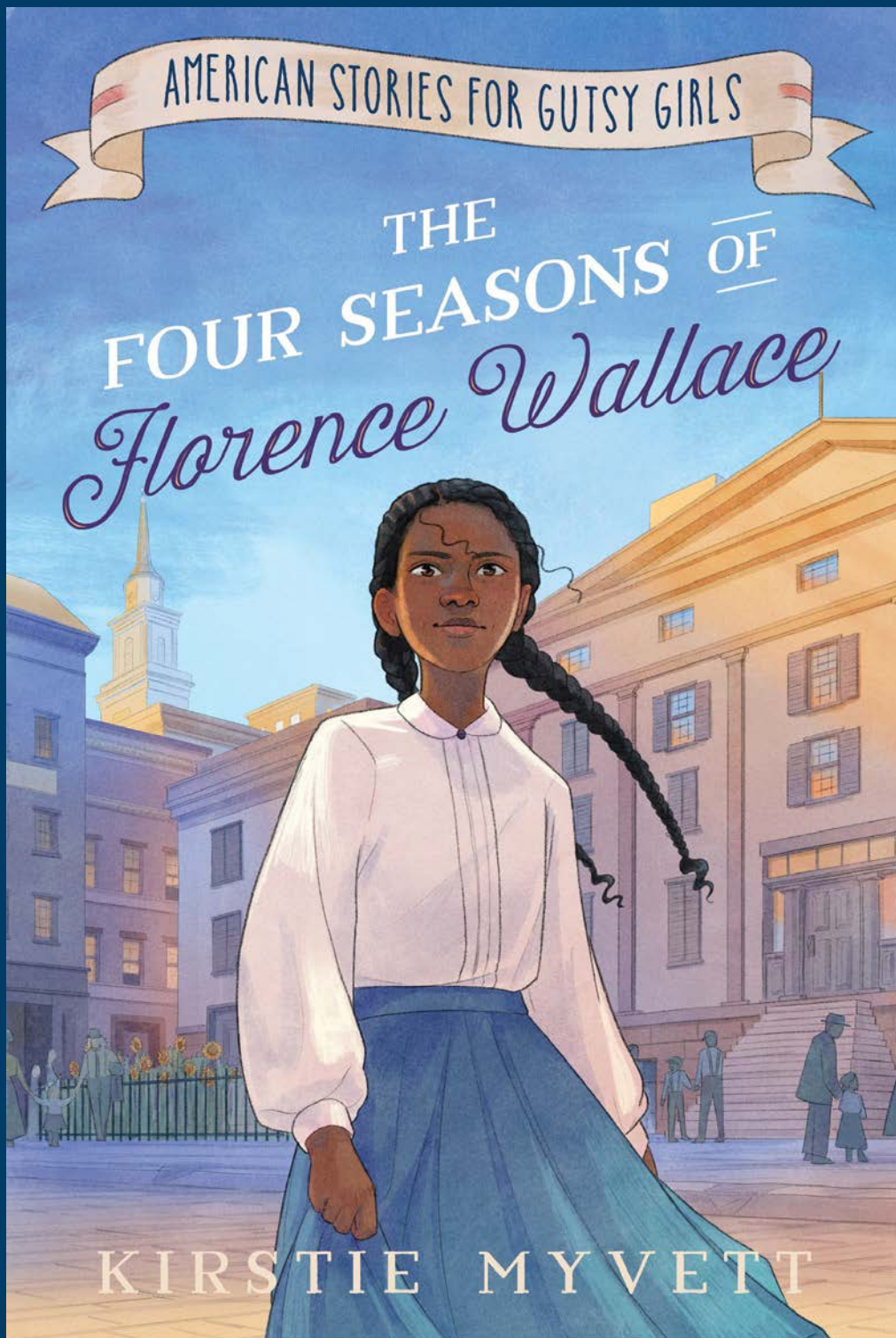


== Educator's Guide ==



Title: The Four Seasons of Florence Wallace

Author: Kirstie Myvett

(Genre: Historical Fiction) Approx Lexile: 610-800L

**Suggested
Grade Level**

Third to Fourth Grade

Task 1

Task 1 Objectives

- Identify point of view from the main characters
- Compare and contrast life from the 1800's to today

Task 1

Our lives look very different from what Florence's did in 1862. Using the graphic organizer, compare and contrast the similarities and differences between our lives and hers back then. Think about things like transportation, school, communication, and living conditions from the story. Next, write about which time period you would rather live in and why. Then think about what you believe would be the most difficult thing about living in 1862. Use examples from the story to help you write about your decision. Finally, draw a picture comparing Florence's life to your life now. Use your graphic organizer to help you illustrate the differences.

