

WELCOME!



On behalf of Splash! Publications, we would like to welcome you to *Florida's People*, one of nine lessons in our *Florida Government and Economy Unit*. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

Students will be responsible for filling out and studying their vocabulary cards. You may want to have students bring in a small box for storing their vocabulary cards. We don't have to tell you that incorporating these words into your Reading and Spelling programs will save time and make the words more meaningful for students.

THE LESSON PLAN

Before reading *Florida's People*, students will:

- complete Vocabulary Cards for **Anglos, Asians, autobiography, biographies, Catholics, Civil War, Confederate, confidence, construction, dignity, discrimination, epidemic, executives, factory, forbidden, former, founded, harmoniously, harsh, Hispanics, immigrants, income, independent, industries, Latinos, manufacturing, migrate, military, minority, New World, plantation, poverty, prospectors, racial, refugees, sculpture, tourism.**

After reading *Florida's People*, students will:

- answer *Florida's People* Reading Comprehension Questions.
- read about Mary McLeod Bethune and answer discussion questions.
- conduct a citrus experiment and grow citrus plants.
- differentiate between primary and secondary sources.
- use primary and secondary sources to create Find the Fib game.

Note: You will need to make four copies of page 18 for each student.

- take a Vocabulary Quiz for *Florida's People*.

Note: The answers to all activities and quizzes are at the end of the lesson.

OUR OTHER FLORIDA GOVERNMENT AND ECONOMY LESSONS

The United States Constitution, Florida's Government, Citizenship, Florida's Tribal Governments, Florida's Economy, the Great Depression, World War II, Florida Today.

VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____



VOCABULARY CARD



word: _____

definition: _____





FLORIDA'S PEOPLE



People from many different cultures live in Florida. Almost one out of every eight people living in Florida was born in a country other than the United States. Native Americans, **Asians**, **Hispanics**, **Latinos**, African Americans, and **Anglos** are part of the millions of people who live in Florida's cities and towns. Each is part of Florida's past and promising future.

FLORIDA'S NATIVE AMERICANS

You have already studied about Florida's Native American cultures. Once the largest group of people living in Florida, Native Americans now make up less than one percent of the state's population. From the time the first French and Spanish explorers entered Florida, Native Americans have suffered. They were kidnapped by Spanish soldiers and forced to work at the Spanish missions. Thousands died from **epidemic** diseases brought by French, Spanish, and American settlers.

After the Spanish missions closed, Florida's Native Americans watched helplessly as American settlers trampled through their villages and built homes right in the middle of Native American hunting and gathering areas. Some of Florida's Native Americans signed treaties with the United States government, giving up huge pieces of land. They were forced out of Florida completely and sent to live on reservations in present-day Oklahoma.



FIGHTING BACK

During the past 100 years, Native Americans in Florida and all over the United States have fought back in a different way. They hired lawyers and told their stories to judges. They wanted the United States government to treat them fairly. In 1924, citizenship was granted to all Native Americans born in the United States. Even after becoming United States citizens, it took a long time before Native Americans were allowed to vote in all 50 states.

Today, many of Florida's Native Americans live on federally recognized reservations. Tribal governments are free to write their own constitutions, elect government leaders, and make their own rules and laws.

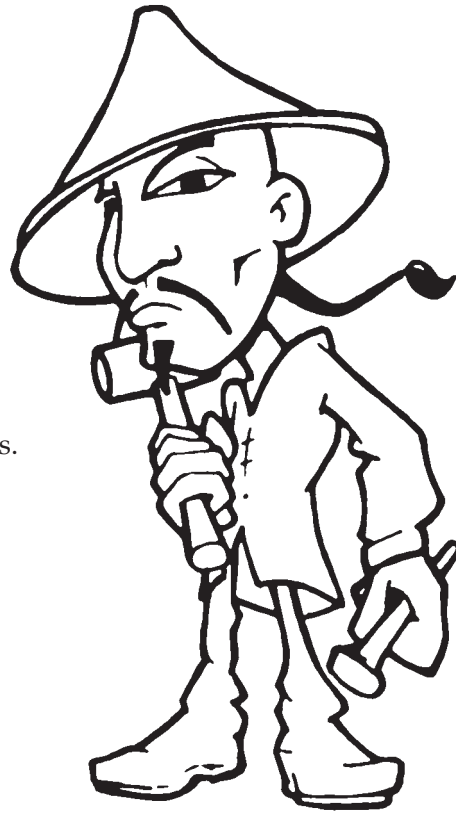
As United States citizens, Native Americans enjoy the same rights and freedoms as other citizens born in the United States. They may vote and become government leaders at the federal and state levels. At the same time, Native Americans have the freedom to participate in their tribal governments. We might one day see a Native American president or vice president of the United States.

