Ybor City in the Classroom

Activities for Grades 4 - 8

Presented By

[Image of Ybor City Museum Society logo]
Hello Educators!

The Ybor City Museum State Park and its support organization, the Ybor City Museum Society, welcome you to beautiful and historic Ybor City! The history of Ybor City is a perfect way to talk about a number of local, national and international historical topics, including issue related to immigration, the growth of industry in our state and the Southeastern US, and international wars such as the Spanish-American War, the Spanish Civil War and World War Two. It is also an excellent way to provide students an opportunity to use primary sources and practice their language skills in alignment with Florida’s Next Generation Sunshine and Common Core Standards.

The activities included in Ybor City in the Classroom are intended to supplement an onsite visit to the Ybor City Museum State Park, but these activities can also be used in place of a visit to augment curriculum in the classroom.

Ybor City in the Classroom includes activities in three categories:
1. **The Growth of a Community** – explores the founding and development of Ybor City, as well as what it takes to create and grow a community.
2. **The Story of Immigration** – examines the different immigrant groups that came to Ybor City, the reasons why people move to a new country, and the emotional impacts of such a decision.
3. **Ybor Words** – introduces students to vocabulary words that are useful when learning about Ybor City and early Tampa history, allowing them to learn these words in fun and challenging ways.

For each activity you will find the suggested grade levels for which the activity is appropriate, the approximate in-class duration of the activity, and the educational standards that the activity incorporates.

Please feel free to contact curator Elizabeth McCoy with any questions or comments about any of the activities in Ybor City in the Classroom at (813) 247-1434 or emccoy@ybor.museum.org.
Activity One: Building a Neighborhood
Grade Level: 4-5
Duration: 30-45 Minutes In-Classroom
Educational Standards Addressed: SS.4.A.1.1, LAFS.4.SL.1.1, SS.5.A.1.1, LAFS.5.SL.1.1

Objective:
To allow students to use primary sources and practice their group discussion and persuasive argument skills while thinking about how immigrants to Ybor City created a vibrant neighborhood from scratch in the late 1800s.

Materials:
- Chalk/Dry Erase Board
- Chalk or Markers
- Ybor City Images (provided in activity worksheet)

Suggested Approach:
Tell students to think about the places they go near where they live, such as their house, stores, restaurants, school, parks and the doctor’s office. Let them know that these are the things that make up a good neighborhood. Ask them to imagine they are moving to a place that has no neighborhoods and that it is up to them to create a new neighborhood. Remind students of the immigrants to Ybor City they learned about during their visit to the state park who had to build a whole new place to live.

Directions:
1. Print out and pass around (or display online) the images of Ybor City’s development as a neighborhood while introducing the activity to students. Use these images to show how immigrants to Ybor City built their neighborhood from scratch.
2. Lead a discussion about what elements your students would build if they had been in the shoes of those early Ybor residents. Ask students to name these elements and write them on the board as they are suggested.
3. Now let students know that not everything can be built at the same time, and that they will need to decide what on their list is essential to their neighborhood and what can wait until later. Have students rank their list from most important to least important, asking students to justify their positions throughout the process and making sure the rest of the class agrees.
4. Once the list is ranked, finish the activity by leading the class in any or all of the activity’s suggested discussion questions.

Discussion Questions:
1. What do you think makes a good neighborhood? Do you think the neighborhood you designed as a class would be a good neighborhood? Why or why not?
2. Would you ever move to a place like Ybor City that you had to help build from scratch? Why or why not?
3. Can you think of some reasons why someone would move from one place to another?
The Growth of Ybor City

The immigrants in Ybor City built community centers like this one, called El Centro Espanol. These clubs provided medical services, as well as social events to the people who lived in Ybor City.

This is the first Jewish-owned store built in Ybor City, called El Sombrero Blano (the white hat). It was a corner store that sold everything from food to clothing.

These are some of the houses built in Ybor City in the late 1800s, when the town had just been founded.
The Growth of Ybor City

Restaurants like the one in this advertisement, Las Novedades, were very popular in Ybor City, drawing people from all over Tampa with great Spanish and Cuban food.

Take a look at this photo of Ybor City’s 7th Avenue in the 1970s to see some of the shops that used to line the streets.

This is a photo of Hillsborough High School, one of the closest high schools to Ybor City, in the early 1900s.
The Growth of Ybor City

Many of Ybor City’s residents worked in cigar factories, which was the city’s largest industry.

This is the sign of the Columbia Bank, one of the main banks in early Ybor City. This bank took care of the financial needs of those living in Ybor City.

The employees of the Spoto Hardware Store pose for a photo. This store was like the Home Depot of early Ybor City.
The Growth of a Community

Activity Two: Community Cuban
Grade Level: 6-8
Duration: 10 Minutes In-Class + Homework
Educational Standards Addressed: LAFS.6.RL.1.1, LAFS.7.RL.1.1, LAFS.8.RL.1.1, LAFS.68.WHST.3.9

Objective:
To introduce students to the major immigrant groups that moved to Tampa in the late 1800s and early 1900s through the metaphor of the Cuban Sandwich, and provide them an opportunity to practice their writing skills.

