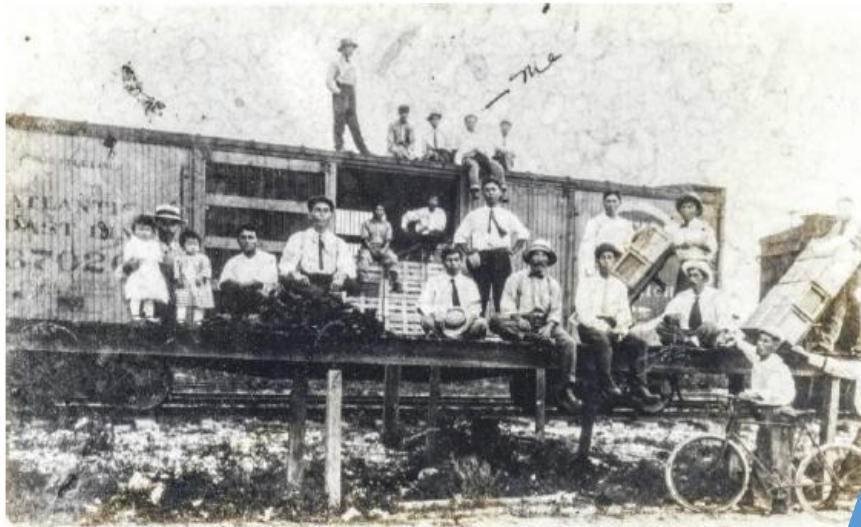


Teacher Edition

By Dr. Laurie Boulden & Katherine Lamar

大和

The Yamato Colony of South Florida



YAMATO:

"Great Peace"

Name for both
ancient Japan and
a New American
colony.

IMMIGRANTS:

The resilient Japanese
entrepreneurs who
settled in
turn-of-the-century
Florida.



STEM Component:

Tomatoes &
Pineapples

Compare life-cycles &
grow your own!

Preface: Author's Note

Immigration has left a legacy in the United States.

*In this booklet, we introduce elementary students to the voices, contexts, and challenges faced by immigrants using **primary sources**. The accompanying teacher guide indicates specific standards and objectives for the booklet.*

Most of the images and narratives have been obtained through the Library of Congress sites. They are not subject to copyright. Images provided by Laurie Boulden have permission for use within the booklet.

It is important to note that the language of the personal narratives may include terms that are not commonly used in today's culture.

All rights reserved. Published in the United States by

Dr. Laurie Boulden laurie.boulden@warner.edu

Mrs. Katherine Lamar Katherine.lamar2@warner.edu

With the support of Warner University

Library of Congress

Primary Source – the raw materials of history.

original documents and objects which were created in the time under study

Secondary Source – accounts that retell, analyze, or interpret events,

usually at a distance of time or place.

Table of Contents

1.	<u>Preface: Author's Note</u>	2
2.	<u>Warm Up: Yamato Colony Images (10 min)</u>	5
3.	<u>Social Studies/ELA:</u>	
	a. Travel (Risk & Modes) (20 min)	7
	b. Travel (Factors & Sources) (20 min)	11
	c. Life in the Colony (20 min)	19
4.	<u>STEM:</u>	
	a. Cultivating Tomatoes & Pinapples	25
	b. Explore Yamato Produce	29
5.	<u>Resilience Activity: George's Dilemma</u>	31
6.	<u>Extensions:</u>	37
	a. Timeline Scavenger Hunt (10 min)	
	b. Legacy (5 min)	
	c. Background Music (15 min)	
	d. Immigration (10 min with Gifted Extension)	
7.	<u>Appendix 1: Printable Handouts & Answer Keys</u>	45
8.	<u>Appendix 2: Standards Covered in the Booklet</u>	50

Warm Up: Yamato Colony



Activity (10 min):

1. Use magnifying glasses/hand lenses to investigate the **IMAGES** individually or in pairs.
2. **OBSERVE:** Demonstrate circling a detail.
Give students **2 MINUTES** to circle details as you read the **Guiding Questions**.
Discuss observations.
Make sure students are focusing just on *facts*, **not** on opinions or connections yet.
3. **REFLECT:** Demonstrate drawing a line and captioning.
Give students **2 MINUTES** to draw lines and caption items as you read the **Guiding Questions**.
4. **HYPOTHEZIZE:** Have students write a HYPOTHESIS in the space provided either about **WHEN** these images were captured or **WHY** these images were captured.
Make sure students refer to the image when they add their “because”.
5. **WONDER:** Students write a question they would like to ask someone in the images.
6. **CHECK:**
 - a. Have students check in the **IMAGE REFERENCES** in the back of the book to see if the date in their hypothesis is correct.
 - b. Share the **CAPTION** (following page) to check any reflections and see if any questions are answered.

Observe	Reflect
Look at the images on the front cover with a hand-lens. Circle 5 or more important details you observe in the images on the front cover.	Draw a line from a detail that makes you think to the blank margin. Write a few words that make a connection between that detail and something you <i>infer</i> or <i>know</i>. Create 3 reflections.
GUIDING QUESTIONS: What do you notice first? What is something small and interesting? What if any words do you see? What do you notice that you didn't expect? What do you notice that you can't explain? What do you notice that you think someone else might miss?	GUIDING QUESTIONS: Support your reflection with evidence you see in the image. What do you think was happening when this was made? Why do you think this image was made? What do you think is the most important detail? What is missing from this image? Why do you think this image is important? What can you learn from this image?
Hypothesize	Wonder
Generate a hypothesis about these images based on evidence you <i>see</i> and what you <i>know</i>. When do you think these images were made?	Write a question you have for someone in these images.
I hypothesize this image was made because	

This is a **Thinking Routine** developed by the Library of Congress called “**Analyzing Photographs & Prints: Observe, Reflect, Question.**” It addresses the following standards.

VA.4.C.1.2

ELS.5.R.2.3

G.K12.6.2.4b

SS.4.A.1.1

SS.4.A.1.2

VA.5.C.1.2

SS.4.E.1.1

G.K12.4.2.2

SS.5.A.1.1

SS.4.A.4.2

NCSS.2.E

NCSS 2.D

G.k12.4.2.3d

SC.8.N.1.In.4

* See Appendix 2

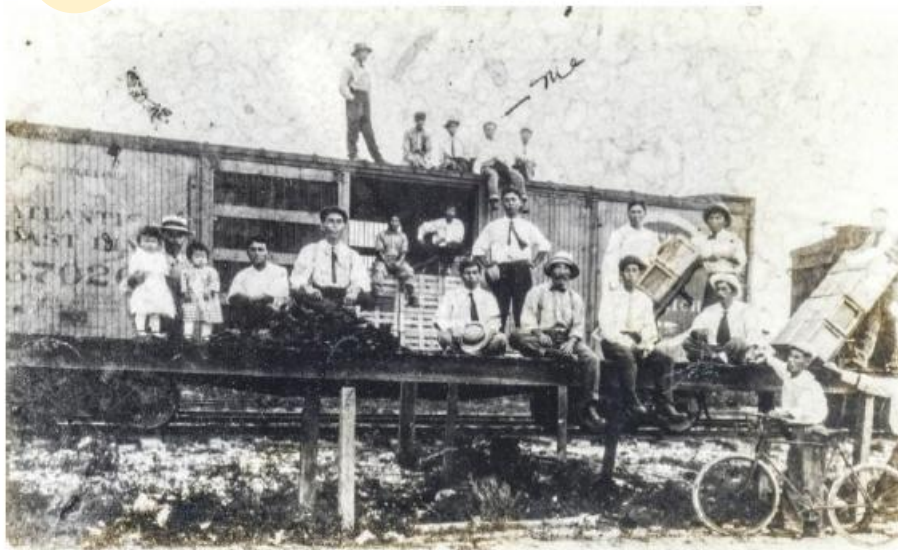
YAMATO:

“Great Peace”

Name for both
ancient Japan and
a New American
colony.

大和

Yamato Colony of South Florida



OBSERVE examples:

Focus on what can be SEEN
and POINTED TO.

“Me”
Children standing
Bicycle
“Atlantic”
White Shirts
Broad Spaces
Hair styles

REFLECT examples:

This picture is for
remembering.

The children are in a
dangerous position.

The mothers are sharing a
meal or teaching their
children.

The clothes are clean
because they are a higher
class (*connections may not
always be accurate...but
encourage them to explain
their thinking*).

WONDER examples:

What are you eating?

How old are you?

What is in the boxes?

Do you like it here?

CAPTION:

The top image is a photograph taken in 1912 and is a boxcar that is being filled by produce from the Yamato colony. The boxes may contain pineapples, tomatoes, beans, and other produce they grow. This picture was saved by George Morikami (“me”) who has been working in the colony for 6 years. The two little girls are colonists who were born in Florida.

The bottom image is a photograph taken in 1910 and is on display in the Morikami Museum. The title is “Ladies Lunch at the Beach”. This illustrates pioneer life in Florida in the early 1900s.

Activity: Travel (Modes & Risk)



1. Use magnifying glasses/hand lenses to examine the **PRIMARY SOURCE** images, quotes, and answer questions.
2. **DISCUSS:** student findings and questions.

Share the “Modes of Transportation” Morikami actually took:

A. Schooner

B. Train

B. Train

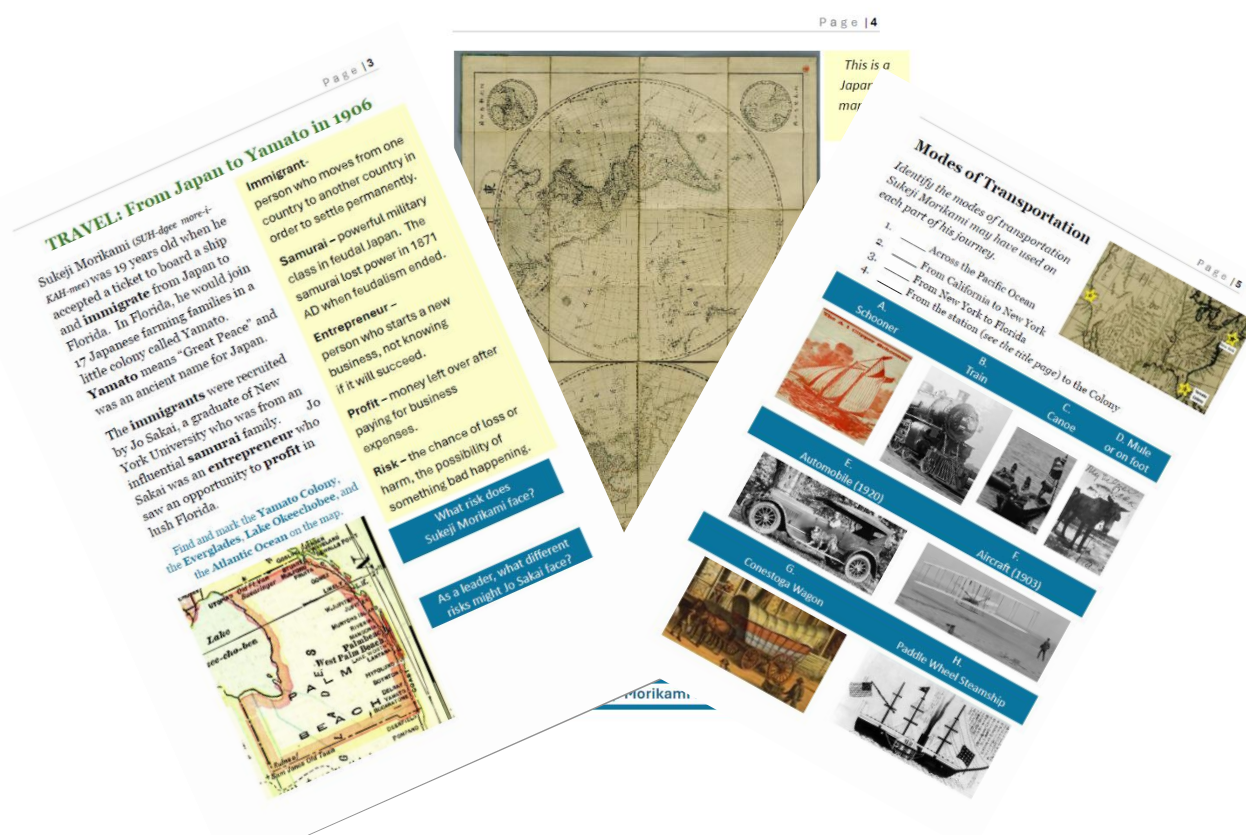
D. Mule or on foot

- ### 3. ASK:

What are some risks immigrants face?

