

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

October, 2012
University of South Florida

Lesson Title

Ybor City, "Cigar City of the World"

Author

Samantha Cook, Bloomingdale High School, School District of Hillsborough County

Concept/Main Idea/Big Idea of Lesson

After it was established and continued to thrive, Ybor city was a multiethnic, multiracial, industrial community unlike any other in Florida at the time. This lesson explores the city's unique history, with special emphasis on the Cuban community that settled there.

Conference Themes

- Spanish Florida in the 19th and 20th Centuries
- Migration, Exile, Diaspora
- Cultural, Social, and Economic Exchange in Florida

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Florida History
American History
Geography
World History
Latin American Studies
American Mosaic

Curriculum Standards

NCSS Themes:

Culture
Time, Continuity, & Change
People, Places, & Environment
Individual Development & Identity
Individuals, Groups, & Institutions
Power, Authority, & Governance

Productivity, Distribution, & Consumption
Science, Technology, & Society
Global Connections
Civic Ideals & practices

Next Generation Sunshine State Standards:

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

SS.912.A.4.11 Examine key events and peoples in Florida history as they relate to United States history

Instructional Objectives

Students will:

- analyze a photograph of immigrants working in an Ybor City cigar factory;
- identify the causes of migration to Ybor City at the turn of the 20th century;
- organize main ideas and supporting details of Ybor City history.

Learning Activities Sequence

Photo Analysis (whole class activity): Distribute a copy of the Photo Analysis Worksheet (HO1) to each student. Lead students in an analysis of the image of cigar workers in a Ybor City cigar factory (Image 1) by doing the following:

Step 1

Display the image of Image 1 (workers in a Ybor City cigar factory) for students to view for two minutes. Ask: What is your overall impression of the photograph? Record your thoughts on the space provided on your Worksheet.

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 questions on their Photo Analysis Worksheet. After two minutes have passed, ask for volunteers to share their responses.

Power Thinking: Place students in groups of 4 and give each student a copy of “Latin Entrepreneurs and the Birth of Ybor City” (HO2). Students will use the power thinking reading strategy (see HO3 for a detailed explanation of this strategy), an excellent strategy for organizing information. In their groups, students can take turns reading the article, underlining/highlighting important information as read (students may also be directed to make margin notes of what they are reading to facilitate putting the information into power notes). A list of possible main ideas for power 1’s can be found in Handout 4 (HO4).

Create a Graphic Organizer: Each student will create a graphic organizer using their power notes (see HO5 for a sample).

Closure:

An Exit Ticket is a 5-minute, end-of-class exercise that can be an efficient way to check for comprehension and gather feedback from students. They can provide an opportunity to determine students’:

- understanding of key concepts
- remaining questions
- attitude towards the content or instructional methodology

For this lesson, the Exit Ticket (HO6) question is: *Why do you think it is important to preserve the history of Ybor City?*

Evaluation

Postcard: Have students imagine they are one of the immigrants living in Ybor City during its Cigar City days. Create a post card that will be sent to a family or friend still in Cuba. Students will need to include the following:

- picture or drawing on the front of the post card in color
- at least four facts about Ybor City written within the body of the message
- students may choose to create the postcard digitally or manually

You may want to have template or example for students.

Materials and Resources

Image 1: Cigar workers in a factory

Handout 1(HO1): Photo Analysis Worksheet

Handout 2(HO2): “Latin Entrepreneurs and the Birth of Ybor City” by L. Glenn Westfall

Handout 3(HO3): Power Thinking Reading Strategy

Handout 4(HO4): Power Thinking possible main ideas

Handout 5(HO5): Sample graphic organizer

Handout 6(HO6): Exit Ticket

Highlighters and writing instruments

Supplies for postcard activity

Internet Sources

Cigar City Magazine, www.cigarcitymagazine.com. Excellent source of articles on Ybor City's history and present Ybor City

Ybor City Museum, www.ybormuseum.org. Great source of resource links.

USF Digital Libraries, <http://guides.lib.usf.edu/content.php?pid=86148&sid=640802>. Hundreds of digital resources including text, images, and audio/video.

References

Cigar makers making cigars picture, USF Libraries Digital Collections- Burgert Brothers. Collection of Tampa Photographs, <http://digital.lib.usf.edu:8080/usfldcFedoraCommonsViewers/USFLDCfcIMAGEviewer?pid=usfldc:B29-v-00001917>

Photo Analysis Worksheet, National Archives Teacher Resources www.archives.gov/education/

"Latin Entrepreneurs and the Birth of Ybor City" by L. Glenn Westfall, *History of Tampa*, 1985 Fall/Winter, Volume 7, Number 2 Copyright 1985 University of South Florida.

Power Thinking Notes Reference Sheet -Reading Quest www.readingquest.org 1998
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Santa, Carol M., Havens, Lynn T., & Valdes, Bonnie. (2004). *Project CRISS Third Edition*.

Teachers' Curriculum Institute. (2004). *Bring Learning Alive: The TCI Approach for Middle and High School Social Studies*.