Materials:
Community Cuban Poster
History of Ybor City reading (optional)

Suggested Approach:
Remind students of the different ethnic groups that settled in Ybor City (Cubans, Spaniards, Italians, Germans and Jews), and let them know that the ingredients of the Cuban Sandwich represent these ethnic groups. Tell them that the Cuban Sandwich can be seen as a metaphor for Ybor City (remind students of what a metaphor is if needed).

Directions:
1. Print out the Community Cuban poster, either in small format to provide each student with a copy or larger for display in the classroom.
2. Tell students that they will draw on what they learned during their visit to the Ybor City Museum State Park and the information about a Cuban Sandwich provided on the included poster to write a short paper (the topic will be one that you select from the options provided below). Though we suggest the paper be approximately 2 double-spaced pages in length, you can decide how long you would like the papers to be and how long you will give students to write their papers.
3. If your class did not complete a field trip, print out and distribute (or review in-class) the History of Ybor City reading to provide students with some background context about Ybor City’s immigrant groups.

Homework Options:
1. You can recommend that students either purchase a Cuban Sandwich (available at numerous restaurants and grocery stores) or make one at home, so that they can try the sandwich.
2. Writing Option 1: Write a short paper on how the Cuban Sandwich can be seen as a metaphor for Ybor City and its immigrants.
3. Writing Option 2: The Cuban Sandwich is the official sandwich of Tampa. Write a short paper on why you think the Cuban Sandwich was chosen as Tampa’s sandwich.
4. Writing Option 3: The ingredients of the Cuban Sandwich represent different ethnic groups that immigrated to Ybor City in the late 1800s. Think about your own family’s ethnic background (and ask your family if you are not sure). Pick a sandwich ingredient that could represent your family in a sandwich, and write a short paper about why you chose that ingredient.
COMMUNITY CUBAN
SHOWCASING TAMPA’S DIVERSE CULTURES

CUBAN BREAD
Made at the Ferlita Bakery in Ybor City - the first to bake Cuban bread in Tampa.

PICKLE SLICES
A pickle is a cured cucumber and originates from Germany.

SWISS CHEESE
Invented by 2 farmers from Switzerland.

GENOA SALAMI
Originates from Italy and has a unique seasoned taste.

ROAST PORK
A Cuban-style spiced meat that takes 6 hours to cook!

GLAZED HAM
Popular in Germany and Spain for the past 1000 years.

MUSTARD
A well-known condiment originating from Germany.

FOR MORE INFORMATION AND TO DOWNLOAD A LESSON PLAN VISIT CARO-USF.FMHI.USF.EDU

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The History of Ybor City

Ybor City, a section of the large metropolitan area of Tampa, owes its beginning to three Spaniards who came to the “New World” in the 19th Century: Gavino Gutierrez, Vicente Martinez-Ybor and Ignacio Haya. Mr. Ybor immigrated to Cuba in 1832 at the age of 14. He worked as a clerk in a grocery store, then as a cigar salesman, and in 1853 he started his own cigar factory in Havana. Labor unrest, the high taxes on Cuban cigars and the start of the Cuban Revolution in 1868 caused Mr. Ybor to move his factory and workers to Key West, Florida. While his business there was successful, labor problems, the lack of a fresh water supply on the tiny Key West island and no good transportation system for distributing his cigars led him to consider moving his factory to a new location.

Gavino Gutierrez came to the United States from Spain in 1868. He settled in New York City, but he often traveled to Key West, to Cuba and to the small town of Tampa searching for exotic fruits, such as mangoes and guavas, for his importing and exporting business. During a visit to Key West in 1884, he convinced Vicente Martinez-Ybor and Ignacio Haya, a cigar factory owner from New York who was visiting Mr. Ybor at the time, to travel to Tampa to investigate it as a potential new home for cigar factories. That same year, Henry B. Plant, a businessman from Connecticut, had completed a rail line that connected Tampa to the rest of the southern United States and was in the process of improving Tampa’s port facility for his shipping lines. These methods of transportation would make it easy to import tobacco from Cuba to make cigars, as well as distribute the finished cigars throughout the country. Tampa also offered the warm, humid climate that would keep the tobacco moist enough during cigar production, as well as a large freshwater well.

After visiting Tampa in 1885, both Mr. Haya and Mr. Ybor decided to build cigar factories in Tampa. Mr. Gutierrez surveyed an area two miles from Tampa, even drawing up a map to show where they streets might run. Mr. Ybor purchased 40 acres of land and began to construct a factory. He continued to manufacture cigars in Key West as well, until a fire destroyed his factory there in 1886. Afterwards, Mr. Ybor spent all of his time on his business in Tampa. At the age of 68, Mr. Ybor began to develop a company town with the hope of providing a good working and living environment so that cigar workers would have fewer grievances against owners. This company town would come to be known as Ybor City, after its founder.