What risks do entrepreneurs face?

- Full Page Worksheet in Appendix 1



This activity focuses on **Geography, Technology, & Entrepreneurship**. It addresses the following standards.

SS.5.G.1.3

SS.4.E.1.1

SS.4.E.1.2

NCSS 3.E.

SS.4.G.1.1

SS.4.G.1.2

SS.4.G.1.4

NCSS 6.G

SS.4.FL.6.1

SS.5.A.1.1

SS.4.FL.1.7

SS.3.A.1.1

SS.4.FL.1.7

SS.5.A.6.3

SS.4.A.1.2

NCSS 2.D

NCSS 3.C

* See Appendix 2

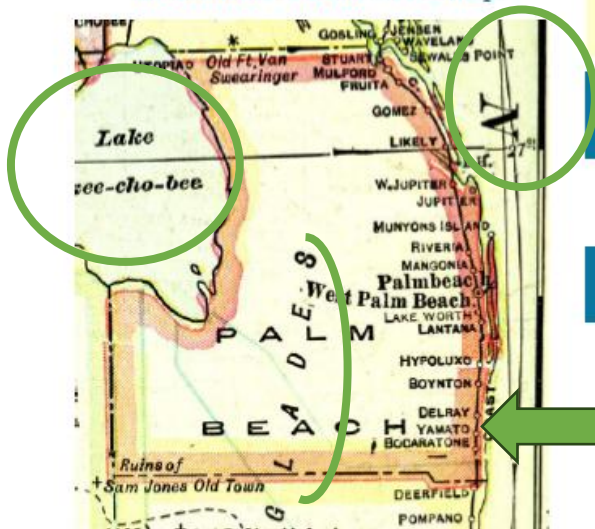
TRAVEL: From Japan to Yamato in 1906

Sukeji Morikami (*SUH-dgee more-i-KAH-mee*) was 19 years old when he accepted a ticket to board a ship and **immigrate** from Japan to Florida. In Florida, he would join 17 Japanese farming families in a little colony called Yamato.

Yamato means “Great Peace” and was an ancient name for Japan.

The **immigrants** were recruited by Jo Sakai, a graduate of New York University who was from an influential **samurai** family. Jo Sakai was an **entrepreneur** who saw an opportunity to **profit** in lush Florida.

Find and mark the **Yamato Colony**, the **Everglades**, **Lake Okeechobee**, and the **Atlantic Ocean** on the map.



Immigrant-

person who moves from one country to another country in order to settle permanently.

Samurai – powerful military class in feudal Japan. The samurai lost power in 1871 AD when feudalism ended.

Entrepreneur –

person who starts a new business, not knowing if it will succeed.

Profit – money left over after paying for business expenses.

Risk – the chance of loss or harm, the possibility of something bad happening.

Learn more about Jo Sakai and the origin of the Yamato Colony in this

15 minute Video

“The Yamato Legacy in Florida”

Created by the Morikami Museum:

<https://www.youtube.com/watch?v=D40SJsyGZZ8&t=68s>

What risk does Sukeji Morikami face?

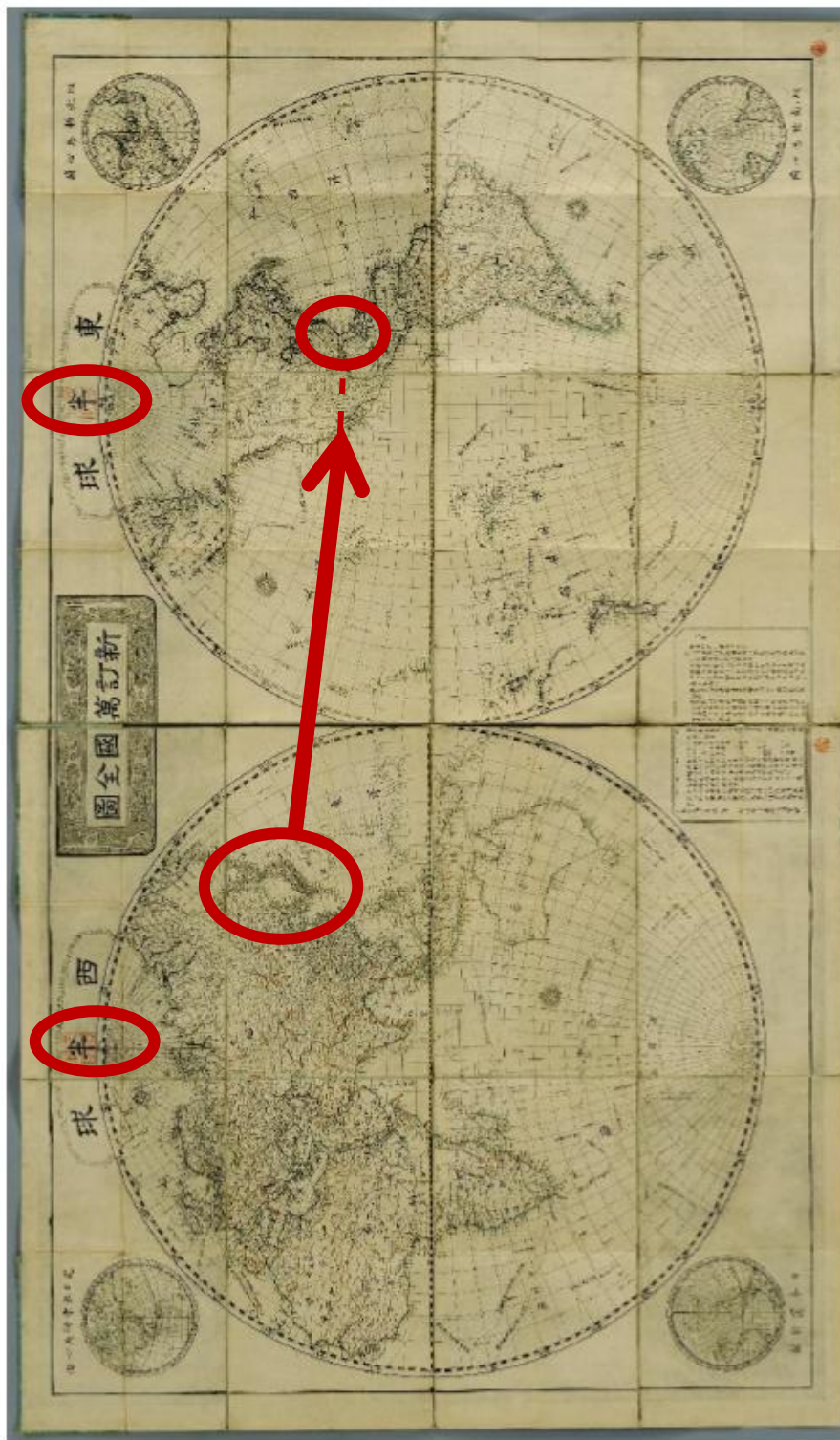
Varies

As a leader, what different risks might Jo Sakai face?

Losing the investment funds, losing important contacts, harming those he is responsible for.

THE MAP ANSWERS:

- The “N” indicates where the ATLANTIC OCEAN is located.
- The “GLADES” indicates the large swampy land that composes the everglades and goes through multiple counties in Florida.
- The Yamato Colony is by Delray and Boca Raton (“Mouth of the Rat” so named for how the inlet looks on a map).
- Lake Okeechobee means “Big Water” in the Native American Hitchiti language.:



This is a
Japanese
map from
1816.

Find Japan



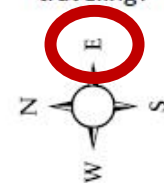
Find
Florida



Find the
North



Which
direction will
Morikami be
traveling?



Draw a route to help Morikami travel from Japan to Yamato.

Modes of Transportation

Identify the modes of transportation Sukeji Morikami may have used on each part of his journey.



1. _____ Across the Pacific Ocean
2. _____ From California to New York
3. _____ From New York to Florida
4. _____ From the station (see the title page) to the Colony

A.
Schooner



B.
Train



C.
Canoe



D. Mule
or on foot



E.
Automobile (1920)



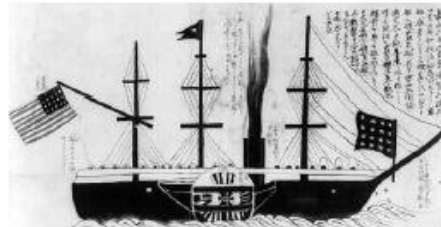
F.
Aircraft (1903)



G.
Conestoga Wagon



H.
Paddle Wheel Steamship



- A. Morikami started his journey out on a schooner like this.
- B. The transcontinental railroad was completed in 1869 and Flagler was still building railways in Florida. This was how Morikami traveled from California to Florida.
- C. These are Seminoles from the time period using canoes – a popular way to get around in the swamp.
- D. This is Morikami's beloved Mule.
- E. It is unlikely Morikami would have ridden in a car at this time.
- F. This Paddle Wheel Steamship was also a popular choice for water travel.

Activity: Travel (Factors & Sources)

Activity:

1. Use magnifying glasses/hand lenses to examine the **PRIMARY SOURCE** images, quotes, and answer the 10 questions. This may be done individually, in pairs, or as a whole group.

2. ASK:

What are examples of primary and secondary sources you see in this section that help us understand Morikami and his experience?

Any artifact or image from Morikami's birth (1886) through his time in Florida that relates to the colony is a primary source.

Secondary sources include a summary of "The Legend of the Bamboo Cutter" and historical explanations.

What are push and pull factors that influence immigrants to travel?

(see Teacher Edition, p. 17)

3. **(OPTIONAL):** Structured Discussion about Folktales *(see Teacher Edition, p. 16)*



The following primary source worksheet addresses the following standards.

SS.4.E.1.2	SS.4.A.4.1	G.K12.6.2.4b	SS.4.A.1.1	SS.4.A.1.2
SS.4.E.1.1	SS.4.A.4.2	G.K12.4.2.2	SS.5.A.1.1	SS.5.G.2.1
SS.4.A.6.3	SS.4.A.6.1	SS.4.FL.1.7	SS.4.A.3.1	NCSS 6.G
NCSS 1.C	NCSS 2.D	NCSS 4.G	NCSS 6.F	NCSS 8.B
NCSS 9.B	NCSS 9.D			* See Appendix 2

Why Travel To Florida in 1906?

In 1904, **Russia** was trying to expand its territory and stationed many soldiers near Japan. **Japan** asked Russia to move them; Russia said "no." A war began. This war - as well as the **Meiji Period's** (1868 – 1912) changes to make Japan more "modern"- led to widespread poverty and unhappiness.



Nicolas II
Tsar of Russia

Theodore Roosevelt
U.S. President (1901-1909)

Meiji
Emperor of Japan

1. What do you think is happening here?

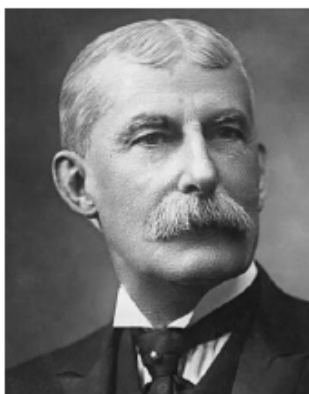
President Teddy Roosevelt is helping make peace between Russia and Japan.

2. Based on this image, who won the **Russo-Japanese War** (1904-1905)? Support your hypothesis with evidence.

Look for student use of evidence and observations from the image. Japan won because Russia seems to be turning and pulling away while Japan is leaning forward.

3. How do you think this **shocking military victory** would affect the relationship between the **USA** and its trading-partner **Japan**?

Japan won the war. It would improve trade relationships and exchange of people. The U.S. would become more interested in Japanese culture and open to Japanese Immigration.



Henry Flagler (top left) was one of the richest men in America during the **Gilded Age**. He was an **entrepreneur** who had made over \$100 million dollars.

When his wife, Mary, became sick they moved to Florida's warmer climate to help her health. Even though Florida was **fertile**, it was unpopular because it had difficult roads and no fancy hotels.

