

***Hispanic Heritage  
Commemorating Florida's Quincentenary  
in Tampa Bay***

***October, 2012***  
**University of South Florida**

**Lesson Title**

Spanish Ybor City in the 19<sup>th</sup> & 20<sup>th</sup> Centuries, Today, and Tomorrow

**Authors**

Alesha Looper, Lawton Chiles Elementary, School District of Hillsborough County  
Daryl Saunders, School District of Hillsborough County

**Concept/Main Idea/Big Idea of Lesson**

This lesson addresses the beginning years of the Spanish influence in Ybor City, its current status, and trends for the future.

**Conference Themes**

Spanish Florida in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

Latin America and Florida Today and Tomorrow

**Intended Grade Level**

4<sup>th</sup> Grade

**Infusion/Subject Area**

Social Studies: American History

**Curriculum Standards**

*NCSS Themes:*

Time, Continuity, and Change

People, Places, and Environments

*Florida Next Generation Sunshine State Standards:*

SS.4.A.6.2: Summarize contribution immigrant groups made to Florida.

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

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

**Instructional Objectives**

Students will:

- analyze historical photographs;

- identify contributions Spaniards made to the development of Ybor City in particular.

### **Learning Activities Sequence**

**Preview:** Ask students to answer the following questions with a partner:

Why do people take photographs? (list at least 3 reasons)

What can we tell about the past by looking at old photographs? (list at least 3 reasons)

Tell students that today they will have an opportunity to analyze and interpret some historical photographs taken in Ybor City, Florida.

**Photo Analysis** (whole class activity) Distribute a copy of the Photo Analysis Worksheet (HO1) to each student. Model how to use the Photo Analysis Worksheet by leading students in an analysis of the 1891 photo of the Ybor cigar factory (Image 1).

#### **Step 1**

Display the image of Image 1 (Ybor cigar factory) for students to view for two minutes. Ask:

What is your overall impression of the photograph? When do you think it was taken?

Say: Now, we are going to look closely at the image for details. Cover up the photograph, exposing one quadrant at a time and magnifying the image if possible. As you ask the following questions, students are to record details in the 3-column chart on their Photo Analysis Worksheet:

How many people do you see in the photo?

What are they wearing?

What gender are they?

How old do they seem to be?

What are the people doing?

What details do you notice about the building?

When do you think this photo was taken?

Where do you think it was taken?

#### **Step 2**

Read the instructions for Step 2, defining and clarifying the meanings of “inference” and “infer” as needed. Ask students to write their inferences in the space provided. After two minutes have passed, ask for volunteers to share their responses.

#### **Step 3**

Read the instructions for Step 3, allowing students a few minutes to record their answers on their Photo Analysis Worksheet. After two minutes have passed, ask for volunteers to share their responses.

**Reading:** Distribute copies of Handout 2, “The V.M. Ybor Factory.” Say: Now you will learn a little more about the building in the photograph and some of the people in it.

Read aloud the text to students, underscoring important details that connect to the photograph. (For example, in the first line of the text, you might have students underline the words “factory” and “1886”.) After reading the passage, have students re-read their inferences they recorded on the Photo Analysis Worksheet. Ask:

What purpose does that building serve?

Who do you think the people on the steps in front of the building are?

Why have the people gathered in the front of the building?

Who is the man in the center?

**Photo Analysis:** Divide the class into five groups, giving each group one of the remaining images (Images 2, 3, 4, 5, & 6). Distribute a copy of the Photo Analysis Worksheet (HO1) to each group. Working together, students are to analyze their assigned image using the Photo Analysis Worksheet provided. After a sufficient amount of time has been allowed for analysis of the photographs and completion of the worksheets, have each group share their assigned photos and responses with the rest of the class. As each group presents their findings, provide additional information about the images (see Teacher Background Notes).

### **Closure and Evaluation**

Facilitate a class discussion by asking:

How difficult was it to accurately interpret what you saw in the photographs?

How accurate were your inferences?

What are some of the difficulties that historians might have when they analyze old photographs or drawings?

What group of people was shown in the photos we analyzed today?

What kinds of contributions did Spaniards make to Ybor City, Florida?

### **Materials and Resources**

Handout 1 (HO1): Photo Analysis Worksheet

Handout 2 (HO2): "The V.M. Ybor Factory"

Image 1: Ybor cigar factory, 1891

Image 2: Cigar factory workers at the Ybor cigar factory, 1925

Image 3: Centro Asturiano, 1920s

Image 4: Cigar workers' houses

Image 5: Senioritas on a balcony, Ybor City

Image 6: Boy cigar workers

Teacher Background Notes

### **References**

Burgert Brothers Collection, Tampa-Hillsborough County Public Library System. Cigar factory workers at the Ybor Factory, 1925. Retrieved from:

<http://digital.hcplc.org/burgert/archive06/5390.jpg>

Florida Center for Instructional Technology. *Florida's Historic Places: Ybor City*. Retrieved from: <http://fcit.usf.edu/florida/lessons/yborcity/yborcity1.pdf>.

Gonzalez, R.R. (1994). "The V.M. Ybor Factory," *Discovering Ybor City*. Tampa, FL: Free Press Publishing, p. 9.

La Gaceta Publishing and National Park Service. Centro Asturiano, 1920s. Retrieved from: <http://www.nps.gov/nr/twhp/wwwlps/lessons/51ybor/51visual5.htm>.

Lastra, F. T. (2006). *Ybor City: The making of a Landmark Town*. Tampa, FL: University of Tampa Press.

National Archives and Records Administration. (2012). *Photo Analysis Worksheet*. Washington, D.C.: NARA. Retrieved from: [http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf).

National Park Services, U.S. Department of the Interior. (2009). *Teaching with Historic Places*. Washington, D.C.: NPS. Retrieved from: <http://www.nps.gov/nr/twhp/descrip.htm>.

Tampa-Hillsborough County Public Library System and National Park Service. *Señoritas on a Balcony*. Retrieved from: <http://www.nps.gov/nr/twhp/wwwlps/lessons/51ybor/51ybor.htm>