FLORIDA'S ASIAN POPULATION

Asian Americans are people whose **ancestors** came from China, Japan, Korea, and Vietnam. During the 1850s, the first Chinese **immigrants** crossed the Pacific Ocean and entered California to escape **droughts**, floods, and other problems in China. Gold had been discovered in California, and the Chinese visitors hoped to make a lot of money before returning home to China.

At first, many Chinese immigrants found work in California's gold mines. They quickly learned that the white miners didn't like them. The Chinese had different customs, a different language, and a different lifestyle from the others in the mining camps. The Chinese were also willing to work in the mines for less pay than the others.

Many white miners feared that the Chinese would take their jobs from them. Laws were passed that stopped the Chinese immigrants from mining for gold. The Chinese people found other ways to make money. They developed Chinese restaurants and opened laundries to wash clothes for the gold **prospectors**.



CHINESE RAILROAD WORKER

CHINESE RAILROAD WORKERS

In 1862, **construction** began on a railroad that would stretch across the United States and one day connect Florida with the rest of the nation. Thousands of Chinese people poured into the United States to work for low wages in dangerous conditions. Even after working long hours on the railroad for little pay, the Chinese were still not accepted by others in the United States. They were forced to leave town and their businesses were burned to the ground. Others were attacked, beaten, and even killed.

ASIAN BUSINESSES IN THE UNITED STATES

Instead of leaving the United States, many Chinese stayed. They created small communities called Chinatowns. They opened their own shops, restaurants, theaters, and schools. Outside of their Chinatowns, they often took the lowest paying jobs chopping wood, cooking, or cleaning.

LUE GIM GONG

In 1872, twelve year old Lue Gim Gong arrived in San Francisco, California. Lue had left his farming family in China to live with his uncle in one of San Francisco's many Chinatowns. When Lue was 16, he moved to Massachusetts and found a job in a shoe **factory**. Within a year, Lue had become an American citizen. In his spare time, Lue planted flowers and created beautiful gardens.

In 1885, Lue moved to Florida to use his farming talents full time. He developed a way to make apples and peaches ripen more quickly, grew tomato plants in clusters, and produced a sweet smelling grapefruit that measured 21 inches around.

Lue also found a way to mix two types of oranges to grow an orange that was both sweet and able to survive in cold temperatures. It became known throughout Florida as the Lue Gim Gong Orange. Lue's experiments with citrus earned him the Silver Wilder Medal.



ASIAN DISCRIMINATION

In 1904, the United States government passed a law. Chinese people like Lue Gim Gong were stopped from coming into the United States. A short time later, Japanese immigrants were also **forbidden** from entering the United States. In 1943, this law was changed. Asian immigrants were once again permitted to live in Florida and the rest of the United States.

It took decades for Asian immigrants to move back to Florida. They were still afraid. When they did return, they were joined by people from Japan, Korea, and Vietnam. Like Lue Gim Gong, many became American citizens. Today, Asian Americans are one of the fastest growing **minority** groups in Florida. They work alongside Florida's other cultures as doctors, lawyers, students, business owners, and computer programmers.



JUAN PONCE DE LEÓN

FLORIDA'S HISPANIC AND LATINO POPULATIONS

In 1513, Juan Ponce (PON•say) de León became the first non-Native American to land in Florida. Ponce de León was from Spain, a country that fought to control Florida and most of the land in the Southwest United States for the next 300 years.

In 1819, Spain sold its land in Florida to the United States. Many Spanish settlers stayed in Florida and became American citizens.

By the end of the 1800s, Spain had lost all of its land in the **New World** except Cuba and Puerto Rico. Many Cubans did not want to be under Spanish rule, so they settled in Florida and other parts of the United States.

Cuban born Vicente Martinez Ybor traveled to Florida and created a cigar industry in the Tampa Bay area. He convinced 12,000 fellow Cubans to come with him and make the special Cuban cigars. Many stayed, became American citizens, and raised families in Tampa.

THE SPANISH-AMERICAN WAR

In 1898, an American warship exploded and sank while visiting Havana, Cuba. The United States declared war on Spain. During the Spanish-American War, thousands of United States troops fought in Cuba. Many of Florida's cities were used as **military** bases for the American troops. After a few months of fighting, Spain and the United States signed a peace treaty. The United States paid Spain 20 million dollars for control of Puerto Rico, the Philippine Islands, and Guam. Cuba became an **independent** country.

In 1959, more Cubans escaped from the control of the island's ruler, Fidel Castro. Many found safety in the city of Miami. Well-educated Cuban immigrants drove taxis, cleaned houses, and took the lowest paying jobs in Florida's restaurants just to survive.