Flagler set to work **developing** his new home. He made **St. Augustine** his new headquarters. He built **resorts** that used electricity and a system of railways (top middle) that brought in tourists. He recruited **entrepreneurs** like **Jo Sakai** (top right) who created businesses in Florida that would use his railways.

Gilded Age (1870-1900) – “Gilded” means covered in gold. It was a time of great wealth and industry.

*\$100 million dollars in 1906
= \$12.5 billion dollars in 2025.*

Fertile – able to grow many things.

Develop -to cause to grow into something stronger, more advanced or more modern.

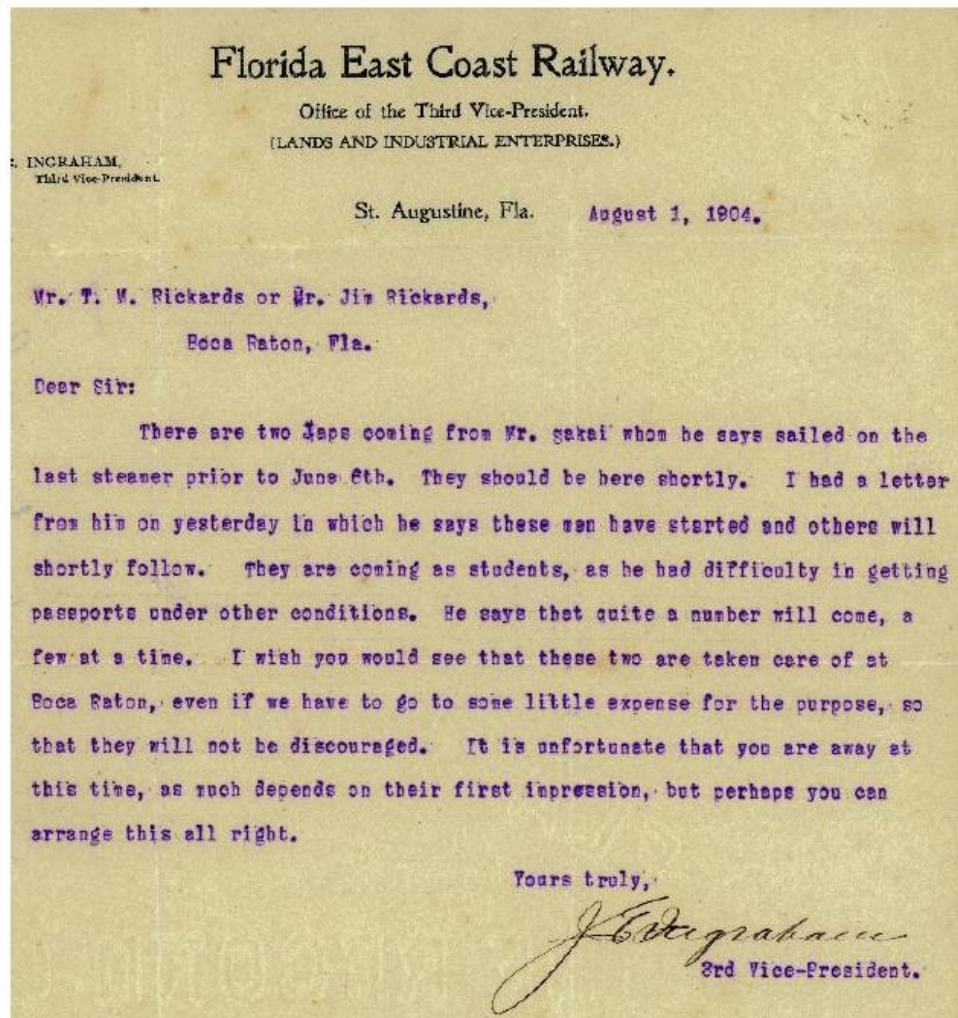
St. Augustine – The oldest city in America.

Resort – a popular vacation spot.

4. What **motivated** Henry Flagler to come and invest in Florida?

5. What **motivated** Jo Sakai to come and invest in Florida?

Letter from FL East Coast Railway (founded by Flagler):





Yamato Colonists at the beach near Yamato Rock



Oscar Kobayashi fishing

J.B. FLAGLER
PT. CLIFTON, FLORIDA

SELLING ELECTRICITY ADVERTISERS.

Breezes to Breathe

STATIONARY DESK FAN MOTOR

A small, light running, noiseless and heatless, solid brass desk fan is almost as essential in summer for private residences as a telephone. Fort Wayne fan motors are portable and light in weight and can be set in any convenient place. They are quiet, run smoothly, first, last and all the time. They look right, run right and wear right.

An Electric Fort Wayne fan motor will run for five hours at a cost of only one cent per hour. Summer Comfort would not be more reasonably obtained.

Fort Wayne Electric Works
"WOOD" SYSTEMS
Fort Wayne, Indiana

KIMBLE-GREGORY
VARIABLE SPEED MOTORS

Alternating and Direct Current
FOR PRINTING PRESS DRIVE
No Belts—Friction Drive—No Resistance
Any Number of Impressions per Hour
A Money Maker for the Printer and a Business Getter for You

Price Right. Send for Booklet X
WE MAKE PUMPS, BLOWERS, TOO
GUARANTY ELECTRIC CO., CHICAGO

6. Based on the letter and the images on p. 8 and 9:

What role did Henry Flagler play in the Yamato Colony?	What role did Henry Flagler play in the development of Florida?

7. How did life in Florida change after new technology like electricity and railroads were introduced?

Postcard From 1908

Sukeji Morikami (1886-1975) came to Yamato in 1906. On the start of the new year, he would often send a postcard **like this one** to a woman from **Miyazu**, his home-village in Japan. Sukeji Morikami never married.



Engraving by Tsukioka (1888)

“The Legend of the Bamboo Cutter”

One of Japan’s oldest legends tells the story of a bamboo cutter who discovered a beautiful baby, Princess Kaguya, in a glowing bamboo.

When she grew up many **suitors** - including the emperor - asked to marry her. She set them impossible tasks. Sadly, no one could complete these tasks. Finally, she was taken to a palace on the moon, far away from those who loved her.

7. What might have motivated Morikami to come to Florida?

What evidence supports this hypothesis?

STRUCTURED DISCUSSION

NCSS 1 C.

Describe ways ...folktales... influence the behavior of people living in a particular culture.

ACTIVATE THE PERSONAL:

Which fair tale character would you MOST like to be?

Role models can affect behavior.

If you acted like that fairy tale character every day, how would your behavior change?

CONTEXT:

Morikami – like everyone in Japan - knew the legend of the bamboo cutter well. He would have participated in the annual festival of **Tsukimi** (SOO-key-me) in which the moon was watched and Kaguya was honored.

QUESTIONS:

Do you think he would have seen himself in the story?

Which character?

Do you think this story would have been a BRIDGE or a BARRIER to his decision to move “far away”... to the other side of the world? Explain.

Use the Glossary (right) and pages 6-10 to answer the questions.

Circle the correct answer(s).

8. Which is a **primary** source?
 - a. The ENGRAVING
 - b. The POSTCARD
 - c. The LEGEND
9. Which is a **secondary** source?
 - a. The ENGRAVING
 - b. The POSTCARD
 - c. The LEGEND
10. The following are **push and pull factors** that may have motivated Sukeji Morikami to **immigrate** to Florida in 1906.

GLOSSARY

Primary Source –

Original document or object that was created at the time under study.

Secondary Source –

Interprets, analyzes, or summarizes events after they happen.

Push Factor –

A bad thing that makes people want to leave.

Pull Factor –

A good thing that makes people want to come to a new place.

Unrequited –

Not returned

Put a check mark in the correct box for each FACTOR.

Factor	Push Factor	Pull Factor
Florida is fertile		
Russo-Japanese War		
Possibility to Profit		
New Rail System Made Travel Possible		
Unrequited Love		



Activity: Life in the Colony

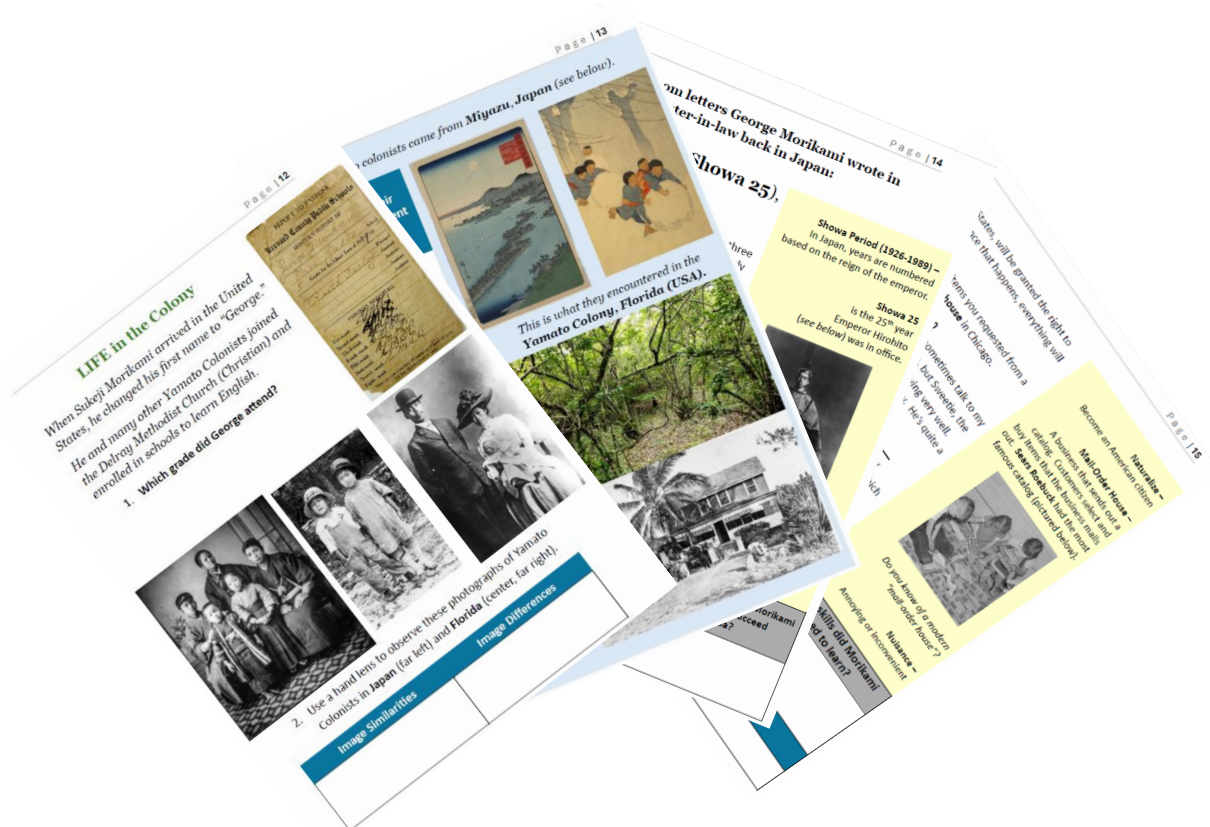
Activity:

- Use magnifying glasses/hand lenses to examine the **PRIMARY SOURCE** images, quotes, and answer the 5 questions. This may be done individually, in pairs, or as a whole group.

5. ASK:

What challenges do colonists face?

- Full Page Worksheet and Answer Sheet in Appendix 1



This is a **Thinking Routine** developed by the Library of Congress called **"Analyzing Photographs & Prints: Observe, Reflect, Question."** It addresses the following standards.

NCSS 3.H

SS.4.E.1.1

G.K12.6.2.4b

SS.4.A.1.1

SS.4.A.1.2

NCSS 6.F

SS.4.FL.1.1

G.K12.4.2.2

SS.5.A.1.1

SS.4.A.4.1

NCSS.2.D

SC.4.E.6.6

G.k12.4.2.3d

SS.4.A.4.2

* See Appendix 2

LIFE in the Colony

When Sukeji Morikami arrived in the United States, he changed his first name to “George.”

He and many other Yamato Colonists joined the Delray Methodist Church (Christian) and enrolled in schools to learn English.