Both Spanish and Cuban fishermen lived in the Tampa region before Spain ceded Florida to the United States in 1819, but the city had grown very slowly. As late as 1880, the population was only about 700 people. In 1887 when the City of Tampa incorporated Ybor City into the municipality, the population increased to more than 3,000. By 1890 the population of Tampa was about 5,500. Most residents made their living making cigars, while others worked in occupations that supported the cigar factory. For example, some workers made the attractive wooden boxes in which cigars were shipped while other workers made the bands that went around each cigar that denoted that cigar’s brand.

The rapid growth in Tampa’s population was due to an influx of immigrants moving to Ybor City because of the growing cigar industry. Ybor City developed as a multi-ethnic community where English was a second language for many of its citizens. Cubans made up the largest groups of immigrants to Ybor City. About 15 percent of those Cubans were of African heritage, known as Afro-Cubans. The next largest group were the Spanish, who came to Tampa in large numbers after 1890. Together these two groups dominated the cigars industry and set the cultural tone for the community. Ybor City also attracted Italians, mostly from the island of Sicily, who had first come to the United States to work in the sugar cane fields of Florida and Louisiana. Some Italians worked in the cigar factories, but many operated restaurants and small businesses or farmed for a living. Most became bilingual in Italian and
Spanish. Other immigrants included Germans, Romanian Jews and a small number of Chinese and Irish. The Germans contributed to the cigar industry through their superb lithographs that served as cigar box art. Romanian Jews and Chinese immigrants worked mainly in retail business and in service trades, while the Irish were predominately priests and nuns.

Ybor City eventually replaced Havana as the center of quality cigar production. Both Mr. Ybor and Mr. Haya offered plots of land and other incentives to lure other major cigar factory owners away from Cuba and Key West. Ybor City was also home to hundreds of smaller cigar making shops. So many factories opened in Ybor City that by 1900 it was known as the “Cigar Capital of the World.” The nearby neighborhood of West Tampa also profited from Ybor City’s success. By 1895 it had 10 cigar factories of its own, and it also supported additional box making and label printing factories. By 1910, Ybor City made more cigars than any other place in the entire world.

Ybor City continued to grow and prosper through the 1920s and into the 1930s. However, this success was not to last. Several factors soon converged to bring about hard times. Cigarette consumption began to grow, a major depression struck the nation and improved machinery for rolling cigars began to put hand rollers out of work. At first, these machine-made cigars were not popular because the reputation of the kind of premium hand-rolled Cuban cigar rolled in Ybor City was so high. Then, the producers of the machine-made cigars launched a notorious “spit” campaign. In their advertisements they falsely claimed that people who hand rolled cigars used their own spit to hold the cigar together.

The combined effects of the “spit” campaign, the Great Depression and the growing popularity of the cheap cigarette changed Ybor City forever. Large factories either mechanized or went out of business. As machines took over for people, many of Ybor City’s residents moved elsewhere in Tampa to find work. As the cigar makers left, many of the businesses that had supported the large population of Ybor City also failed. This left many of Ybor City’s buildings and houses empty, and by the 1940s the once bustling Ybor City was one of Tampa’s worst neighborhoods.

In the 1960s Ybor City was split apart by an urban renewal project. Designed to rejuvenate a neighborhood that many considered a slum, the urban renewal project cleared 70 acres of the old Ybor City, leveling hundreds of houses and buildings to make way for new development. An interstate highway took up part of the cleared land, but the rest was never redeveloped because the federal funds and private investment needed to rebuild the neighborhood never materialized. This destruction did have one positive effect, however. Years later, a number of civic organizations banded together to preserve what remained of the city’s historic buildings and ethnic heritage.
Activity Three: A Letter Home
Grade Level: 4-5
Duration: 30-45 Minutes In-Class or as Homework

Objective:
To allow students to think about what it was like for the immigrants to Ybor City to move to a new country, often leaving family members behind in their home country. This activity will also allow students to use primary sources and practice their creative writing skills.

Materials:
Blank paper
Pen or Pencil (optional)
Activity Images

Suggested Approach:
Tell students to imagine that they have just moved to Ybor City from another country in the year 1908, and that their parents still live in their home country. Students will be writing a letter to their parents telling them about the student’s imaginary new life in Ybor City. Students can use the information they learned while visiting the Ybor City Museum State Park, as well as images included in this activity as inspiration for their letters.

Directions:
1. Decide whether you want students to complete this activity in class or as homework. If in-class, ask them to get out a piece of paper and a pen or pencil. If they will complete the activity as homework, you can also have them write their letter on the computer and either print or turn in electronically.
2. Either print out and distribute or show online the activity images while introducing the activity as either an in-class or homework activity. We recommend asking students to write a one-page letter, though the length is up to you.
3. Remind students that they are to imagine they are living in 1908 and that they have come to Ybor City to work. They should tell their parents about their job, their house, and what they like to do for fun, as examples. Encourage students to be creative, but to draw from their visit to the Museum and the activity images to help them (e.g., they cannot say they play Xbox for fun, since that had not been invented in 1908).
4. We suggest providing students approximately 20 minutes to write in-class, and whatever length of time you deem appropriate for the homework option.
5. Once students have turned in their letters, lead them in a discussion using any or all of the following discussion questions.