CUBAN DISCRIMINATION

Cubans suffered discrimination, just like the Chinese immigrants who helped build our nation's railroads. Many Cuban **refugees** escaped from Cuba on homemade rafts with nothing but the clothes they were wearing. They arrived in Florida poor and homeless. Some had been found guilty of crimes in Cuba. They left Cuba to avoid the **harsh** punishments in Fidel Castro's prisons. When the Spanish-speaking Cubans arrived in Florida, they were not welcomed. Floridians even tried to make English the official language of Florida. They wanted to ban the use of Spanish in all government activities. Cubans in Florida stuck together and demanded equal rights. They opened their own stores, businesses, and restaurants in an area of Miami known as Little Havana.

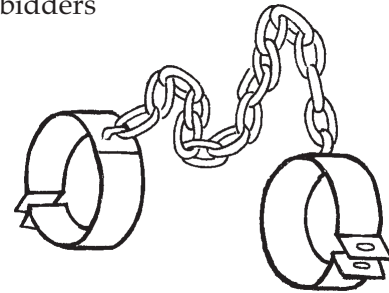
Today, about one out of every four people living in Florida is either Hispanic or Latino. Mexican, Spanish, Central American, South American, Cuban, and Puerto Rican cultures can be seen throughout the state in foods, names of cities and towns, and celebrations. Hispanics and Latinos also hold important leadership positions in government, business, and the arts.

FLORIDA'S AFRICAN AMERICAN POPULATION

During the 1600s, the first African slaves arrived in the New World. They had been kidnapped by slave traders who took them from their villages in Africa and loaded them onto slave ships headed for the English colonies in America. After surviving the three month journey across the Atlantic Ocean, the Africans were sold to white **plantation** owners at auctions or slave markets. The highest bidders became the new masters of each black slave.

Beginning in the late 1600s, slaves began escaping from their plantations in the Carolina colony, just north of Florida. They ran to Spanish-controlled Florida where they were offered freedom and protection if they became **Catholics**. As word spread throughout the English colonies, more slaves escaped to freedom in Florida.

In 1819, the United States purchased Florida from Spain. The United States allowed white plantation owners and farmers to bring their black slaves into Florida. Many of the African Americans already living in Florida were forced back into a life of slavery. In 1845, Florida became a state. Almost half of the 50,000 people in Florida were black slaves.



THE CIVIL WAR

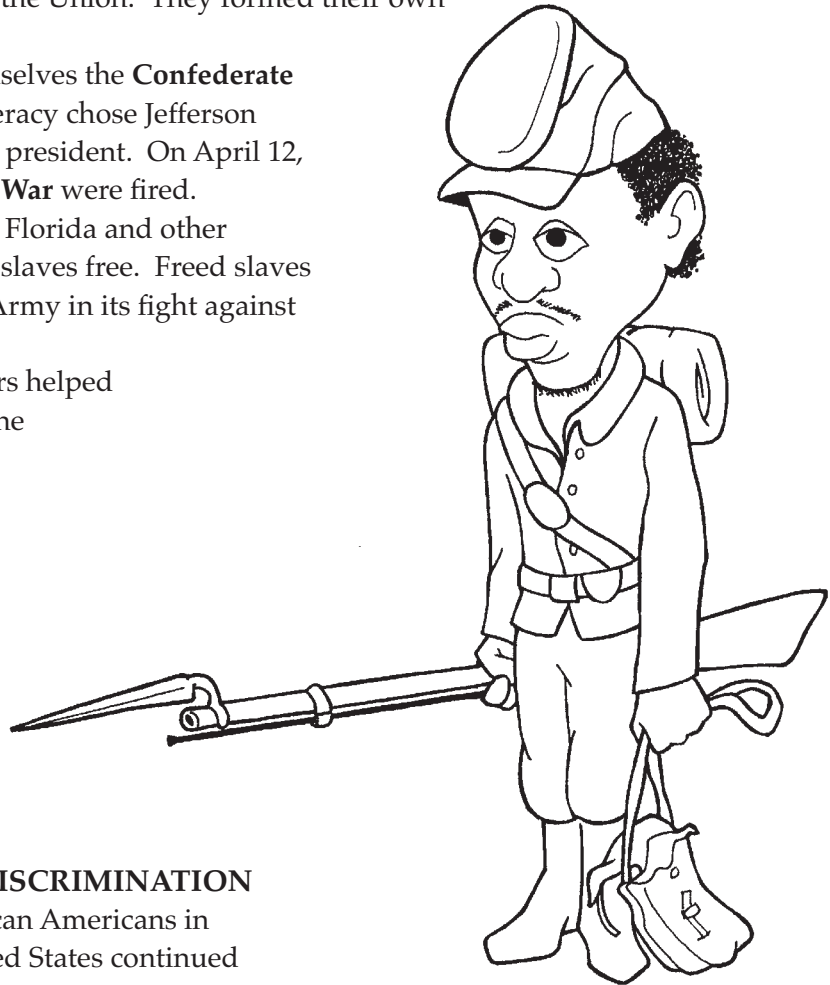
In 1861, the United States fell apart over the issue of slavery. Florida and 10 other Southern states separated from the Union. They formed their own nation where slavery was legal.