1. Which grade did George attend?

REPORT TO PATRONS
Brevard County Public Schools
MONTHLY REPORT OF
George Morikami
Grade, for the School Term of 1909
Principal
Assistant
Assistant
PARENT'S SIGNATURE
First month
Second month
Third month
Fourth month
Fifth month
Sixth month
Seventh month
Eighth month
Ninety per cent is excellent; 85 percent, 45 percent; 40 percent, 30 percent; 35 percent, 25 percent.



2. Use a hand lens to observe these photographs of Yamato Colonists in **Japan** (far left) and **Florida** (center, far right).

Image Similarities	Image Differences

REPORT TO PATRONS

Brevard County Public Schools

MONTHLY REPORT OF

George Monikau

Earl Gallie School

5 Grade, for the School Term of 1909 19

Ruth Farley Principal

Assistant

Assistant

Assistant

Assistant

PARENT'S SIGNATURE.

First month

Second month

Third month

Fourth month

Fifth month

Sixth month

Seventh month

Eighth month

Ninety per cent is excellent; 85 ~~very good~~; 75 ~~good~~; 65 poor;
less than 50 lowest place in grade.

Many Yamato colonists came from **Miyazu, Japan** (see below).

3.
How was their
new environment
different from
Miyazu, Japan?



*This is what they encountered in the
Yamato Colony, Florida (USA).*

4.
What **technology**
would be needed
to clear this land
and get it ready
for farming?



Excerpts from letters George Morikami wrote in 1950 to his sister-in-law back in Japan:

May 1950 (**Showa 25**), To Mitsue Okamoto

Today, I was busy picking eggplants with three other black people all day. We shipped nearly 100 boxes in total, weighing about 500 jin [660 pounds] by train and truck to a market in the northern United States. The market price isn't very good right now.

It's starting to feel like summer in Florida. The indoor temperature is close to 90 degrees Fahrenheit, but it drops to about 75 degrees ...

I haven't spoken or written Japanese for a long time, so it's hard for me to write a letter. I'm sure it's difficult to read. ... I'll start by confessing my life's experiences.

Time flies, and it's already May again this year. Looking back, I arrived here at 9:15 p.m. on May 4, 1906 ... it was actually a solo journey of 8,000 ri (over 18,000 miles), where I didn't know what to see or hear, and couldn't speak a word. When I think back on those days, I am overcome with emotion.

... I hope we can invite you to our country. It won't be long before we, our **compatriots** in

Showa Period (1926-1989) –

In Japan, years are numbered based on the reign of the emperor.

Showa 25

is the 25th year

Emperor Hirohito

(*see below*) was in office.



Compatriots –

Fellow citizens
friends

What skills and traits did Morikami need in order to succeed in Florida?

the United States, will be granted the right to **naturalize**. Once that happens, everything will become easier.

I have ordered the items you requested from a reputable **mail-order house** in Chicago.

Another Letter from 1950

At [lonely] times like this, I sometimes talk to my cats. I currently have five cats, but Sweetie, the oldest, understands what I'm saying very well. He meows back at every word I say. He's quite a clever cat.

Another Letter from 1950

This year, there have been a lot of westerly winds, and therefore a lot of mosquitoes, which can be a **nuisance** even during the day. I've heard that there are about six species of mosquitoes. They originate in the swamps in the western part of the area ... The larger ones are about the size of a dragonfly and ... [make] a sound like an airplane.

Another Letter from 1950

I have about six neighbors. They are carpenters, plasterers, milkmen, etc. They are all nice people and are very kind to me. No matter what country people are from, they are all very kind.

Naturalize –

Become an American citizen

Mail-Order House –

A business that sends out a catalog. Customers select and buy items that the business mails out. **Sears Roebuck** had the most famous catalog (pictured below).



Do you know of a modern "mail-order house"?

Nuisance –

Annoying or inconvenient

What skills did Morikami need to learn?

5. What challenges did Yamato Colonists face?

STEM: Cultivating Tomatoes & Pineapples

Activity:

1. Use magnifying glasses/hand lenses to examine the **PRIMARY SOURCE** images.
2. **LIFE CYCLE**: Write the name of the correct stage of the tomatoe in the appropriate box using the reading.
3. **COMPARE & CONTRAST** the lifecycles of the pineapple and tomato plants.
4. **ANALYZE** the image. Determine whether they are harvesting tomatoes or pineapples.
5. **ASK**:

How do the life cycles of tomatoes and pineapples differ?
Which would you like to cultivate and why?

- Full Page Worksheet and Answer Sheet in Appendix 1

Page | 16

CULTIVATING Tomatoes & Pineapples

The Yamato Colony intended to develop a silk industry in Florida. When that idea did not work, they demonstrated **resilience** by cultivating these **cash crops**.

Trace the 90 day life cycle of a **tomato** from (1) **seed**, to (2) **sprout**, to (3) **seedling**, to (4) **yellow flowers** (on a mature plant), to (5) **fruit**. Put the correct word in each box. Each flower can produce one fruit. Tomato plants have many flowers.

Cultivate – Prepare and use land to grow crops
Cash Crop – grown for profit
Export – Send to another country for sale.

Lycopersicon. Apples of Love.

Life Cycle of a Tomato Plant

Page | 17

George Morikami decided to **cultivate pineapples** - commonly called "pines". Pineapples were a cash crop Florida **exported** around the world.

First, the top of a **fruit** was cut off. The "cutting" was planted. Later, many tiny pinkish-purple flowers bloomed in the center of the plant. Finally, one **pineapple** fruit emerged on a long stem and was harvested. This process took 18 months or more.

He cultivated pineapples for the rest of his life.

How are the life cycles of tomatoes and pineapples	
Similar?	Different?

Page | 18

Use a hand-lens to examine this image.

Homestead, Florida (1938) <https://www.loc.gov/item/2015vqg448>

Observe:
 What do you notice about the people who are working together on this project?

Reflect:
 Are these workers harvesting tomatoes or pineapples?
 What evidence supports your thinking?

This is a **Thinking Routine** developed by the Library of Congress called "**Analyzing Photographs & Prints: Observe, Reflect, Question.**" It addresses the following standards.

ELA.3.R.2.3

SC.4.L.16.4

G.K12.6.2.4b

SS.4.A.1.1

SS. 4.A.1.2

ELA.4.R.2.3

G.K12.4.2.2

SS.5.A.1.1

SS.4.E.1.1

NCSS.2.D

NCSS 1.E

G.k12.4.2.3d

VA 5.C.1.2

* See Appendix 2

CULTIVATING Tomatoes & Pineapples

The Yamato Colony intended to develop a silk industry in Florida. When that idea did not work, they demonstrated **resilience** by **cultivating** these **cash crops**.

Trace the 90-day life cycle of a **tomato** from (1) **seed**, to (2) **sprout**, to (3) **seedling**, to (4) **yellow flowers** (on a mature plant), to (5) **fruit**. Put the correct word in each box.

Each flower can produce one fruit.

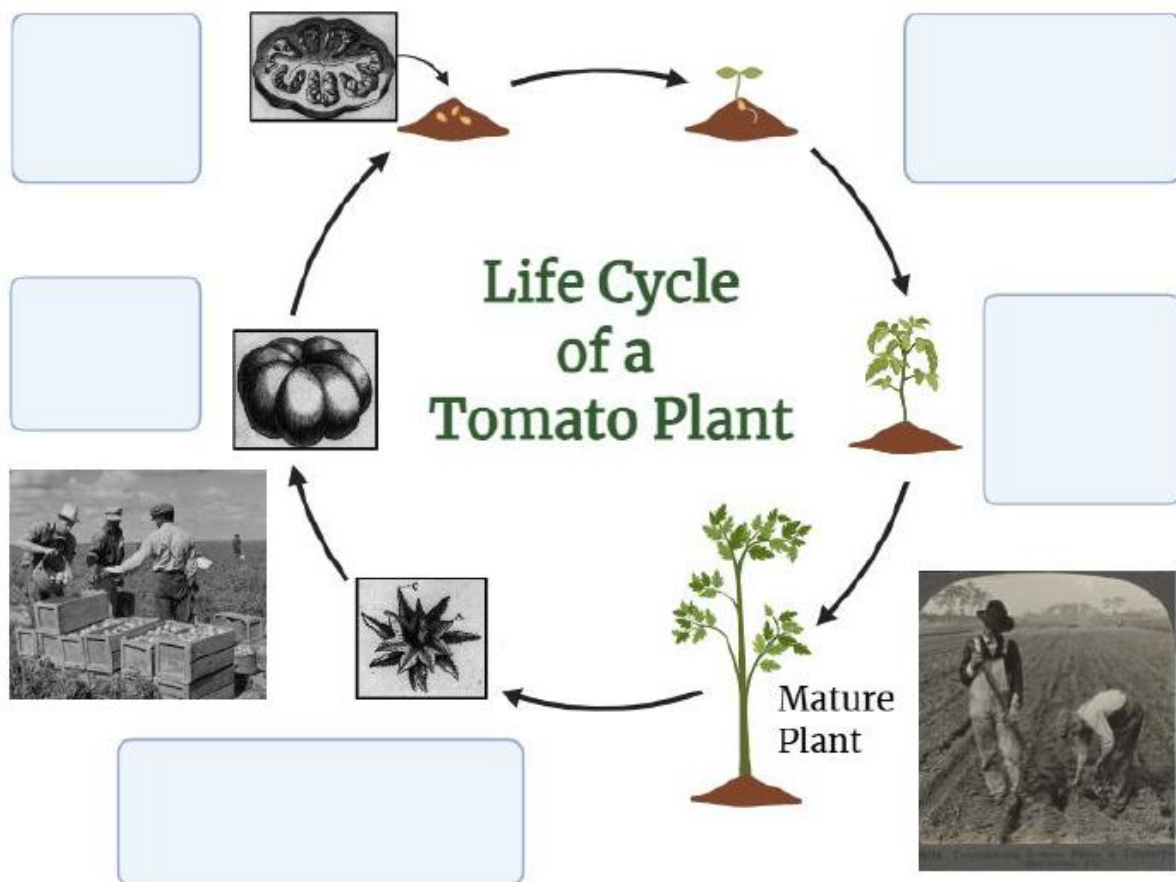
Tomato plants have many flowers.

Cultivate –
Prepare and use
land to grow crops

Cash Crop –
grown for profit

Export –
Send to another
country for sale.

Lycopersicon. Apples of Love.





George Morikami decided to **cultivate pineapples** - commonly called "pines". Pineapples were a **cash crop** Florida **exported** around the world.



First, the top of a fruit was cut off. The "**cutting**" was planted. Later, many tiny pinkish-purple flowers bloomed in the center of the plant. Finally, **one pineapple** fruit emerged on a long stem and was harvested. This process took 18 months or more.



He cultivated pineapples for the rest of his life.

How are the **life cycles** of tomatoes and pineapples
Similar? Different?

--	--

Use a hand-lens to examine this image.



Homestead, Florida (1938) <https://www.loc.gov/item/201790942>

Observe:

What do you notice about the people who are working together on this project?

Reflect:

Are these workers harvesting tomatoes or pineapples?
What evidence supports your thinking?

STRUCTURED DISCUSSION

NCSS 1.E

Give examples and describe the importance of cultural unity and diversity within and across groups.

What in this image illustrates cultural unity?

Why might cultural unity be important in agriculture?

* See Appendix 2

Explore Yamato Produce

Observe the following images on p. 20-21. Use all 5 senses by exploring a physical pineapple and a physical tomato. Use **adjectives** or **analogies** ("smells like...") in your description.



Word Bank of Adjectives

Tastes: sweet, sour, salty, bland, bitter, acidic, burnt, metallic, minty, peppery, citrusy, fruity, lemony, tangy, tart, creamy, sharp, smoky, nutty, crisp, juicy, strong, delicious
Smells: sweet, pungent, earthy, fruity, savory, strong, subtle, odorless
Textures: smooth, soft, hard, bumpy, gritty, silky, rough, stringy, delicate, scaly, sticky
Shapes: round, square, rectangular, oblong, triangular, hexagonal

EXTENSION:

Do a rubbing of a pineapple skin on paper with crayon. Describe what you see.

		Tomato	Pineapple
Smell	Before Cut		
	After Cut		
Texture	Outside		
	Inside		
Shapes			
Taste			
Sketch or describe your ans			
Where does the fruit connect to the plant?			
UP or DOWN: Which way does the fruit "hang" from the stem?			