Discussion Questions:
1. What job did you choose for your 1908 self, and why?
2. What do you think would be the hardest thing about leaving your home country and moving to a new country?
3. Can you think of some reasons why someone would leave their home country and move to a new country? (prompts – new opportunities, persecution/unsafe home country, etc.)
The early immigrants to Ybor City arrived on steamer ships like the one in this image. Called the Mascotte, this boat brought thousands of Cubans to Tampa.

People who moved to Ybor City in the late 1800s lived in wooden houses like these. They had no electricity, no bathrooms, and no air conditioning.

Many of Ybor City’s residents worked in the cigar factories. This image shows hundreds of people rolling cigars while the reader, or El Lector, read to them to entertain them.
This is a cantina at one of Ybor City’s social clubs. Notice that no women are in this photo. Only men were allowed in certain areas of the club in the early 1900s. While men played cards in the cantina, women might be in the library.

Ybor City’s social clubs organized large picnics that thousands of people attended. This is a spring picnic organized by the Italian Club.

Baseball was one of the most popular pasttimes in Ybor City. While many people played, even more people likes to watch games. This is a huge crowd watching a local game in 1922.
Activity Four: Becoming a Citizen
Grade Level: 6-8
Duration: 10 Minutes In-Class + Homework

Objective:
This activity will allow students to better understand the process that many Ybor City immigrants underwent to become a US citizen, as well as how someone today would become a citizen, while also reinforcing their knowledge of US history, laws and politics and their Internet research skills.

Materials:
Internet Access
Activity Worksheet

Suggested Approach:
Tell students that in order for an immigrant to the US to become a citizen, he or she has to pass a US civics test. Let them know that this activity will allow them an opportunity to see if they could pass the test! Immigrants seeking citizenship are asked 10 out of a bank of 100 possible questions, and they must answer 6 correctly to become a citizen. Students will be given 20 out of the 100 questions that could currently appear on the US citizenship test, and they will use their Internet research skills to find the answers.

Directions:
1. Print out and distribute the Becoming a Citizen Worksheet to all students.
2. Instruct students to use the Internet to find the answers to each of the 20 questions.
3. As a variation (and to make the activity more challenging), instruct students that they can only consult primary sources (e.g., the US Constitution, Declaration of Independence, etc.) or US history textbooks (secondary sources) to find the answers, and ask students to note the source they used to find each answer.
4. You may decide how many days to allow students to complete the activity.
5. Once students have turned in their answers, lead them in a discussion using any or all of the following discussion questions.

Discussion Questions:
1. How many of you knew some of the answers without having to look them up?
2. To which questions did you have the hardest time finding the answers, and where did you end up finding the answer?
Becoming a Citizen

1. What is one right or freedom from the First Amendment to the U.S. Constitution?

________________________________________________________________________

2. What are two rights in the Declaration of Independence?

________________________________________________________________________

3. What is the economic system we use in the United States?

________________________________________________________________________

4. What stops one branch of the U.S. government from becoming too powerful?

________________________________________________________________________

5. Who creates federal laws?

________________________________________________________________________

6. Who is one of your state’s U.S. Senators right now?

________________________________________________________________________

7. Why do some states have more Representatives than other states?

________________________________________________________________________

8. If both the President and the Vice President can no longer serve, who becomes President?

________________________________________________________________________

9. Name two of the President’s Cabinet-level positions.

________________________________________________________________________

10. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?

________________________________________________________________________
11. There are four amendments to the U.S. Constitution about who can vote. Describe one of them.

_________________________________________________________________________

12. What is one promise you make when you become a U.S. citizen?

_________________________________________________________________________

13. What are two ways that Americans can participate in their democracy?

_________________________________________________________________________

14. There were 13 original states. Name three.

_________________________________________________________________________

15. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.

_________________________________________________________________________

16. Name one war fought by the United States in the 1800s.

_________________________________________________________________________

17. Name one American Indian tribe in the United States?

_________________________________________________________________________

18. Name one U.S. territory.

_________________________________________________________________________

19. Name one of the two longest rivers in the United States.

_________________________________________________________________________

20. Name two national U.S. holidays.

_________________________________________________________________________
1. What is one right or freedom from the First Amendment to the U.S. Constitution?
   a. Speech
   b. Religion
   c. Assembly
   d. Press
   e. Petition the government

2. What are two rights in the Declaration of Independence?
   a. Life
   b. Liberty
   c. Pursuit of Happiness

3. What is the economic system we use in the United States?
   a. Capitalist economy
   b. (Free) Market economy

4. What stops one branch of the U.S. government from becoming too powerful?
   a. Checks and balances
   b. Separation of powers

5. Who creates federal laws?
   a. Congress
   b. Senate and House (of Representatives)
   c. (U.S. or National) legislature

6. Who is one of your state’s U.S. Senators right now?
   a. Bill Nelson
   b. Marco Rubio

7. Why do some states have more Representatives than other states?
   a. Because of the state’s population
   b. Because they have more people