The 11 states called themselves the **Confederate States of America**. The Confederacy chose Jefferson Davis from Mississippi to be its president. On April 12, 1861, the first shots of the **Civil War** were fired.

As Union troops entered Florida and other Confederate states, they set the slaves free. Freed slaves immediately joined the Union Army in its fight against slavery.

African American soldiers helped the Union win the Civil War. The Confederacy was forced to free its slaves and give complete freedom to its African Americans.

At first, Florida refused to meet these demands. Finally, in 1868, Florida wrote a new state constitution, granting freedom and citizenship to all blacks.



BLACK CIVIL WAR SOLDIER

AFRICAN AMERICAN DISCRIMINATION

After the Civil War, African Americans in Florida and the rest of the United States continued to struggle. Like the Native Americans, Asians, Hispanics, and Latinos you have read about, African Americans suffered from discrimination.

By the beginning of the 1900s, laws had been passed that kept blacks and whites from marrying each other, attending school together, or even sitting on buses together. Blacks and whites used different drinking fountains, ate in separate restaurants, and even walked on opposite sides of the street.

FAST FACTS



- In 1956, two black women were arrested in Tallahassee for sitting in the front seat of a bus. Blacks were only permitted to sit in the back of a bus. The front seats were for white passengers.
- After the entire African American community refused to ride buses, the laws were changed. From that point forward, drinking fountains, restaurants, hotel rooms, and schools were shared by blacks and whites.

MARTIN LUTHER KING, JR.

African Americans who settled in Florida worked hard to include equal rights for black citizens in the state's constitution. They struggled with equal pay, job opportunities, and education.

In 1963, black leaders organized the March on Washington. More than 200,000 black and white Americans took part in the march. They wanted the United States government to pass laws requiring equal treatment for blacks.

During the March on Washington, civil rights leader Martin Luther King, Jr. gave a famous speech. In his "I Have a Dream" speech, he told the crowd about his dream that one day all Americans would enjoy equality and justice.

In 1964, Martin Luther King, Jr. brought his message of peace and equality to Florida. He organized a march in St. Augustine.



MARTIN LUTHER KING, JR.

THE CIVIL RIGHTS ACT OF 1964

In 1964, Congress passed the Civil Rights Act. It required that blacks be treated equally with whites in all public places. It also made it illegal to discriminate against blacks in employment and education. This meant that an African American could not be refused a job or an education based on the color of his or her skin.

Today, almost 20 percent of Florida's population is African American. They work in all **industries** of business and hold powerful positions in Florida's government.

FLORIDA'S ANGLO POPULATION

In 1822, President James Monroe signed the law that created the Florida Territory. Hundreds of white pioneer families loaded their covered wagons and began traveling toward Florida to claim free land offered by the United States government. They settled in Florida with their black slaves and became farmers and ranchers. By the time Florida became a state, almost half of the population was black.

After the Civil War, immigrants from the North began arriving in Florida. By the early 1900s, the nation's wealthiest families had settled in southeast Florida. Some of the richest people in the country still live in Palm Beach, Boca Raton, and Naples, Florida.

Today, the majority of Florida's population is white. Older people from the northern and midwestern states **migrate** to the Sunshine State for a few months each winter. These "Snow Birds" enjoy Florida's low tax rates and warm climate. Younger white Floridians work side by side in the same industries as Florida's Native Americans, Asians, Hispanics, Latinos, and African Americans. They work as lawyers, **executives**, farmers, and in industries that include **manufacturing**, fishing, and **tourism**.



FLORIDA'S PEOPLE



Directions: Read each question carefully. Darken the circle for the correct answer.

- | | |
|--|---|
| <p>1 How was Florida's Native American population greatly reduced after the arrival of explorers?</p> <p>A Most of the Native Americans moved to Spain during the 1600s.</p> <p>B Florida's Native Americans mysteriously disappeared.</p> <p>C Epidemic diseases and starvation killed more than half of Florida's Native Americans.</p> <p>D Most of Florida's Native Americans died during the Civil War.</p> <p>2 Why was 1924 an important year for Native Americans in the United States?</p> <p>F They were given back all of their land in the United States.</p> <p>G They became United States citizens.</p> <p>H A Native American became president of the United States.</p> <p>J They were finally permitted to live in Florida.</p> <p>3 Which phrase about Chinese immigrants makes you think that they were willing to do whatever it took to make a life for themselves in the United States?</p> <p>A ...Asian Americans are one of the fastest growing groups in Florida...</p> <p>B ...Chinese had different customs, a different language, and a different lifestyle from the others in the mining camps...</p> <p>C ...poured into the United States to work for low wages in dangerous conditions...</p> <p>D ...construction began on a railroad that would stretch across the United States...</p> | <p>4 Cuban immigrants in Florida were discriminated against because –</p> <p>F they were Native Americans</p> <p>G they were poor and homeless</p> <p>H they were black</p> <p>J they were wealthy</p> <p>5 What can you learn by reading about the Civil Rights Act of 1964?</p> <p>A It required that blacks and whites be treated equally.</p> <p>B It forced African Americans back into a life of slavery.</p> <p>C After the Civil Rights Act of 1964 was passed, blacks were not allowed to live in Florida.</p> <p>D Only white people were offered jobs after the Civil Rights Act of 1964 was passed.</p> <p>6 After reading about Florida's Anglo population, you get the idea that –</p> <p>F Florida's poorest white families live in Palm Beach</p> <p>G the majority of Florida's population is Asian American</p> <p>H people have stopped coming to Florida because there are no opportunities in the state</p> <p>J some of Florida's first white pioneers were slave owners</p> |
|--|---|

