



The Yamato Colony Japanese Pioneers in Florida

An Educator's Resource Guide

Grades 3-12

Student Target Benchmarks

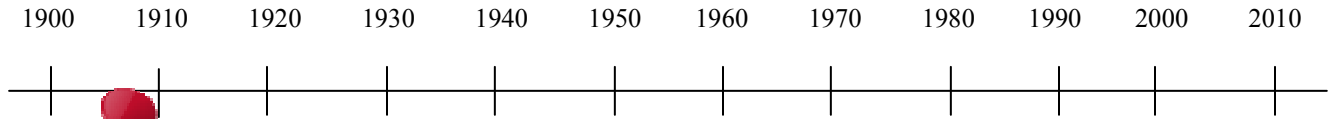
- SS.3.G.4.4 (Identify contributions from various ethnic groups to the U.S.)
- SS.4.A.4.2 (Describe pioneer life in Florida)
- SS.4.A.7.1 (Describe the causes and effects of the 1920s Florida land boom and bust)
- SS.5.A.1.1 (Use primary and secondary resources to understand history)
- SS.5.A.1.2 (Use timelines to identify and discuss American History time periods)
- SS.6.W.1.1 (Use timelines to identify order of historical events)
- SS.6.W.1.6 (Describe how history transmits culture and heritage)
- SS.7.G.4.1 (Use terms and tools to explain cultural diffusion throughout North America)
- SS.8.A.1.6 (Compare interpretations of key events and issues throughout American history)
- SS.8.A.1.7 (View historic events through the eyes of those who were there)
- SS.912.A.6.15 (Examine key events and peoples in Florida history as they relate to U.S. history)

Key Vocabulary

legacy	a bequest; something handed down from a previous generation; leaving something positive to the world
decade	a period of ten years
century	a period of a hundred years
primary resources	postcards, photographs, diaries, oral histories, artifacts
secondary resources	encyclopedias, newspaper articles, biographies
Yamato (<i>yah mah toe</i>)	an old name for Japan, the name of the 1900s south Florida colony of Japanese pioneers
Miyazu (<i>me yah zoo</i>)	the hometown of most of the Yamato pioneers
Morikami (<i>moe ree kah me</i>)	one of the Yamato colonists, benefactor of The Morikami
Sakai (<i>sah kah ee</i>)	the founder of Yamato Colony

Pre-Visit Warm-Up Lesson: Life Long Ago

- Interview the oldest person you know. Find out what life was like for them as a child, teen, young adult. Using pictures, photos, and key words, “document” lifestyle facts, inventions, historical events, etc on a timeline.



1903

My great-aunt traveled by horse and buggy on the dirt roads of her small town in WI!

Note: Actual invention dates tend to be significantly different from “everyday use” dates. For instance, the first Model T was sold in 1903; however, it wasn’t until mid-century that most Americans owned a car.

If you wish to incorporate actual invention dates, some timeline websites are:

- www.kyrene.k12.az.us/schools/brisas/sunda/decade/1900.htm
- Inventors.about.com/library/weekly/aa121599a.htm
- www.pbs.org/wgbh/amex/telephone/timeline/f_timeline.html

- Using information gathered from the timelines as a knowledge base, imagine what life in south Florida was like a hundred years ago. Think about transportation, daily life (bathing, keeping cool, communicating with others far away), and leisure activities.
- Discuss possible reasons why people would want to leave their homeland to live in south Florida in the early 1900s. Compare with today’s immigrants. What ethnic groups live in our community today?
- What do you know about Japan and the Japanese farming community that once lived in south Florida? Share plans of the upcoming field experience to the Morikami to uncover the story of the Yamato pioneers. (Visit “Exhibitions” at <http://www.morikami> for background information on Yamato Colony and George Morikami.)

Post-Visit Activities

- Highlight the journey of George Morikami, one of the Yamato colonists, on a map. (Suggestion: Read the kamishibai, *George's Journey**, before doing this activity.) Divide the class into five groups, assigning each a decade to present to the class in a format of teacher or student choice!
 - 1900s: George Morikami's First Years in the Colony
 - 1910s: The Colonists' Leisure Activities
 - 1920s: The Florida Land Boom and Bust
 - 1930s: George Morikami's Recovery
 - 1940s: The End of Yamato Colony
- Define legacy. Brainstorm examples. Note George Morikami's legacy to the people of Palm Beach County. Write a letter to Mr. Morikami thanking him for his gift to our community and telling him of your recent experiences at The Morikami. Share with him the legacy you would like to leave to your family, classmates, or neighborhood and why.
- Create a timeline of the Yamato Colony adventure; include major U.S. historical events during this time period. Select one particular event or decade and describe it from the viewpoint of a colonist.
- Compare George Morikami's experiences during World War II with the Japanese and Japanese-Americans on the west coast of the U.S. Can you find examples of similar occurrences in today's world?

* *George's Journey* is the life story of George Morikami told in a traditional Japanese format called *kamishibai* ("paper drama"). One per school is available free of charge from The Morikami Education Department. Contact _____ the School Program Specialist at 561-495-0233 x218 for your copy.