8. If both the President and the Vice President can no longer serve, who becomes President?
   a. Speaker of the House (of Representatives)

9. Name two of the President’s Cabinet-level positions.
   a. Secretary of Agriculture
   b. Secretary of Commerce
   c. Secretary of Defense
   d. Secretary of Education
   e. Secretary of Energy
   f. Secretary of Health and Human Services
   g. Secretary of Homeland Security
Secretary of Housing and Urban Development
Secretary of the Interior
Secretary of Labor
Secretary of State
Secretary of Transportation
Secretary of the Treasury
Secretary of Veterans Affairs
Attorney General
Vice President

10. Under our Constitution, some powers belong to the federal government. What is one power of the federal government?
   a. To print money
   b. To declare war
   c. To create an army
   d. To make treaties

11. There are four amendments to the U.S. Constitution about who can vote. Describe one of them.
   a. Citizens eighteen and older can vote
   b. You do not have to pay (a poll tax) to vote
   c. Any citizen can vote, regardless of sex/gender
   d. A male citizen of any race can vote

12. What is one promise you make when you become a U.S. citizen?
   a. Give up loyalty to other countries
   b. Defend the Constitution and laws of the United States
   c. Obey the laws of the United States
   d. Serve in the U.S. military (if needed)
   e. Serve (do important work for) the nation (if needed)
   f. Be loyal to the United States

13. What are two ways that Americans can participate in their democracy?
   a. Vote
   b. Join a political party
   c. Help with a campaign
   d. Join a community group
   e. Give an elected official your opinion on an issue
   f. Call Senators and Representatives
   g. Publicly support or oppose an issue or policy
   h. Run for office
   i. Write to a newspaper

14. There were 13 original states. Name three.
   a. New Hampshire
   b. Massachusetts
   c. Rhode Island
   d. Connecticut
   e. New York
   f. New Jersey
g. Pennsylvania  

h. Delaware  

i. Maryland  

j. Virginia  

k. North Carolina  

l. South Carolina  

m. Georgia  

15. The Federalist Papers supported the passage of the U.S. Constitution. Name one of the writers.  
   a. James Madison  
   b. Alexander Hamilton  
   c. John Jay  
   d. Publius  

16. Name one war fought by the United States in the 1800s.  
   a. War of 1812  
   b. Mexican-American War  
   c. Civil War  
   d. Spanish-American War  

17. What did the Emancipation Proclamation do?  
   a. Freed the slaves  

18. Name one U.S. territory.  
   a. Puerto Rico  
   b. U.S. Virgin Islands  
   c. American Samoa  
   d. Northern Mariana Islands  
   e. Guam  

19. Name one of the two longest rivers in the United States.  
   a. Missouri River  
   b. Mississippi River  

20. Name two national U.S. holidays.  
   a. New Year’s Day  
   b. Martin Luther King, Jr. Day  
   c. Presidents’ Day  
   d. Memorial Day  
   e. Independence Day  
   f. Labor Day  
   g. Columbus Day  
   h. Veterans Day  
   i. Thanksgiving  
   j. Christmas
Activity Five: My Roots
Grade Level: 6-8
Duration: 60 Minutes In-Class + Homework

Objective:
To provide students an opportunity to become a historian by learning about their family’s past while practicing their research and presentation skills.

Materials:
Activity Worksheet
Computer with PowerPoint or Similar Program

Suggested Approach:
Tell students that historians would not be able to create the kinds of exhibits students saw at the Ybor City Museum State Park without documenting family histories. These kinds of histories are important in understanding the past and where we come from, and so is the history of each student’s family. Let students know that they will be interviewing someone in their family to learn about a place that is important to their family (a home country, a city, a neighborhood) and why that place is important, and then they will be creating a short presentation to tell the class about this place.

Directions:
1. Print out and distribute the My Roots Worksheet, which contains the questionnaire students will be asking their family member.
2. Introduce the activity, and instruct students to select a family member to interview. This should be someone with knowledge of the student’s family history, such as a parent, other older family member, or guardian.
3. At home, students will interview their chosen family member using the questionnaire on the My Roots Worksheet. As a variation, have students record their interview so they can include clips in their presentations.
4. At home, students will create a short (3-4 minute) presentation about the place that is important to their family, incorporating all the information listed in the presentation directions on their My Roots Worksheet. Students should incorporate pictures (direct students to use family images, or to consult Getty Images or Wiki Commons for images), videos or other relevant media to help visually convey their family’s important place to the class.
5. Choose a due date for the activity, and have students present their important place to the class.
6. After the presentations, lead students in a discussion using any or all of the following discussion questions.