READING

Answers

- | | |
|-------------------|-------------------|
| 1 (A) (B) (C) (D) | 4 (F) (G) (H) (J) |
| 2 (F) (G) (H) (J) | 5 (A) (B) (C) (D) |
| 3 (A) (B) (C) (D) | 6 (F) (G) (H) (J) |

FAMOUS PEOPLE: MARY McLEOD BETHUNE

In 1865, the Civil War ended. Slavery was abolished and blacks all over the United States were free for the first time in their lives. Unfortunately, a war that lasted just four years could not erase more than 300 years of discrimination against blacks.

BLACK CODES

Black Codes, written by the Southern states at the end of the Civil War, kept former slaves from having any real freedom. Blacks in the South were free, but they couldn't own weapons, work and live in white areas, or walk through white neighborhoods without permission. Those who did were arrested. Even after earning the right to vote, Black Codes required that each adult, black or white, pay a tax. Many black citizens were too poor to pay the tax, so they weren't able to vote.

Violent groups like the Klu Klux Klan were organized throughout the South. The Klu Klux Klan terrorized black Americans, destroyed their property, and killed thousands of blacks simply for the color of their skin. Powerless and frightened, many black Americans lived in **poverty** without much hope of a better life.

MARY McLEOD (MICK•LOYD) BETHUNE

Black Americans needed strong black leaders to point them in a new direction. Mary McLeod Bethune was one of those leaders. Mary was born in 1875. She was one of 17 children whose parents had been slaves on a rice and cotton plantation in South Carolina. At age 11, Mary started school in a one-room schoolhouse. She walked five miles to and from school every day and then spent her evenings teaching everything she learned to the rest of her family. Mary dreamed of the day when she would finish school and become a missionary in Africa.

After finishing college, Mary learned that black missionaries were not needed in Africa. In 1904, Mary moved to Daytona Beach, Florida. She rented a small house for \$11.00 per month and spent \$1.50 to start a school for black girls. Empty boxes were used for desks, burnt wood took the place of pencils, and ink came from crushed berries. Church members raised money by selling homemade sweet potato pies, ice cream, and fried fish to the construction workers in the area.

MAMA BETHUNE

Laws in Florida prohibited black students from attending white schools, so Mary worked to make education at her school just as good as the education offered at white schools. School started at 5:30 A.M. and ended at 9:00 P.M. Her students often called her "Mama Bethune." The small school of six soon grew. By 1920, Mary's school had more than 300 students. Three years later, Mama Bethune's school joined with the Cookman Institute for men. It became known as the Bethune-Cookman College. Mary was one of the few women in the world to serve as a college president in the 1900s.

PRESIDENT BETHUNE

Mary served as president of the Florida chapter of the National Association of Colored Women (NACW). Her goal was to register as many black voters as possible. In 1924, she became the president of the NACW at the national level.



MARY McLEOD BETHUNE

of Fame. A **sculpture** was created in her honor. In the side of the sculpture are some of Mary Bethune's last words: *"I leave you love. I leave you hope. I leave you the challenge of developing **confidence** in one another. I leave you a thirst for education. I leave you respect for the use of power. I leave you faith. I leave you **racial dignity**. I leave you a desire to live **harmoniously** with your fellow men. I leave you, finally, a responsibility to our young people."*

More than 250,000 people attended the presentation of Mary McLeod Bethune's sculpture in Lincoln Park, Washington, D.C.

Mary's leadership in the black community caught the attention of white leaders and the Klu Klux Klan. She was visited several times by Klan members who hoped to keep her from educating blacks about their rights. She refused to stop.

In 1930, President Herbert Hoover appointed Mary to the White House Conference on Child Health. Two years later, in 1932, she helped Franklin D. Roosevelt get elected as president of the United States. She became a member of President Roosevelt's Black Cabinet and shared her concerns about the quality of life for African Americans in the United States.

