



**Objective:**

1. The students will be able to tell about the history of Ybor City.

**Sunshine State Standards Benchmarks:**

SS.A.1.2.3 – SS.A.6.2.3 – SS.A.6.2.4 – SS.A.6.2.5

**Vocabulary:**

guavas            prominent    labor            relocating    thriving  
tri-lingual      stationed    prosperity    renovated    descendants

**Suggested Activities:**

1. Have the students research Cuban history with a focus on industry and immigration.
2. Look at a map of Florida and Cuba. Discuss the route and modes of transportation that immigrants use in order to get to Florida.
3. Discuss tobacco use and its health effects.
4. Compare and contrast early Ybor to the way it is today.
5. Bring in some Cuban foods and let the students sample them.
6. Complete and review FCAT questions.

(Note: Actual FCAT practice passages are written at the students' independent reading level. These Florida History selections are written at the students' instructional reading level. Therefore, students should not be asked to complete the questions until after receiving class instruction on the vocabulary and content of the passage. Students should also read the Florida History selection independently before answering the FCAT questions and be permitted to return to the selection for rereading as they answer.)