Discussion Questions:
1. What was your favorite part of this activity, and why?
2. Have any of you been to your family’s important place? Tell us about your experience.
3. What other questions would you like to ask your family member about your family’s past?
My Roots Activity Worksheet

Instructions:
1. Use the questions below to interview your chosen family member. Ask them all of the questions and either take notes or record the interview to remember their answers.
2. Use the answers your family member provides, as well as some of your own research on your family member’s place, to create a presentation using PowerPoint or a similar program. This presentation is meant to show your classmates the place that is important to your family and why.
3. Your presentation should be 3-4 minutes in length and should incorporate images and other media. You can use family photographs, as well as search places like Getty Images or Wikipedia Commons for images to use. You can also use a short (no more than 30 second) clip from your interview.
4. The presentation section below lists all the information that you should incorporate into your presentation.

Interview Questions:
Tell your family member that you want to ask them a few questions about a place that is special to them and your family because you want to discover more about your roots and your family’s history. This place should speak to the family’s history, such as a place from which a relative moved or the ethnic origins of a last name. Let them know that the place they choose can be anything from a neighborhood to an entire city or country. Remind them that you will need to create a presentation to present this place and why it is important to your family, so they need to pick a place for which photos are available.

1. What is one place that is important to you or our family?
2. Why is this place important to you or our family?
3. Have you ever been to this place, and if so when? If not, why not?
4. What kind of emotions does this place bring out in you?

Presentation:
Your presentation must contain the following:

- Your family member’s name and their relationship to you
- The name of your family member’s place and where it is located, including a map showing its location. This map must also include Tampa so that everyone can see how close or far away your place is. Your map must include all elements of a proper map.
- At least three photos (with captions) of your family’s place. Be able to explain the photos during your presentation, including why you chose the photo.
- Description of why this place is important to your family
- Description of your family member’s emotional connection to this place

Ideas for other elements you can add to your presentation:
• Photo of your family member
• Short (no more than 30 second) clip of the interview with your family member
• Other video content of your family’s place
Activity Six: Ybor City Fill-in the Blank
Grade Level: 4-5
Duration: 15-20 Minutes In-Class
Educational Standards Addressed: LAFS.K12.L.3.4

Objective:
To reinforce Ybor City history and vocabulary while allowing students to practice reading comprehension and deductive reasoning skills.

Materials:
Activity Worksheet
Pen or Pencil

Suggested Approach:
Tell students that they will be learning the meaning of eight new words that relate to Ybor City, and that they will then be using those words to complete a series of sentences. They will be using their new words to fill in the blank in each sentence by deciding which new word, based on the definition provided, makes the most sense in each sentence.

Directions:
1. Print out and distribute the Ybor City Fill in the Blank Worksheet.
2. Instruct students to use the bank of 8 words and their definitions to fill in the missing words from each of the 8 sentences in the activity. Let students know that each word fills only one sentence, and each word has its own sentence to fill.
3. After students have turned in their activity, lead them in a discussion using any or all of the following discussion questions.

Discussion Questions:
1. Which sentence did you have the hardest time filling in, and what do you think made it so hard?
2. Had you ever heard any of these words before? Where?
Ybor City Fill In the Blank Activity Sheet

Instructions:
1. You will be using the vocabulary words to complete each of the sentences below.
2. These are words that you likely do not know, so use the definitions in the “Vocabulary Words” section to help you decide which words fits in each sentence in the “Sentences” section.
3. Each word will only be used in one sentence, and there is one sentence for each word.

Vocabulary Words
1. Lithograph – a picture or drawing created by placing ink on a special stone and pressing paper to the stone to make the image. This type of image often decorated cigar boxes.
2. Barrio – a Spanish word for neighborhood
3. Promenade – an old social ritual where young men walked by the house of the girl they wanted to date
4. Chaveta – a curved knife used by cigar makers
5. Pirulí – a multi-colored cone-shaped hard candy on a stick, similar to a lollipop
6. Zarzuela – a theater style, similar to an opera, sung and spoken in Spanish
7. Casita – a style of small house in which cigar workers often lived
8. Lector – a person who read newspapers and books to workers in a cigar factory to entertain them while they rolled cigars

Sentences:
1. Jose and Miranda decided to go to the Centro Asturiano for their evening out because Miranda’s favorite ________________ is scheduled.

2. Marco just bought a new couch for his ________________, but it will not fit through the door!

3. Estella is excited to see that a new restaurant is opening in the ________________.

4. Miguel hopes that the ________________ will finish Moby Dick today, because he can’t wait to see how it ends!

5. Alfonso is upset that he has misplaced his ________________, and worries that he will not be able to cut the tobacco at work.

6. Anna hopes that Stefano will be out for tonight’s ________________ because she thinks he is really cute!

7. Arturo begged his father to buy him a ________________ at the carnival, but his father was afraid it would spoil Arturo’s dinner.

8. Franco just bought a new ________________ and cannot wait to hang it in his living room.
Vocabulary Words

1. **Lithograph** – a picture or drawing created by placing ink on a special stone and pressing paper to the stone to make the image. This type of image often decorated cigar boxes.
2. **Barrio** – a Spanish word for neighborhood
3. **Promenade** – an old social ritual where young men walked by the house of the girl they wanted to date
4. **Chaveta** – a curved knife used by cigar makers
5. **Pirulí** – a multi-colored cone-shaped hard candy on a stick, similar to a lollipop
6. **Zarzuela** – a theater style, similar to an opera, sung and spoken in Spanish
7. **Casita** – a style of small house in which cigar workers often lived
8. **Lector** – a person who read newspapers and books to workers in a cigar factory to entertain them while they rolled cigars

Sentences:

1. Jose and Miranda decided to go to the Centro Asturiano for their evening out because Miranda’s favorite **zarzuela** is scheduled.