"Grow Your Own" Activity:



1. Cut off the **crown** of the pineapple carefully.
2. Put it in water in a clear container (see below right) and watch the roots form.



1. Cut a center slice from one of the tomatoes.
2. Place it on top of soil.
3. Sprinkle a little soil on the top to cover the tomato slice.
4. Water once every 3 days and watch for a seed to sprout.



RESILIENCE ACTIVITY: George's Dilemma

Activity:

1. Place students in groups.
2. Assign a dilemma to each group.
3. Students will analyze their dilemma using the graphic organizer.
4. **STRUCTURED DISCUSSION:** Discuss your findings (Teacher. Ed. p. 21)
6. **FINAL QUESTIONS:**

What could help George show resilience in the dilemma?

What is a contribution Japanese immigrants made to their neighbors or to Florida?

- Full Page Worksheet and Answer Sheet in Appendix 1

George's Dilemma

Identify: Who are the different people involved in the dilemma?

Feel: What do you think each person in the dilemma is feeling?

Imagine: List 3 ways George could deal with this situation. HIGHLIGHT the OPTION that will lead to the BEST outcome where the most people feel good or feel taken care of.

Say: Regarding the OPTION you have chosen, what could the people involved say?

Resilient: Being resilient is being able to "bounce back" from a challenge. What could help George show resilience in this dilemma?

Contribution: A contribution is a gift, a payment or a service you give. What is a contribution Japanese immigrants made to their neighbors or to Florida?

Dilemma 1: George arrived in the Colony he was in. He could live on the floor of one of the houses or work by himself. Later his person who take care of his travel debts and for 3 years of work – died.

Dilemma 2: On December 7, 1941, the Japanese military attacked Pearl Harbor and the U.S.A. entered World War 2. Posters began to emerge. Some Yamato Colonists like Tom Kobayashi (below left) joined the U.S. army. Some Yamato Colonists who had moved back to California were sent to Internment Camps (below right) – prisons for families with Japanese ancestry – for 3 years. In Florida, a National Guardsman was assigned to live with Yamato Colonists and watch them while they farmed. George's bank account was frozen for 3 months. He could not buy anything.

Dilemma 3: In 1928, the Okeechobee Hurricane hit close to the colony. Over 2,500 people died. George, the other colonists, and many African American neighbors sheltered in the Kamiya's house during the storm.

Dilemma 4: In 1950, George wrote to his sister-in-law in Japan: "The cold wave we were all worried about finally hit last Friday night, with winds gusting at nearly 50 miles per hour ... The remaining millions of tomato and pepper seedlings had only just sprouted, so they're practically dead. This cold wave was record-breaking, with snow falling across central Florida ... Five thousand head of cattle froze to death on ranches fifty miles northwest of our city ... I am working hard, even giving my last dollar ... I have done my best. I will not cry or bear any grudges."

Dilemma 5: In the 1967, George finally became an American citizen. He was the last member of the Yamato Colony. By the 1970s, he was a millionaire again. George wanted to donate his land to Palm Beach County as a "thank you gift". He thought it would be a good place for a public park or a museum. The county refused the gift. They said the plot of land was too small and too far away from the cities. They didn't think people would visit.

This is a **Thinking Routine** from Project Zero is called **"Feelings & Options"**. It addresses the following standards.

SS.4.E.1.1

SS.4.A.7.1

SS.4.FL.6.3

SS.4.A.1.1

SS.4.A.1.2

SS.4G.1.3

SS.4.A.7.2

SS.4.FL.6.4

SS.5.A.1.1

SS.5.A.1.2

SS.4.A.8.2

SS.4.A.7.3

G.K12.6.3.4d

SS.4.A.4.2

NCSS 1.D

NCSS 2.D

NCSS 3.J

NCSS 4.E

NCSS 4.G.

NCSS 9.B

Note On Resilience:

The Florida Educator Accomplished Practices require educators to train their students to be resilient.

The following help build resilience in individuals.

- **Apply strategies to overcome anxiety.**
 - Reach out for social support and resources, practice gratitude, help others around you, treat anxiety like an enemy combatant not as an inherent character trait, engage in physical exercise, make brain healthy diet choices (hot beverage, dark chocolate, fish, blueberries, etc.).
- **Build a growth mindset**
- **Increase self-efficacy**
 - Set personal goals, see tasks as meaningful, believe you are capable of succeeding, identify the part of your brain you are currently building, and focus on stories of resilient role models.
- **Tell your story and include redemption sequences.**
 - Identify a tragedy and the good that came out of it or something that was learned. This is part of a commitment script - a life narrative that follows a pattern that mirrors the narratives of pro-social influencers throughout history.

George's Dilemma # _____

(After reading the dilemmas of the Yamato colonists, select one to complete the following.)

Identify: Who are the different people involved in the dilemma?	Feel: What do you think each person in the dilemma is feeling?
Imagine: List 3 ways George could deal with this situation. HIGHLIGHT the OPTION that will lead to the BEST outcome where the most people feel good or feel taken care of.	Say: Regarding the OPTION you have chosen, what could the people involved say?

Resilient:

Being **resilient** is being able to "bounce back" from a challenge.

What could help George show resilience in this dilemma?

Contribution:

A **contribution** is a gift, a payment or a service you give.

What is a contribution Japanese immigrants made to their neighbors or to Florida?

What Can Help Resilience:

See the Note on the previous page.

A loan from a friend to help him rebuild.

A positive song to lift his spirits

List Contributions:

Contributed to land development, railway use, food production, cultural exchange, helping their neighbors survive a hurricane, and Japanese museum and gardens.

STRUCTURED DISCUSSION

SS.4.FL.6.4

Discuss that saving for emergencies is one way to cope with unexpected loss.

ASK:

Have you ever had an unexpected loss?

What do you wish you could have saved?

What will you save in the future because of this experience?

Did George have any unexpected losses?

Let's discuss George's Dilemmas!

SS.A.FL.6.3

Describe ways individuals can choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

ASK EACH GROUP:

What was the dilemma?
What was the risk?

Could this risk happen again?
What do you think George should do:

ACCEPT the risk OR

AVOID the risk?
How could he avoid it?

FINAL QUESTIONS:

1. What could help George show resilience in these dilemmas?
2. What is a contribution Japanese immigrants made to their neighbors? To Florida?

Choose one of the dilemmas George faced in his life:
Use the **Glossary** in the back for words you don't know.

Dilemma 1:

When George arrived in Yamato Colony he was given a choice. He could sleep on the floor of one of the colonists' houses or live in a shack by himself. A few months later his **patron** - the person who had promised to take care of his travel debts and pay him a \$500 bonus for 3 years of work - died.



Dilemma 2:

In the early 1920s, Florida had railways, electricity, and resorts. Florida experienced a **land boom** with many people willing to pay high prices to buy land in popular Florida. Cheaper pineapples **imported** from Cuba were making farming less **profitable** so many of George's friends sold their land and moved away. Some went back to Japan. Some went to California.



Dilemma 5:

On December 7, 1941, the Japanese military attacked Pearl Harbor and the **U.S.A. entered World War 2**. Posters began to emerge.

Some Yamato Colonists like **Tom Kobayashi** (below left) joined the U.S. army. Some Yamato Colonists who had moved back to California were sent to **Internment Camps** (below right) - prisons for families with Japanese ancestry - for 3 years.

In Florida, a National Guardsman was assigned to live with Yamato Colonists and watch them while they farmed. George's bank account was frozen for 3 months. He could not buy anything.



Dilemma 3:

In 1928, the **Okeechobee Hurricane** hit close to the colony. Over 2,500 people died. George, the other colonists, and many African American neighbors sheltered in the Kamiya's house during the storm.



The hurricane destroyed houses and flooded their farmland.



Dilemma 4:

In 1929, George had made a fortune from farming his land. His money was in the bank when the **Stock Market** crashed on October 24, 1929 ("Black Thursday"). The bank failed and all the people using that bank lost their money.



Dilemma 6:

In 1950, George wrote to his sister-in-law in Japan:

"The cold wave we were all worried about finally hit last Friday night, with winds gusting at nearly 50 miles per hour ... The remaining millions of tomato and pepper seedlings had only just sprouted, so they're practically dead. This cold wave was record-breaking, with snow falling across central Florida ...

Five thousand head of cattle froze to death on ranches fifty miles northwest of our city. ... I am working hard, even giving my last dollar. ... I have done my best. I will not cry or bear any grudges."



Dilemma 7:

In the 1967, George finally became an American citizen. He was the last member of the Yamato Colony. By the 1970s, he was a millionaire again. George wanted to donate his land to Palm Beach County as a "thank you gift". He thought it would be a good place for a public park or a museum.

The county refused the gift. They said the plot of land was too small and too far away from the cities. They didn't think people would visit.



NATURALIZATION CERTIFICATE

SS.4.CG.3.1

Explain the structure and functions of the legislative, executive and judicial branches.

SS.4.CG.3.2

Compare the structure, functions and processes of local and state governments.

DEBATE:

**When Morikami was
NATURALIZED
(became a U.S. Citizen)
which branch of
government was
MOST involved?**

A. Judicial

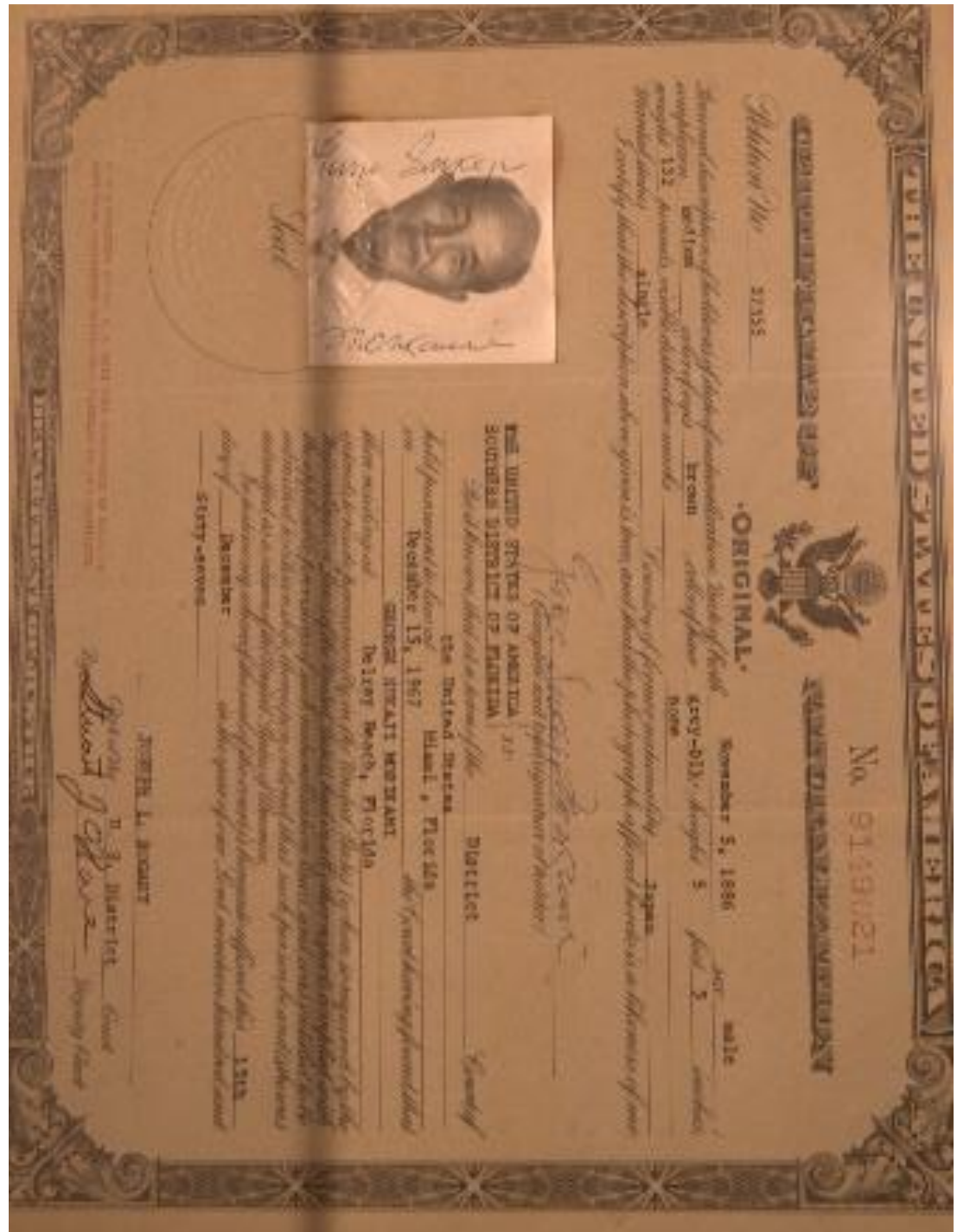
Affirmed that naturalization of Japanese immigrants was constitutional.