Then vs. Now Graphic Organizer

Directions:

Use details from the story to compare Florence's life in 1862 to life today. Write at least 5 comparisons.

Then (1862)**Now (Today)**

Sentence Starters (Use if you need help!)

- In 1862, Florence _____, but today _____.
- Florence had _____, while I have _____.

Think About It

1. Which time would you rather live in? Why?

Then vs. Now Graphic Organizer

2. What would be the hardest part about living in 1862?

Draw It

Draw one picture of Florence's life and one picture of your life today.

Florence's Life

My Life Today

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Task 2

Task 2 Objectives

- Analyze character's point of view
- Write from different character perspectives

Task 2

Think about the scene when Florence realizes her mother is gone and left her and Eva at the orphanage. At that moment she was feeling a lot of emotions. To help Florence cope with the emotions of being abandoned, Matron gives her a journal. Use the thinking questions to put yourself in her shoes, and then write a journal entry from Florence's point of view, detailing how she must be feeling at this moment. Pay particular attention to the feelings of abandonment, fear, anger, sadness, and responsibility, and write about why she would feel this way.

Thinking Questions:

- Why do you think Mama left without saying goodbye?
- Do you think Mama made the right decision? Why or why not?
- How would you feel if you were Florence?
- Why is this moment harder than when her father died?



Task 3

Task 3 Objectives

- Observe plants as they grow
- Discover how plants transition through the plant life cycle

Task 3

Clementine's garden is a special place where she goes to feel safe and calm. She grows sunflowers and takes care of them. This allows her to feel independent and show responsibility. The garden gives her hope and helps her deal with missing her family. Clementine opens up to Florence and Eva by sharing this little haven and sunflower seeds with them. In this task you will plant your own sunflower seeds (beans also work well) and observe them as they grow. You will take care of them and write down what you are seeing each day in your plant life cycle journal. As you are describing your observations, use key terms like seed, germination, sprout, seedling, mature plant, flower, and pollination. Reflect on your observations as your plant grows, and compare them to how Clementine used the garden to help her overcome her hardships at the orphanage.

Thinking Questions:

- Why doesn't Clementine want to cut the flowers?
- Why is it important that the garden is separate from the others?
- How is the garden like Florence's journal?
- What does the garden tell us about Clementine's character?

Date:

Observation:

Plant Height: _____

Number of leaves: _____

Number of Buds: _____

Diagram: _____

Task 4

Task 4 Objectives

- Visualize a setting from the story
- Use text evidence to create an accurate illustration
- Show understanding of details, mood, and environment

Task 4

When authors write stories, they don't just tell us what happens—they give us clues to help us *picture* where the story takes place. This is called the setting. Good readers don't just read words... They create a movie in their minds. Illustrators use these details from the text to make accurate drawings of the story.

Think about Florence and the setting around her.

Can you picture:

- the long rows of iron beds in the dormitory?
- the tall sunflowers in Clementine's garden?
- the busy, noisy dining hall?

Those details are important because they help us understand how Florence feels. A crowded dorm might feel uncomfortable. A quiet garden might feel peaceful.

In this task you will use the author's clues to bring one setting to life through art. Use evidence from the text to create accurate illustrations of a setting that impacted you. Don't just draw from your imagination. Write the text evidence at the bottom of your page.

The Four Seasons of Florence Wallace Illustration and Text Evidence



Task 5

Task 5 Objectives

- Analyze a problem and create a solution

Task 5

The orphanage is described in the story as a large, crowded place. It is home to over 200 children who live together after being separated from their families. It has common areas like a dining hall and a garden and long dorm rooms filled with rows of iron beds to sleep in. The orphanage can feel strict due to the rules, chores, and simple meals, but it also becomes a place where Florence makes connections and finds small sources of comfort.

For this task you are going to be in charge of the orphanage. And one part of running it is feeding the children. There are 237 children who need to be fed every day! That's a big job and requires lots of planning. Use the organizer to help you plan a meal and figure out how they are going to be served in a timely manner.

Then vs. Now Graphic Organizer

Part 1. Plan a Meal

Choose One:

Breakfast

Lunch

Dinner

Think about food they had during that time period (keep it simple)

Main Dish	Side Dish	Drink

Why did you choose this meal?

How are you going to serve the children in a timely manner?

Create a diagram of the dining hall.

- How many children should sit at a table?
- How many tables and chairs do you need?
- How will they be arranged?
- Where will the food be served?