2. Marco just bought a new couch for his **casita**, but it will not fit through the door!

3. Estella is excited to see that a new restaurant is opening in the **barrio**.

4. Miguel hopes that the **lector** will finish Moby Dick today, because he can’t wait to see how it ends!

5. Alfonso is upset that he has misplaced his **chaveta**, and worries that he will not be able to cut the tobacco at work.

6. Anna hopes that Stefano will be out for tonight’s **promenade** because she thinks he is really cute!

7. Arturo begged his father to buy him a **pirulí** at the carnival, but his father was afraid it would spoil Arturo’s dinner.

8. Franco just bought a new **lithograph** and cannot wait to hang it in his living room.
Activity Seven: Ybor City History Crossword
Grade Level: 6-8
Duration: 30-40 Minutes In-Class + Optional Homework
Educational Standards Addressed: LAFS.68.RH.2.4

Objective:
To reinforce the basic history of Ybor City while allowing students to practice their reading comprehension, domain-specific vocabulary and, if opting into the homework option, writing skills.

Materials:
Activity Worksheet

Suggested Approach:
Let students know that they will be completing a crossword puzzle for which all the clues and answers are related to Ybor City history. They will be reading a short passage on the history of Ybor City and using that reading, as well as what they remember from their visit to the Ybor City Museum State Park, to complete the crossword puzzle.

Directions:
1. Print out and distribute the Ybor City History Crossword Worksheet.
2. Instruct students to read the provided passage carefully.
3. Students will then solve the crossword puzzle; all the answers can be found in the reading.
   Explain to students how to solve a crossword puzzle, if necessary. We suggest allowing 30 minutes to complete the puzzle.
4. If you decide to assign the optional homework, present the assignment after they have turned in the crossword puzzle.
5. Either after the crossword puzzle is completed or once the paper has been turned in, lead students in a discussion using any or all of the following discussion questions.

Discussion Questions:
1. What factors caused Vicente Martinez-Ybor and Ignacio Haya to relocate from Key West to Tampa?
2. What factors caused Ybor City’s cigar-making industry to decline?
3. Have any new businesses or industries moved into or out of your community recently? What factors caused them to do so?

Optional Homework:
1. Choose one of the following answers from the crossword puzzle about which to conduct research and write a short (2-3 page) paper addressing the importance of your chosen term, person or event to Tampa history. Choose one: Vicente Martinez-Ybor, Henry B. Plant, Cuban Revolution, Great Depression, or Urban Renewal.
The History of Ybor City

Ybor City, a section of the large metropolitan area of Tampa, owes its beginning to three Spaniards who came to the “New World” in the 19th Century: Gavino Gutierrez, Vicente Martinez-Ybor and Ignacio Haya. Mr. Ybor immigrated to Cuba in 1832 at the age of 14. He worked as a clerk in a grocery store, then as a cigar salesman, and in 1853 he started his own cigar factory in Havana. Labor unrest, the high taxes on Cuban cigars and the start of the Cuban Revolution in 1868 caused Mr. Ybor to move his factory and workers to Key West, Florida. While his business was successful, labor problems, the lack of a fresh water supply on the tiny Key West island and no good transportation system for distributing his cigars led him to consider moving his factory to a new location.

Gavino Gutierrez came to the United States from Spain in 1868. He settled in New York City, but he often traveled to Key West, to Cuba and to the small town of Tampa searching for exotic fruits, such as mangoes and guavas, for his importing and exporting business. During a visit to Key West in 1884, he convinced Vicente Martinez-Ybor and Ignacio Haya, a cigar factory owner from New York who was visiting Mr. Ybor at the time, to travel to Tampa to investigate it as a potential new home for cigar factories. That same year, Henry B. Plant, a businessman from Connecticut, had completed a rail line that connected Tampa to the rest of the southern United States and was in the process of improving Tampa’s port facility for his shipping lines. These methods of transportation would make it easy to import tobacco from Cuba to make cigars, as well as distribute the finished cigars throughout the country. Tampa also offered the warm, humid climate that would keep the tobacco moist enough during cigar production, as well as a large freshwater well.

After visiting Tampa in 1885, both Mr. Haya and Mr. Ybor decided to build cigar factories in Tampa. Mr. Gutierrez surveyed an area two miles from Tampa, even drawing up a map to show where they streets might run. Mr. Ybor purchased 40 acres of land and began to construct a factory. He continued to manufacture cigars in Key West as well, until a fire destroyed his factory there in 1886. Afterwards, Mr. Ybor spent all of his time on his business in Tampa. At the age of 68, Mr. Ybor began to develop a company town with the hope of providing a good working and living environment so that cigar workers would have fewer grievances against owners. This company town would come to be known as Ybor City, after its founder.