B. Legislative

Created the Act that ended the ban on naturalization of Japanese immigrants that lasted from 19 to 19 .

C. Executive

This branch includes the president, governor, and other government employees – like clerks - who enforce the law. Both Morikami and the District Clerk signed his Official Certificate



My Answer: _____

My Reasons:

EXTENSIONS

Overview:

1. Timeline Scavenger Hunt:

Use the book to fill in important events from Morikami's life.

2. The Legacy of the Yamato Colony:

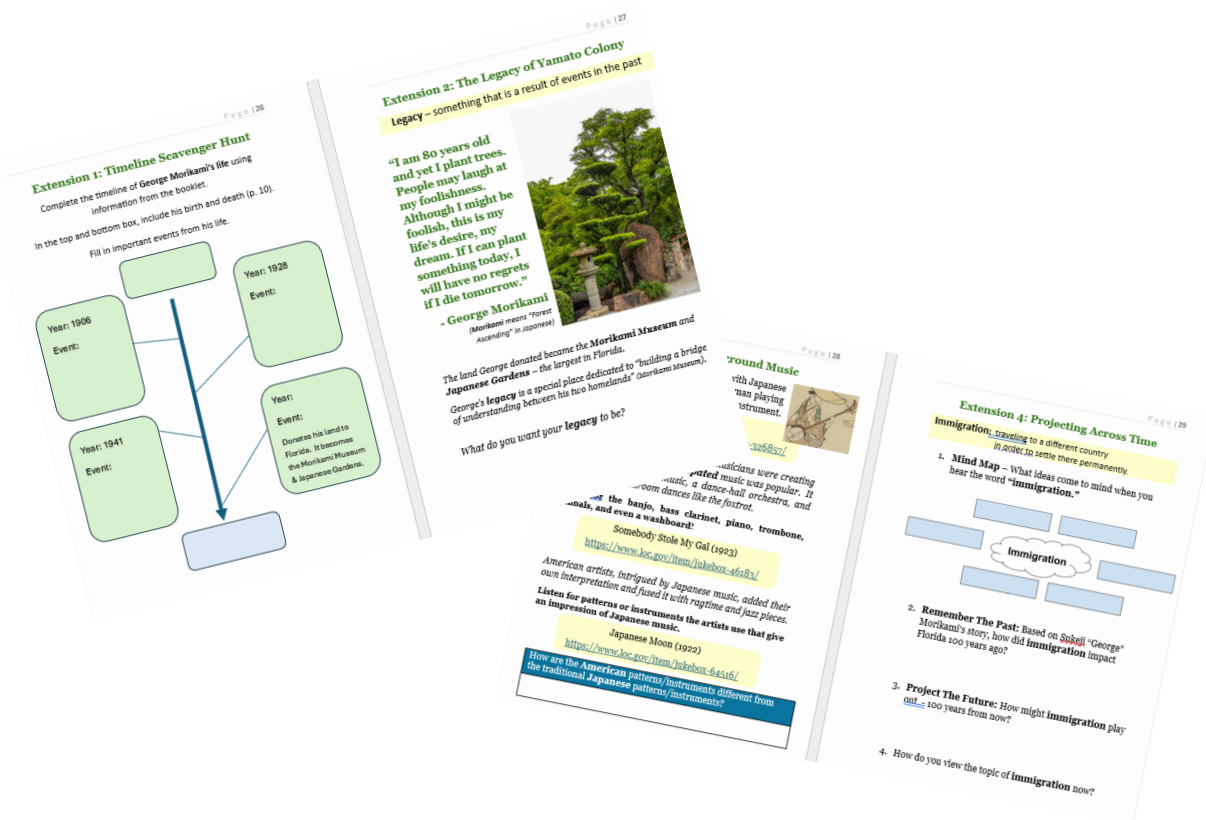
Consider the quotation and write about what you want your legacy to be.

3. Background Music:

Listen to Japanese and American musical primary sources to analyze similarities and differences as the two cultures came together.

4. Projecting Across Time:

A Project Zero Thinking Routine that explores the concept "immigration".

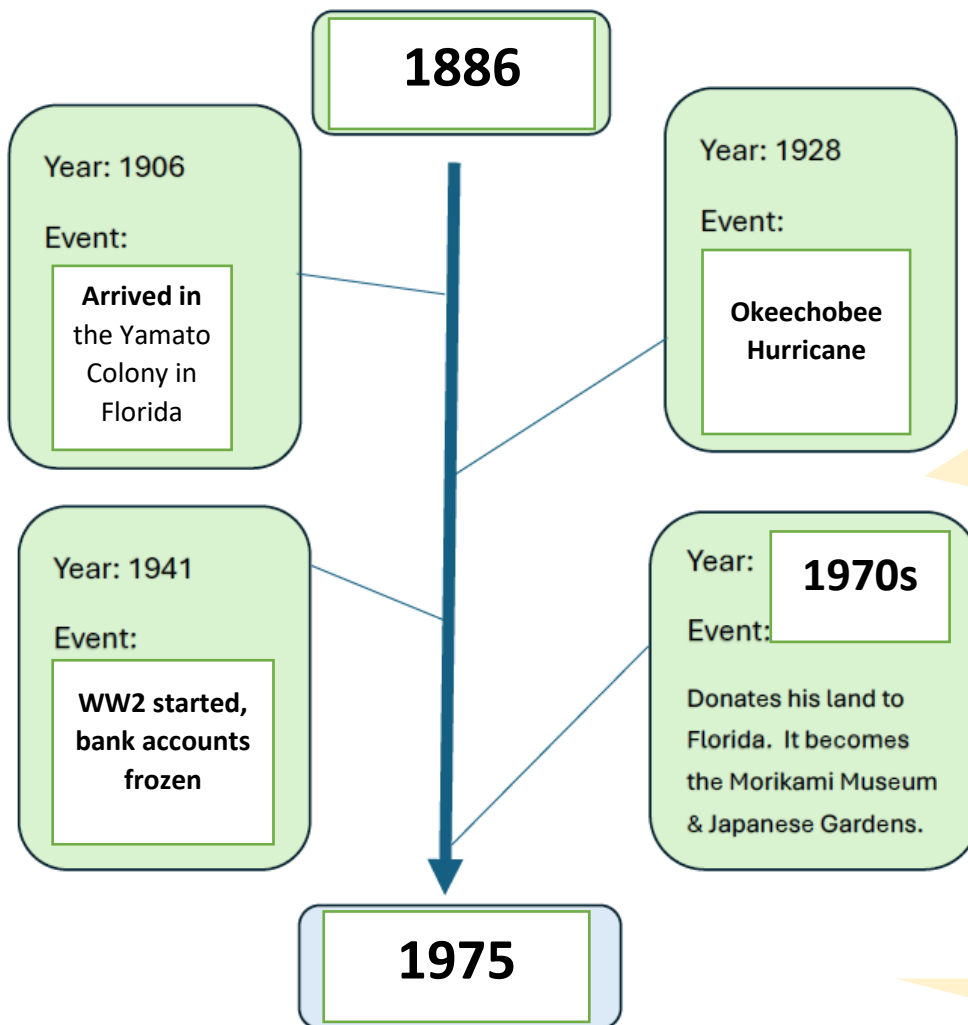


Extension 1: Timeline Scavenger Hunt

Complete the timeline of **George Morikami's life** using information from the booklet.

In the top and bottom box, include his birth and death (p. 10).

Fill in important events from his life.



You may refer to any part of this booklet!

Note this timeline is in the shape of a tree.

"Morikami" means "ascending forrest" and Morikami liked to plant trees.

Morikami lived 89 years!

This is a **timeline students construct**. It addresses the following standards.

SS.4.E.1.1
NCSS 2.B
NCSS.2.D

SS.4.A.1.1
SS.5.A.1.1
SS.4.A.9.1

SS.4.A.1.2

SS.5.A.1.2

* See Appendix 2

Extension 2: The Legacy of Yamato Colony

Legacy – something that is a result of events in the past

“I am 80 years old and yet I plant trees. People may laugh at my foolishness. Although I might be foolish, this is my life’s desire, my dream. If I can plant something today, I will have no regrets if I die tomorrow.”

- George Morikami

(Morikami means “Forest Ascending” in Japanese)



The land George donated became the **Morikami Museum and Japanese Gardens** – the largest in Florida.

George’s **legacy** is a special place dedicated to “building a bridge of understanding between his two homelands” (Morikami Museum).

What do you want your **legacy** to be?

Varies.

STRUCTURED DISCUSSION

NCSS 3.G

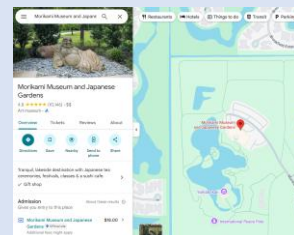
Describe how people create places that reflect ideas, personality, culture, wants and needs...

Let’s read this together (choral reading).

What did Morikami desire?

Let’s look at the Morikami Museum.

Navigate through some of the pages on GoogleMaps and Morikami.org



How does the Morikami Museum reflect Mr. Morikami’s desire?

It lives after Morikami died.

It has many trees and is beautiful

It reflects Yamato cultur, and it bridges two cultures Morikami cared about.

It activity addresses **Intrapersonal Intelligence**. It addresses the following standards.

SS.3.A.1.1

SS.4.A.1.2

SS.5.A.1.1

SS.4.E.1.1

NCSS.3.G.

* See Appendix 2

Means
"Return
Bridge",
this was a
popular
Kabuki
Opera song
used for
dancing.

It tells a
story about
a warrior
battling a
demon on
a bridge.

Written in
1908, this
song has
been
played by
the
Muppets
and
became
popular in
Japan in the
late 1900s.

The moon
is a popular
thematic
element in
Japan.
Listeners
danced the
foxtrot.

Extension 3: Background Music

The Yamato Colonists were familiar with Japanese folk-music like this. Listen to the woman playing the **shamisen** – a 3-stringed plucked instrument.



Tokiwazu Modoribashi (1902)

<https://www.loc.gov/item/jukebox-326857/>

*During the early 1900s, American musicians were creating jazz and ragtime. This **syncopated** music was popular. It combined African folk music, a dance-hall orchestra, and quick classical ballroom dances like the foxtrot.*

Listen for the banjo, bass clarinet, piano, trombone, cymbals, and even a washboard!

Somebody Stole My Gal (1923)

<https://www.loc.gov/item/jukebox-46183/>

American artists, intrigued by Japanese music, added their own interpretation and fused it with ragtime and jazz pieces.

Listen for patterns or instruments the artists use that give an impression of Japanese music.

Japanese Moon (1922)

<https://www.loc.gov/item/jukebox-64516/>

How are the American patterns/instruments different from the traditional Japanese patterns/instruments?

Japanese music has fewer instruments and more pronounced vocals, rhythms that vary, and longer rests (spaces where no note is played). The American music keeps a constant upbeat rhythm and has "hi hat" cymbals at the end. It creates a fusion of multiple rhythms.

STRUCTURED DISCUSSION

Complete the activity.

Have students describe what they are hearing. They may use **adjectives** or imitate a sound pattern.

Descriptions:

- lively,
- melancholy,
- nostalgic,
- different from what like
- flowy,
- emotional,
- energetic,
- optimistic,
- folksy,
- hard to understand.
- Controlled

Point out similar patterns and sounds.

- Stringed instruments
- Female Vocals
- You can dance to it

Music is a part of culture.

What contributions did Japanese immigrants and their music make to music in America in the early 1900s?

Complete the last question individually.

This activity addresses the **Musical & Logical/Mathematical Intelligences**. It addresses the following standards.