In 1935, Mary Bethune **founded** the National Council of Negro Women in New York City. Through her efforts, she brought together 28 different organizations to help women improve their own lives and the lives of people in their communities.

DEATH OF A GREAT LEADER

On May 18, 1955, Mary McLeod Bethune died of a heart attack. She was buried on the campus of Bethune-Cookman College. In 1973, she became a member of the National Women's Hall

FAMOUS PEOPLE: MARY MCLEOD BETHUNE



Directions: Use the selection about Mary McLeod Bethune to answer these questions. Circle the answers to questions 1 and 2. Write your answers on the lines provided for questions 3-6. Use the back of this paper if you need more room.

1 Mary McLeod was born in 1875 and died in 1955. How old was Mary when she died?

- A 62
- B 20
- C 80
- D 75

2 What can you learn from reading about Mary's life as a child?

- A She did not want to go to school.
- B Mary practiced being a teacher from a very young age.
- C Mary was an only child.
- D School was taught by Mary's mother in her own house.

3 What is the most important thing you learned from reading about Mary McLeod Bethune?

4 Give two examples of positive things Mary McLeod Bethune did during her lifetime.

a. _____

b. _____

5 Give details of one positive thing you plan to do during your lifetime.

6 If Mary McLeod Bethune was alive today, do you think she would be proud of the way black and white Americans treat each other? Give a reason for your answer.

GROWING CITRUS



Asian American Lue Gim Gong became famous for his experiments with growing citrus. Citrus grows well in Florida's climate and helps provide jobs and **income** for our state's farmers. Florida's citrus is shipped to places all over the world.

In this activity, you will experiment with citrus as you describe, plant, and observe the growth of orange, lemon, and grapefruit plants.

PART I

DIRECTIONS: Using an orange, lemon, and grapefruit, fill in the chart below describing each in terms of color, shape, smell, and taste.

	COLOR	SHAPE	SMELL	TASTE
ORANGE				
LEMON				
GRAPEFRUIT				

PART II

DIRECTIONS:

1. Very carefully remove the seeds from the inside of each fruit.
2. Rinse the seeds with some water.
3. Label three planting containers with your name and the type of seed you will be planting in the container. The containers should have holes in the bottom so extra water can run out when you water your plants.
4. Put three to four inches of soil in each container.
5. Plant a few moist seeds in each container and cover the seeds with a half inch of soil.
6. Moisten the soil and add a few drops of citrus plant vitamins, if available.
7. Keep your containers in a warm place. Citrus plants do well in an airy environment, so if possible keep the plant near an open window or put outside on warm days.
8. The soil needs to stay moist, but not soggy. For the first few days you can cover the containers with plastic wrap so the soil does not dry out. Remove the plastic wrap when the seeds sprout, but continue to keep the plants moist.
9. Use the "Daily Plant Record" to record the growth of your plants.



DAILY PLANT RECORD: ORANGE



Record observations of your orange plant every day.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14



DAILY PLANT RECORD: LEMON



Record observations of your lemon plant every day.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14



DAILY PLANT RECORD: GRAPEFRUIT



Record observations of your grapefruit plant every day.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14

PART III

DIRECTIONS: Use your Daily Plant Records to answer the questions below. Use the back of this paper if you need more room.

1. Did your plants sprout? If so, how many days did it take? _____

2. Which citrus plants grew the best? _____
3. Explain why you think these plants grew the best. _____

4. If your plants didn't sprout or grow well, what do you think went wrong? _____

5. What would you change if you planted citrus again? _____

consider

the source

Think of the ways we learn about history. Reading books, seeing movies, looking at photographs, studying maps, searching the Internet, digging for bones, and holding pieces of pottery are some of the ways that we learn about the past.

There are two types of sources to help us learn about what happened in the past. Primary sources are recorded by people who were there at the time. If you have ever read a diary or an **autobiography**, then you were reading something that was written by the person who was actually recording the events and experiences as they were happening. Diaries and autobiographies are primary sources. Letters, interviews, photographs, original maps, bones, and pieces of pottery are other examples of primary sources because they give us “first-hand” knowledge of an event that took place in history.

Secondary sources are recorded by people after an event took place. Many books have been written about important historical events and people. A book written in 2009 about Asian immigrants in early Florida is a secondary source because the author wasn’t actually there to interview the actual immigrants and can’t give any “first-hand” knowledge of their experiences. Movies, **biographies**, newspaper stories, and encyclopedias are other examples of secondary sources because they give us “second-hand” knowledge of events that took place in history.



You have just finished studying about the many different cultures living in Florida.

In this activity, you will decide whether a source of information is a primary source or a secondary source. On the lines provided, put a “P” next to the primary sources and an “S” next to the secondary sources.