Both Spanish and Cuban fishermen lived in the Tampa region before Spain ceded Florida to the United States in 1819, but the city had grown very slowly. As late as 1880, the population was only about 700 people. In 1887 when the City of Tampa incorporated Ybor City into the municipality, the population increased to more than 3,000. By 1890 the population of Tampa was about 5,500. Most residents made their living making cigars, while others worked in occupations that supported the cigar factory. For example, some workers made the attractive wooden boxes in which cigars were shipped while other workers made the bands that went around each cigar that denoted that cigar’s brand.

The rapid growth in Tampa’s population was due to an influx of immigrants moving to Ybor City because of the growing cigar industry. Ybor City developed as a multi-ethnic community where English was a second language for many of its citizens. Cubans made up the largest groups of immigrants to Ybor City. About 15 percent of those Cubans were of African heritage, known as Afro-Cubans. The next largest group were the Spanish, who came to Tampa in large numbers after 1890. Together these two groups dominated the cigar industry and set the cultural tone for the community. Ybor City also attracted Italians, mostly from the island of Sicily, who had first come to the United States to work in the sugar cane fields of Florida and Louisiana. Some Italians worked in the cigar factories, but many operated restaurants and small businesses or farmed for a living. Most became bilingual in Italian and
Spanish. Other immigrants included Germans, Romanian Jews and a small number of Chinese and Irish. The Germans contributed to the cigar industry through their superb lithographs that served as cigar box art. Romanian Jews and Chinese immigrants worked mainly in retail business and in service trades, while the Irish were predominately priests and nuns.

Ybor City eventually replaced Havana as the center of quality cigar production. Both Mr. Ybor and Mr. Haya offered plots of land and other incentives to lure other major cigar factory owners away from Cuba and Key West. Ybor City was also home to hundreds of smaller cigar making shops. So many factories opened in Ybor City that by 1900 it was known as the “Cigar Capital of the World.” The nearby neighborhood of West Tampa also profited from Ybor City’s success. By 1895 it had 10 cigar factories of its own, and it also supported additional box making and label printing factories. By 1910, Ybor City made more cigars than any other place in the entire world.

Ybor City continued to grow and prosper through the 1920s and into the 1930s. However, this success was not to last. Several factors soon converged to bring about hard times. Cigarette consumption began to grow, a major depression struck the nation and improved machinery for rolling cigars began to put hand rollers out of work. At first, these machine-made cigars were not popular because the reputation of the kind of premium hand-rolled Cuban cigar rolled in Ybor City was so high. Then, the producers of the machine-made cigars launched a notorious “spit” campaign. In their advertisements they falsely claimed that people who hand rolled cigars used their own spit to hold the cigar together.

The combined effects of the “spit” campaign, the Great Depression and the growing popularity of the cheap cigarette changed Ybor City forever. Large factories either mechanized or went out of business. As machines took over for people, many of Ybor City’s residents moved elsewhere in Tampa to find work. As the cigar makers left, many of the businesses that had supported the large population of Ybor City also failed. This left many of Ybor City’s buildings and houses empty, and by the 1940s the once bustling Ybor City was one of Tampa’s worst neighborhoods.

In the 1960s Ybor City was split apart by an urban renewal project. Designed to rejuvenate a neighborhood that many considered a slum, the urban renewal project cleared 70 acres of the old Ybor City, leveling hundreds of houses and buildings to make way for new development. An interstate highway took up part of the cleared land, but the rest was never redeveloped because the federal funds and private investment needed to rebuild the neighborhood never materialized. This destruction did have one positive effect, however; Years later, a number of civic organizations banded together to preserve what remained of the city’s historic buildings and ethnic heritage.
Across
3. Place where cigar production occurred  
6. Nationality of the largest Ybor City immigrant group  
8. Last name of one of the three Spaniards who helped found Ybor City  
9. Vicente Martinez-Ybor's nationality  
11. Last name of the man who built a railroad in Tampa  
16. Event that contributed to many Ybor City factories closing  
18. Main ingredient in Ybor City cigars, imported from Cuba  
21. Cuban city that Ybor City beat out in cigar production  
22. Island from which most of Ybor City's Italians came  
23. Immigrant group responsible for the famous cigar box art  
24. Last name of one of the three Spaniards who helped find Ybor City  
25. Religion of Ybor City's Romanian immigrants

Down
1. The act of making something, such as cigars  
2. Main item produced in Ybor City  
4. Speaking two languages, as many Ybor City residents did  
5. To save something for the future, as a historic building  
7. The type of community Ybor City was  
10. Last name of one of the three Spaniards who helped found Ybor City  
12. Florida island where Vicente Martinez-Ybor once owned a factory  
13. 1960s project that destroyed many Ybor City buildings  
14. What started in Cuba in 1868  
15. Neighborhood near Ybor City that also had cigar factories  
17. Fruit for which Gutierrez searched  
19. Asian immigrant group that often worked in retail and service trades  
20. A group of workers, who sometimes form unions