

Objectives:

1. Students will be able to write a summary that explains why people moved to Florida.
2. Students will be able to create a list of the positive influences that immigrants had on Florida's economy and development.

Sunshine State Standards Benchmarks:

SS.A.1.2.1 – SS.A.2.2.2 – SS.A.6.2.1 – SS.A.6.2.4 – SS.A.6.2.5

Vocabulary:

persuaded instrumental expanded migrated
immigrants diversity

Suggested Activities:

1. Have the students locate and mark the cities discussed in the passage on a map of Florida. The students should also add pictures associated with these cities (e.g., tomatoes near Dania, pineapples near Yamato, and sponges near Tarpon Springs).
2. Have the students locate on a globe the countries from which the Danish, Japanese, and Greeks came from. Calculate the distance from each of the countries to Florida.
3. Have the students create a Florida scene using paint and sponges cut into various shapes.
4. Have the students research Greek divers and their special diving suits. Compare and contrast the diving suits of today and the ones used by early Greek divers using the three-column notes strategy.
5. 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.)