1. _____ The original constitution signed by one of Florida’s federally recognized tribes.
2. _____ A photograph of Lue Gim Gong standing next to his orange grove in Florida.
3. _____ The biography of a Chinese railroad worker.
4. _____ The actual book that Mary McLeod Bethune read from when she was a child.
5. _____ A wax model of Martin Luther King, Jr. standing at a microphone in a wax museum.
6. _____ Homemade salsa served at a Latin American festival in southern Florida.
7. _____ An encyclopedia article written about famous explorer Juan Ponce de León.

FIND THE FIB

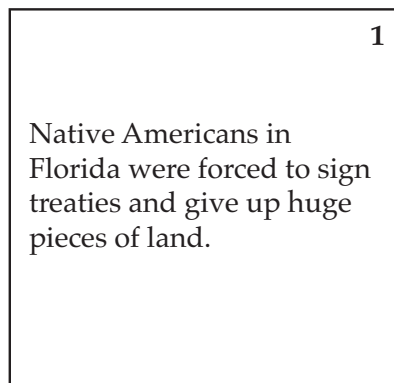
Florida's cultures include Native Americans, Asians, Hispanics, Latinos, African Americans, and Anglos. In this activity, you will collect facts about one of these cultures to make a game called "Find the Fib."

DIRECTIONS:

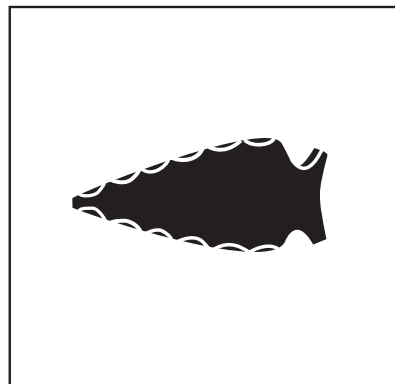
1. Choose the culture that you will use to make the game "Find the Fib." You will find information about each culture in your "Florida's People" lesson.
2. Use your scissors to cut apart the "Find the Fib" cards given to you by your teacher. You will need 20 cards.
3. Use your information about Florida's People as well as **primary** and **secondary** sources that include encyclopedias, books in the library, and the Internet to find 15 true facts about the culture you have chosen.
4. Write each fact on a separate card. Try to fit the whole fact on one side of the card.
5. Make up 5 false facts, or "fibs" about your chosen culture. Make the fib as believable as possible so that it can't be easily seen as a fib.
6. Write each fib on a separate card, just like you did with the true facts. Again, try to fit the whole fib on one side of the card.
7. Decorate the blank side of each card with a design to represent the culture you have chosen. Draw the same design on each card.
8. Mix and shuffle all of the cards together, so the true facts and fibs are mixed together.
9. Number the cards 1-20.
10. Make yourself an answer key so you will know which cards are the true facts and which cards are the fibs.
11. Give your cards to 2 or 3 other people in the class to see if they can find the true facts and the fibs.

SAMPLE CARD

FRONT



BACK



FIND THE FIB CARDS

VOCABULARY QUIZ

FLORIDA'S PEOPLE

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ tourism
2. _____ military
3. _____ Latinos
4. _____ industries
5. _____ former
6. _____ dignity
7. _____ Civil War
8. _____ prospectors
9. _____ racial
10. _____ migrate
11. _____ manufacturing
12. _____ autobiography
13. _____ Anglos
14. _____ Catholics
15. _____ Confederate
16. _____ independent



- A. the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- B. the group of Southern states that fought during the Civil War to continue slavery.
- C. to move from one region, country, or place to another.
- D. people who are part of the armed forces who may be asked to go to war.
- E. a group of people who are different in color, religion, or culture from most of the population.
- F. a term once used to describe the continents of North America and South America.
- G. a very large farm where crops of cotton, rice, and tobacco are grown.
- H. extremely poor.
- I. people who explore areas for gold or other minerals.
- J. characteristics of one race when compared to another.
- K. people who run from danger in their country to the safety of another country.
- L. figure or design shaped out of clay, marble, or metal.
- M. the business of providing services for people who are on vacation.
- N. stories of a person's life written by someone else.

17. _____ New World

18. _____ plantation

19. _____ poverty

20. _____ factory

21. _____ sculpture

22. _____ minority

23. _____ income

24. _____ Asians

25. _____ confidence

26. _____ founded

27. _____ harmoniously

28. _____ harsh

29. _____ biographies

30. _____ construction

31. _____ immigrants

32. _____ discrimination

33. _____ Hispanics

34. _____ epidemic

35. _____ forbidden

36. _____ executives

37. _____ refugees



O. businesses that provide a certain product or service.

P. Spanish speaking people from Latin America.

Q. making something from raw materials by hand or machinery.

R. not under the control or rule of someone else.

S. money earned from doing work or owning property.

T. people who permanently settle in another country.

U. very uncomfortable conditions.

V. peacefully; in agreement.

W. the story of your life written by you.

X. coming from the past.

Y. Spanish speaking people originally from Spain.

Z. established or set something up for the first time.

AA. not allowed.

