Olmsted aesthetic and its connection to W.R. Coe's interest in English garden, noted muralist Robert Chanler, and the use of coal and electricity to power Coe Hall, an innovative measure in a private home for the time.

[Planting Fields Learning Kit- Modern Industrialists - Video 2](#)

### Teacher-Led Discussion 2: Analyzing Coe Hall

#### Discussion: Analyzing Coe Hall

When Walker & Gillette built Coe Hall, what impression were they trying to give visitors? Coe Hall was a big house. Do you think it would be considered "sustainable" today? Why or why not?  
If you were to design a home today, what artists would you invite to create your vision?

#### Next steps:

Now, you are going to imagine you are in a similar position to the Coes, and design a home. You'll have a set budget (that's huge!), and will need to consider cost, safety, reliability, aesthetics, and social, culture, and environmental impacts of your home. This means you need to consider if your home will displace people, living things, or cultural resources, or if it could contribute to sustaining these resources.

## Activity 2: Design Your Dream Home

Design your dream home. You have \$500,000.

- o Make sure to consider cost, safety, reliability, aesthetics, and social, cultural, and environmental impacts.
- o Select a place on the map. How will your new house impact the neighbors?
- o Design. What is the aesthetic of the inside and outside of your house?
- o Engineering. What technologies will you incorporate? How will these technologies impact the environment? How will they impact society?
- o Cost. Can you do everything you want with the money you have? What elements would you sacrifice first?

## Video 3: The Legacy of W.R. Coe



Students fast forward to the end of W.R. Coe's life, the SUNY period when Planting Fields served as a college campus, and Planting Fields Foundation as it stands today. Students will explore the philanthropic choices the Coe's have made and how Planting Fields Foundation strives to be a haven for the community through the arts, historical and horticultural endeavors.

[Planting Fields Learning Kit - The Legacy of W.R. Coe- Video 3](#)

## Teacher-Led Discussion 3: Where to Go from Here

The Legacy of W.R. Coe was to provide Planting Field to the people of New York State as an educational resource. However, today, like any non-profit organizations, the Foundation faces many obstacles. Your task is to create solutions for some of the challenges that this organization faces. Each of you can select one challenge to address.

The first option is sustainability. We learned through the videos that Coe Hall is a large mansion that was initially powered by coal and electricity. Today, while it has had some updates, the organization faces issues like high heating and cooling bills, a leaky roof, and poor phone service and WiFi.

What should we consider when evaluating the sustainability of this building?

What is the cultural value of this space? Is it worth preserving?

The second option is social distancing. The Foundation provides guided tours to Coe Hall, and that admission price helps to keep the organization funded. Now, with the growing need for social distancing, they face a question about how to continue to provide access to this building safely.

What are different ways the organization could help guide the public through Coe Hall?

How can the organization ensure safety?

What do you imagine are the costs of some of these measures?

The third option is access. Many potential visitors to Planting Fields face barriers that won't allow them to come. For some school districts, the cost of bussing is too expensive. Some visitors from New York City can't visit because they do not have a car. Some disabled people who struggle with mobility may visit, but are unable to see much of the site.

What solutions might Planting Fields consider to make the site accessible to all?

What public or private entities might be helpful as partners?

## Activity 3: Solutions for Planting Fields

The Legacy of W.R. Coe was to provide Planting Fields to the people of New York State as an educational resource. The site provides opportunities for engagement with nature, agriculture, horticulture, history, art, and design, but it faces many obstacles. Choose one issue to address, and define the problem, explain how you might solve it while considering the trade-offs, including cost, safety, reliability, and aesthetics, as well as social, cultural, and environmental impacts.

**Issue 1: Sustainability of Coe Hall.** Coe Hall was built in 1918, and despite some technological updates between then and now, it remains a large house that sometimes leaks, must be heated, and has poor phone service and WiFi. What could the Foundation do to lessen its environmental impact while preserving the history of this place?

**Issue 2: Social Distancing.** Beginning in March, Planting Fields closed all of its buildings in order to make social distancing easier for visitors. With an uncertain future regarding group gatherings, how can the Foundation reopen its doors so that visitors can come to Coe Hall again?

**Issue 3: Access for All.** As a State Historic Park, Planting Fields is a space that is meant to be visited by everyone. However, many potential visitors face barriers that won't allow them to come. For

some school districts, the cost of bussing is too expensive. Some visitors from New York City can't visit because they do not have a car. Some disabled people who struggle with mobility may visit but are unable to see much of the site. How can the Foundation make Planting Fields truly accessible to all people?

## Connect with Us.

### **Share student work.**

We want to see the solutions your students created. Please consider sharing student work with us by emailing photos to [info@plantingfields.org](mailto:info@plantingfields.org). We may want to use the work as exemplars or display it as part of an online or on-site exhibition and will follow up with you to obtain permission.

### **Share your thoughts.**

Your feedback is crucial to us creating more kits like these that suit your needs in the future. Please take 5 minutes to [complete this survey](#). It will help us understand what you need, and how we can better serve you moving forward.

This Learning Kit was developed by Planting Fields Foundation staff.