NCSS 1.E

SS.4.A.1.1

SS.4.A.1.

SS.5.A.1.1

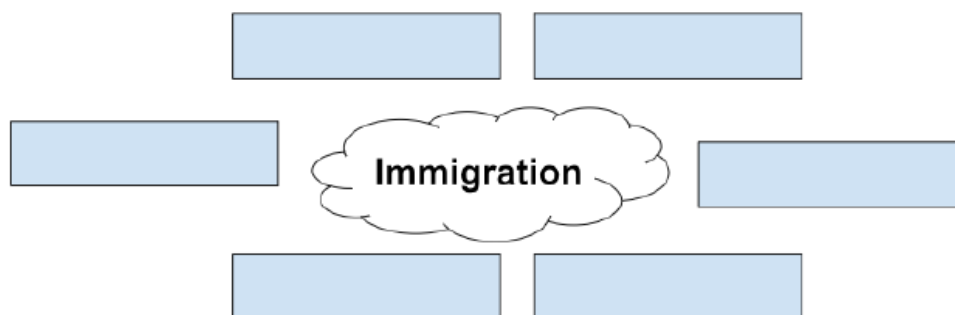
SS.4.A.6.2

* See Appendix 2

Extension 4: Projecting Across Time

Immigration: traveling to a different country
in order to settle there permanently.

1. **Mind Map** – What ideas come to mind when you hear the word “immigration.”



2. **Remember The Past:** Based on Sukeji “George” Morikami’s story, how did **immigration** impact Florida 100 years ago?

You may refer to any part of this booklet!

Ushered in Japanese colonists, expanded the use of the railroad and agricultural development, and resulted in the Morikami Museum and gardens.

3. **Project The Future:** How might **immigration** play out - 100 years from now?

4. How do you view the topic of **immigration** now?

GIFTED EXTENSION: Create a 3-D model of the concept “immigration”.

Identify an ethical creative solution to a problem related to an immigration... a problem that might happen 100 years from now!

OPTIONAL STRUCTURED DISCUSSION

You may conduct this discussion before students complete the thinking routine. This thinking routine may be completed individually or in-group.

SS.5.A.4.1

Identify economic, political, and socio-cultural motivation for colonial settlement.

SS.4.A.8.2

Describe how and why immigration impacts Florida today.

Why did George immigrate to Florida?

Reasons may include push and pull factors like an open border between Japan and the USA for a short period, job, unrequited love, limited opportunities back home, a group from his home-town moving here, and new adventure.

Do you think immigrants today have similar reasons?

Think about the Yamato Colony. How did immigration impact Florida in the early 1900s?

Additions to land development, culture, music, more use of technology, and more productivity in agriculture.

Do you think immigration to Florida has a similar impact today?

This is a **Thinking Routine** developed by the Library of Congress called “**Projecting Across Time.**” It addresses the following standards.

NCSS 1.C

NCSS 9.D

G.K12.3.2.1h

SS.4.A.1.1

SS.4.A.1.2

NCSS 2.D

G.K12.4.2.4d

SS.5.A.1.1

SS.4.A.6.2

NCSS.2.

G.k12.4.2.3d

SS.5.A.4.1

SS.4.A.8.2

Glossary

- Cash Crop** – plant grown for profit
- Colony** – settlement made by people of another land
- Compatriots** – friends, fellow citizens
- Cultivate** – to prepare and use land to grow crops
- Develop** – to cause to grow into something stronger, more advanced, or more modern
- Entrepreneur** – person who starts a new business not knowing if it will succeed.
- Export** – to send to another country for sale
- Fertile** – able to grow many things
- Gilded** – covered in gold
- Immigrant** – person who moves from one country to another country [in order to](#) settle permanently.
- Import** – to bring from another country to buy
- Internment Camp** – (mid 1942-1945) prisons for families with Japanese ancestry used during WW2 in the USA.
- Land Boom** – railroads, electricity and resorts led to people willing to buy land in Florida in the early 1920s for high prices.
- Legacy** – something that is the result of events in the past
- Naturalize** – to become an American citizen

- Nuisance** – annoying or inconvenient
- Patron** – person who promises to take care of the debts and pay for another person's expenses.
- Primary Source** – original document or object that was created in the time under study
- Profit** – money left over after paying for business expenses
- Pull Factor** – a good thing that makes people want to come to a new place.
- Push Factor** – a bad thing that makes people want to leave
- Resort** – a popular vacation spot
- Risk** – the chance of loss or harm, the possibility something bad will happen
- Samurai** – Japanese military class that lost power during the Meiji Period (1868-1912)
- Secondary Source** – interprets, analyzes, or summarizes events after they happen
- St. Augustine** – oldest city in Florida and the United States
- Stock Market** – big marketplace where people buy pieces of ownership in other people's businesses
- Syncopated** – "[off beat](#)" or clapping between the beats
- Unrequited** – not returned
- Yamato** – "Great Peace" in Japanese, ancient name of Japan

Image References

Cover Page: Yamato Train Car (1912), Boca Raton Historical Society, CN2010.060.004

Cover Page: Ladies Lunch at the Beach (1910), Boca Raton Historical Society, CN2016.044.011

Page 3: Palm Beach County Map (1921), <https://fcit.usf.edu/florida/maps/pages/100/f173/f173.htm>

Page 4: Revised World Map by Kageyasu (1816), Library of Congress CN2021668274

Page 5a: Revised World Map focus on the United States by Kageyasu (1816), Library of Congress CN2021668274

Page 5b: Free trade & free lands of Magdalena. The Al clipper schooner Sarah...is now loading (1870), Library of Congress CN 202779184

Page 5c: Railroad locomotive (1909), Library of Congress CN2016823055

Page 5d: Indians canoeing on Miami River (1904), Library of Congress CN00650881

Page 5e: George Morikami's Mule- Yamato, FL (1915), Florida Memory PR13765

Page 5f: Fredericksburg Tour, Jordan Car (1920), Library of Congress CN2016828090

Page 5g: First flight, 120 feet in 12 seconds (1903), Library of Congress CN00652085

Page 5h: American scenery-the inn on the roadside (1872), Library of Congress CN2006678348

Page 5i: Susquehanna scroll, digital file, drawing 5 (1853), Library of Congress CN 2024630069

Page 6: Good Offices Political Cartoon by W. A. Rogers (1905), Library of Congress CN2010645521

Page 7a: Henry Flagler, 1907, Lightner Museum

Page 7b: The triumph of Flagler's vision - Over-the-seas-railroad to Key West, Fla. (1926), Library of Congress CN 2002711263

Page 7c: Joe Sakai (1920), Boca Raton Historical Society, CN2010.060.006

Page 8a: Letter by John Graham (1904), Boca Raton Historical Society

Page 8b: Sakai Passport at the Morikami Museum, image by Laurie Boulden

Page 9a: Yamato Colonists at the Beach, Morikami Museum Archive

Page 9b: Oscar Kobayashi fishing (1914-1917),

Page 9c: Opening of Florida Keys Railway- J. R. Parott, H. M. Flagler (1912), Library of Congress CN2014680212

Page 9d: Selling Electricity Advertisers (1907), Library of Congress CN2006691782

Page 10a: Japanese Garden, Eagles Nest, Rosary Road, Clearwater, Bellair, Fla (1908-1928), Library of Congress CN2025664852

Page 10b: Bamboo Cutter (1888), Library of Congress CN2021668957

Page 11: George Morikami, Boca Raton Historical Society CN2010.060.005

Page 12a: George Morikami Report Card (1909), Boca Raton historical Society

Page 12b: Japanese Family in Traditional Dress, Boca Raton Historical Society CN2010.060.007

Page 12c: Kazuo and Masuko Kamiya as Children (1920), Library of Congress CN2021669948

Page 12d: Henry and Yetsu Kamiya (1910), Boca Raton Historical Society CN2016.044.009

Page 13a: Tango Amano Hashidate (Bridge of Heaven) (1859), Library of Congress CN2008660311

Page 13b: [Snowballs]/Bertha Lum. (1913), Library of Congress CN90713295

Page 13c: Wild Florida image by Laurie Boulden

Page 13d: Kamiya House (1930-1942), Boca Raton Historical Society CN2016.048.003

Page 14: Emperor Hirohito is crowned in the traditional robes of his ancestors (1926), Library of Congress CN2005685570

Page 15: Children Playing and Cutting Out Pictures from Sears Roebuck Catalogue (1939), Library of Congress CN2017801865

Page 16a: Lycopersicon (1719), Library of Congress CN 92516789

Page 16b: Untitled photo possibly related to: Tomato pickers. Homestead Florida (1938), Library of Congress CN 20172099970

Page 16c: Transplanting Tomato Plants in February, Bradenton Fla. (1926), Library of Congress CN2018648226

Page 17a: George Morikami with 2 men in pineapple field (1906), Florida Memory CN12148

Page 17b: A pineapple field, southern Florida (1904), Library of Congress CN 2018648324

Page 17c: Boxing pineapples for shipping, Fla., USA (1906), Library of Congress CN00650368

Page 17d: George S. Morikami and Al Avery holding prize pineapples (1966), Florida Memory RC 23283

Page 18: Tomato pickers. Homestead Florida (1938), Library of Congress CN2017799970

Page 19: Victory Gardens - for family and country. There is no age limit when Americans get down to the business of preparing victory gardens (1944), Library of Congress CN 2017696705

Page 20a: Tomato Cluster image by Laurie Boulden

Page 20b: Florida Pines (1900) by Florida Memory, PC0973

Page 20c: Tomatoes Ripe for Picking, Dorchester County Maryland (1941), Library of Congress CN2017820424

Page 20d: Pineapple Top image by Laurie Boulden

Page 20e: Three Tomatoes image by Laurie Boulden

Page 20f: Pineapple Crown in Glass image by Laurie Boulden

Page 22a: Ornamental lantern post for garden (1878), Library of Congress CN 2009630179

Page 22b: Kamiya Family (1924), Boca Raton Historical Society

Page 23a: Yamato House after Hurricane (1928), Morikami Museum

Page 23b: Yamato Colony Field Flooding after Hurricane (1928), Morikami Museum

Page 23c: Migrant agricultural worker's family. Seven children without food. Mother aged thirty-two. Father is a native Californian. Nipomo, California (1935), Library of Congress CN 2017762905

Page 24a: Remember December 7th / Alan Saalburg (1942), Library of Congress CN 90712777

Page 24b: Staff Sergeant Tom Kobayashi (1946), Boca Raton Historical Society CN2010.051.010

Page 24c: Santa Anita (Calif.) Assembly Center - daddy takes sonny for ride in his "Red Arrow" (1942), Library of Congress CN 92501226

Page 25a: African American boy milking a cow at the School for Boys in Marianna, Florida (1950), Florida Memory DSB 0079

Page 25b: Morikami Naturalization Document photo by Laurie Boulden, Morikami Museum

Page 27: Morikami Garden image by Laurie Boulden

Page 28a: Moronobu utsumi torio zu (1830), Library of Congress CN 2008660166

Page 28b: Tokiwazu Modoribashi (1902), Library of Congress RCN 11256

Page 28c: Somebody stole my [gail](#) (1923), Library of Congress RCN 19212

Page 28d: Japanese moon (1922), Library of Congress RCN 45332

Page 34: Yamato School Group



Primary sources from the Library of Congress compose 36 / 67 or over 50% of the images in this booklet.

References

Transcripts of Interviews

The following interviews helped provide narrative details about the Yamato Colony:

- A Lonely Longing for Home- Letters of Morikami, a Japanese Immigrant in Florida <https://discovernikkei.org/en/journal/series/sukeji-morikami/>
- Interview with George Morikami, Tequesta Journal
- Franklin Kamiya interview with Betty Cruickshank, The Spanish River Papers

Museum Website

About Morikami. (2025). *Morikami: Museum & Japanese gardens in Delray Beach, FL*. <https://morikami.org/>

Books

Kawai, R. (2020). *Yamato colony: The pioneers who brought Japan to Florida*. University Press of Florida.

The Yamato Colony Booklet

has been developed by:

Dr. Laurie Boulden and Mrs. Katherine Lamar

Warner University, Lake Wales, FL

This educational booklet is sponsored in part by

**the Library of Congress Teaching with Primary Sources
Southern Region**

at Middle Tennessee State University. The content is created and featured in partnership with the **TPS Southern Region** and does not indicate endorsement by the Library of Congress.