BB. building where a large amount of items are produced in the same way at the same time.

CC. people who have authority in an organization or business.

DD. a type of disease that spreads quickly and affects many people at the same time.

EE. people who come from the world's largest continent with more than half of the Earth's population.

FF. treating some people better or worse than others without a good reason.

GG. respect and honor.

HH. work that involves putting something together.

II. a feeling of trust.

JJ. members of a Christian church who trace their history back to the twelve apostles.

KK. white North Americans who speak English and are not Hispanic or French.

GLOSSARY



An•glos white North Americans who speak English and are not Hispanic or French.

A•sians people who come from the world's largest continent with more than half of the Earth's population.

au•to•bi•og•ra•phy the story of your life written by you.

bi•og•ra•phies stories of a person's life written by someone else.

Cath•o•lics members of a Christian church who trace their history back to the twelve apostles.

Civ•il War the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.

Con•fed•er•ate the group of Southern states that fought during the Civil War to continue slavery.

con•fi•dence a feeling of trust.

con•struc•tion work that involves putting something together.

dig•ni•ty respect and honor.

dis•crim•i•na•tion treating some people better or worse than others without a good reason.

ep•i•dem•ic a disease that spreads quickly and affects many people at the same time.

ex•ec•u•tives people who have authority in an organization or business.

fac•to•ry building where a large amount of items are produced in the same way at the same time.

for•bid•den not allowed.

for•mer coming from the past.

found•ed established or set something up for the first time.

har•mo•ni•ous•ly peacefully; in agreement.

harsh very uncomfortable conditions.

His•pan•ics Spanish speaking people originally from Spain.

im•mi•grants people who permanently settle in another country.

in•come money earned from doing work or owning property.

in•de•pen•dent not under the control or rule of someone else.

in•dus•tries businesses that provide a certain product or service.

La•ti•nos Spanish speaking people from Latin America.

man•u•fac•tur•ing making something from raw materials by hand or machinery.

mi•grate to move from one region, country, or place to another.

mil•i•tar•y people who are part of the armed forces who may be asked to go to war.

mi•nor•i•ty a group of people who are different in color, religion, or culture from most of the population.

New World a term once used to describe the continents of North America and South America.

plan•ta•tion a very large farm where crops of cotton, rice, and tobacco are grown.

po•ver•ty extremely poor.

pros•pec•tors people who explore areas for gold or other minerals.

ra•cial characteristics of one race when compared to another.

ref•u•gees people who run from danger in their country to the safety of another country.

sculp•ture figure or design shaped out of clay, marble, or metal.

tour•ism the business of providing services for people who are on vacation.

ANSWERS



ANSWERS TO COMPREHENSION QUESTIONS

1. C
2. G
3. C
4. G
5. A
6. J

ANSWERS TO VOCABULARY QUIZ

- | | | |
|-------|--------|--------|
| 1. M | 13. KK | 25. II |
| 2. D | 14. JJ | 26. Z |
| 3. P | 15. B | 27. V |
| 4. O | 16. R | 28. U |
| 5. X | 17. F | 29. N |
| 6. GG | 18. G | 30. HH |
| 7. A | 19. H | 31. T |
| 8. I | 20. BB | 32. FF |
| 9. J | 21. L | 33. Y |
| 10. C | 22. E | 34. DD |
| 11. Q | 23. S | 35. AA |
| 12. W | 24. EE | 36. CC |
| | | 37. K |

FAMOUS PEOPLE:

MARY McLEOD BETHUNE

1. C
2. B
3. Answers will vary.
4. She taught her family everything she learned at school, she started a school for black girls, she served as president of Bethune-Cookman College, the Florida chapter of the NACW, and the national chapter of the NACW, she was appointed to the White House Conference on Child Health, she helped Franklin D. Roosevelt become president of the United States, she became a member of President Roosevelt's Black Cabinet, she founded the National Council of Negro Women.
5. Answers will vary.
6. Answers will vary.

ANSWERS TO CONSIDER THE SOURCE

1. P
2. P
3. S
4. P
5. S
6. P
7. S

CITRUS ACTIVITY GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Completed Chart for Color, Shape, Smell, Taste	20	
Completed Daily Plant Record for Orange	20	
Completed Daily Plant Record for Lemon	20	
Completed Daily Plant Record for Grapefruit	20	
Observation Questions	10	
Neatness of Record Charts	10	
TOTAL	100	

FIND THE FIB GRADING CHART

CRITERIA	POINTS POSSIBLE	POINTS EARNED
Fifteen True Facts	60 (4 pts. each)	
Five False Facts	20 (4 pts. each)	
Spelling/Grammar	10	
Neatness	5	
Answer Sheet	5	
TOTAL	100	