Many thanks to the following for their invaluable assistance in research for this project:

- Susan Gillis, Curator, Boca Raton Historical Society
- Amanda Capote, Assistant Curator, Boca Raton Historical Society
- Volunteer docents with the Morikami Museum and Japanese Gardens

Contact information:

Materials including booklets and teacher guides can be downloaded for free from: www.warner.edu/tps

Laurie Boulden can be contacted at laurie.boulden@warner.edu

Katherine Lamar can be contacted at Katherine.lamar2@warner.edu

Appendix 1:

Handouts

Observe

Look at the images on the front cover with a hand-lens.



Circle 5 or more important details you observe in the images on the front cover.

Reflect

Draw a line from a **detail** that makes you think to the **blank margin**.

Write a few words that make a connection between that detail and something you ***infer*** or ***know***.

Create 3 reflections.

GUIDING QUESTIONS:

Stick to what you physically see in the image.

What do you notice first?
What is something small and interesting?
What if any words do you see?
What do you notice that you didn't expect?
What do you notice that you can't explain?
What do you notice that you think someone else might miss?

GUIDING QUESTIONS:

Support your reflection with evidence you see in the image.

What do you think was happening when this was made?
Why do you think this image was made?
What do you think is the most important detail?
What is missing from this image?
Why do you think this image is important?
What can you learn from this image?

Hypothesize

Generate a hypothesis about these images based on evidence you ***see*** and what you ***know***.

When do you think these images were made?

Wonder

Write a question you have for someone in these images.

I hypothesize this image was made

because

Use the Glossary (right) and pages 6-10 to answer the questions.

Circle the correct answer(s).

8. Which is a **primary** source?
 - a. The ENGRAVING
 - b. The POSTCARD
 - c. The LEGEND
9. Which is a **secondary** source?
 - a. The ENGRAVING
 - b. The POSTCARD
 - c. The LEGEND
10. The following are **push and pull factors** that may have motivated Sukeji Morikami to **immigrate** to Florida in 1906.

GLOSSARY

Primary Source –

Original document or object that was created at the time under study.

Secondary Source –

Interprets, analyzes, or summarizes events after they happen.

Push Factor –

A bad thing that makes people want to leave.

Pull Factor –

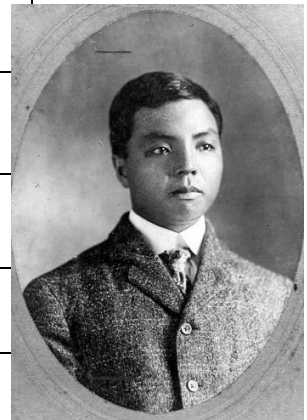
A good thing that makes people want to come to a new place.

Unrequited –

Not returned

Put a check mark in the correct box for each FACTOR.

Factor	Push Factor	Pull Factor
Florida is fertile		
Russo-Japanese War		
Possibility to Profit		
New Rail System Made Travel Possible		
Unrequited Love		



Explore Yamato Produce

Observe the following images on p. 20-21. Use all 5 senses by exploring a physical pineapple and a physical tomato. Use **adjectives** or **analogies** (“smells like...”) in your description.



Word Bank of Adjectives

Tastes: sweet, sour, salty, bland, bitter, acidic, burnt, metallic, minty, peppery, citrusy, fruity, lemony, tangy, tart, creamy, sharp, smoky, nutty, crisp, juicy, strong, delicious

Smells: sweet, pungent, earthy, fruity, savory, strong, subtle, odorless

Textures: smooth, soft, hard, bumpy, gritty, silky, rough, stringy, delicate, scaly, sticky

Shapes: round, square, rectangular, oblong, triangular, hexagonal

ART EXTENSION:

Do a rubbing of a pineapple skin on paper with crayon. Describe what you see.

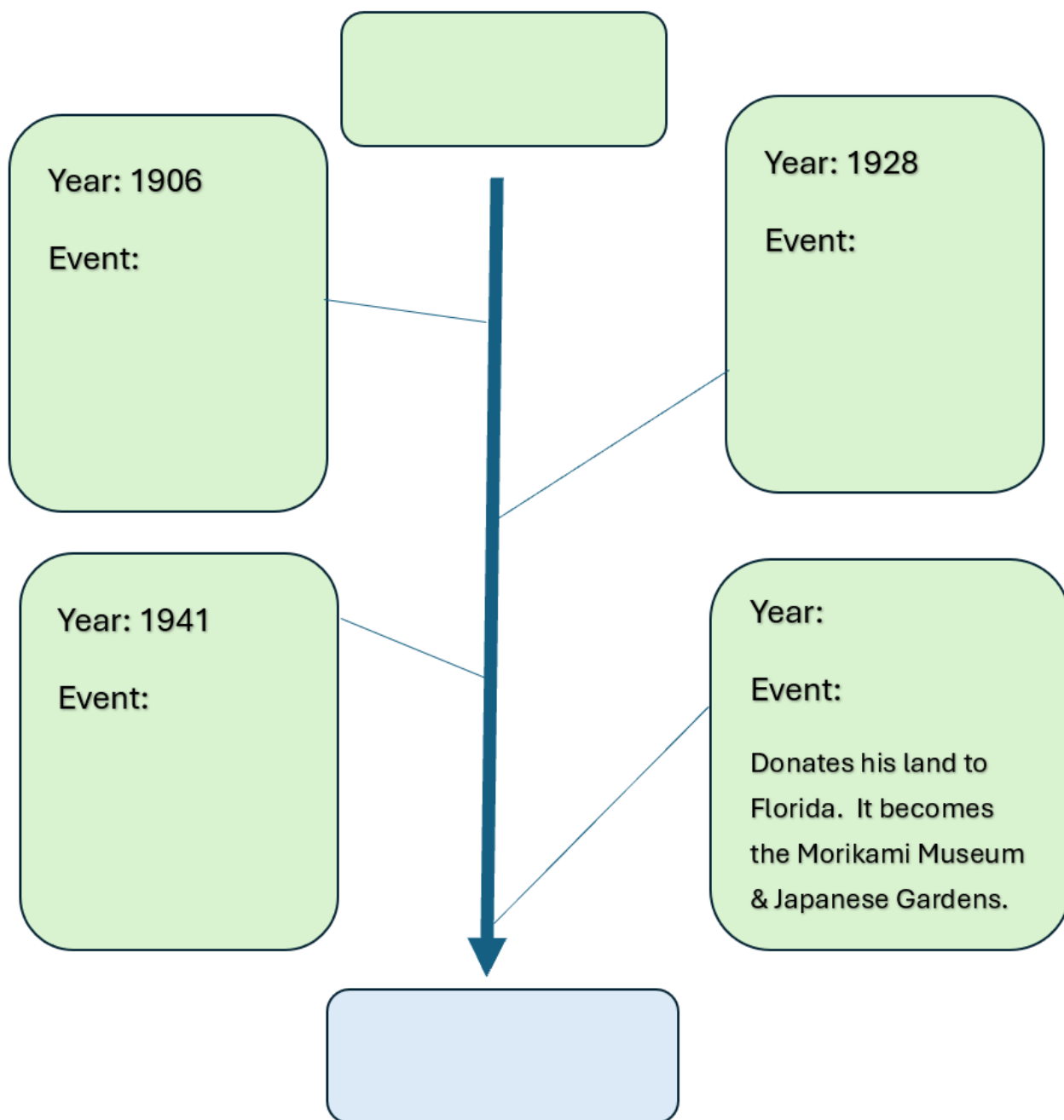
		Tomato	Pineapple
Smell	Before Cut		
	After Cut		
Texture	Outside		
	Inside		
Shapes			
Taste			
Sketch or describe your answer.			
Where does the fruit connect to the plant ?			
UP or DOWN: Which way does the fruit “hang” from the stem?			

Extension 1: Timeline Scavenger Hunt

Complete the timeline of **George Morikami's life** using information from the booklet.

In the top and bottom box, include his birth and death (p. 10).

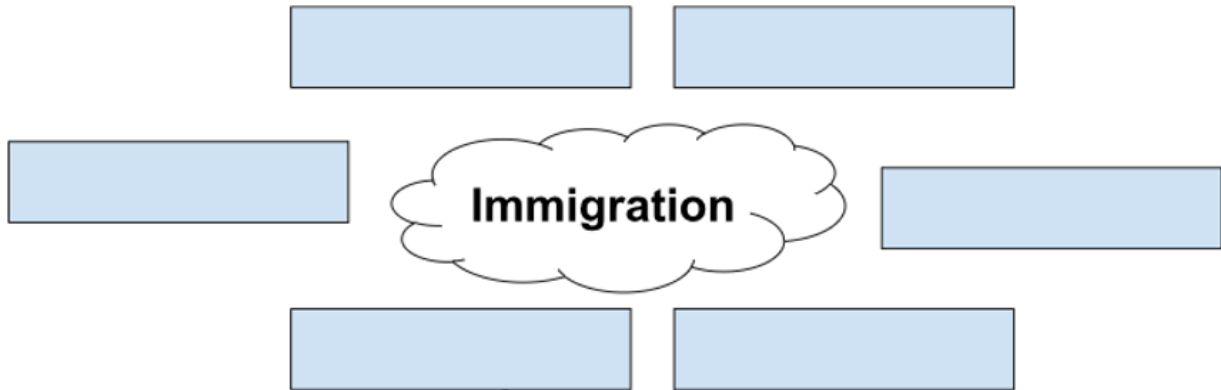
Fill in important events from his life.



Extension 4: Projecting Across Time

Immigration: traveling to a different country
in order to settle there permanently.

1. **Mind Map** – What ideas come to mind when you hear the word “**immigration.**”



2. **Remember The Past:** Based on Sukeji “George” Morikami’s story, how did **immigration** impact Florida 100 years ago?
3. **Project The Future:** How might **immigration** play out - 100 years from now?
4. How do you view the topic of **immigration** now?

George's Dilemma _____

Identify: Who are the different people involved in the dilemma?	Feel: What do you think each person in the dilemma is feeling?
Imagine: List 3 <u>ways</u> George could deal with this situation. HIGHLIGHT the OPTION that will lead to the BEST outcome where <u>the most</u> people feel good or feel taken care of.	Say: Regarding the OPTION you have chosen, what could the people involved say?

Resilient:

Being **resilient** is being able to “bounce back” from a challenge.

What could help George show resilience in this dilemma?

Contribution:

A **contribution** is a gift, a payment or a service you give.

What is a contribution Japanese immigrants made to their neighbors or to Florida?

Appendix 2:

Standards

STANDARDS COVERED

IN THIS BOOKLET

NATIONAL STANDARDS (NCSS)

Culture

1. C. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture..

1.D. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

1.E. Give examples and describe the importance of cultural unity and diversity within and across groups.

Time, Continuity & Change

2.B. Demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships.

2.D. Identify and use various sources for reconstructing the past, such as documents, letter, diaries, maps, textbooks, photos, and others.

People, Places & Environment

3.B. Interpret, use, and distinguish various representations of the earth such as maps, globes, and photographs

3.C. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;

3.E. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

3.G Describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms [neighborhoods, parks, shopping centers, colonies] and the like.

3.H. Examined the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

3.J Observe and speculate about social and economic effects of environmental changes and crisis resulting from phenomena such as floods, storms, and drought.

Individual Development & Identity

4.E. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices;

4.G. Analyze a particular event to identify reasons individuals might respond to it in different ways.

Power, Authority, & Governance

6.F. Identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.

6.G. Explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts

Science, Technology, & Society

8.b identify and describe examples in which science and technology have led to changes in the physical environment such as the building of dams and levees, offshore oil drilling, medicine from rain forests....

Global Connections

9.B Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

9.D Explore causes, consequences, and possible solutions to persistent contemporary, and emerging global issues

FLORIDA STANDARDS (CPALMS.org)

4th Grade SOCIAL STUDIES

SS.4.A.1.1	SS.4.G.1.1
SS.4.A.1.2	SS.4.G.1.2
SS.4.A.2.1	SS.4.G.1.3
SS.4.A.3.1	SS.4.G.1.4
SS.4.A.4.1	SS.4.CG.3.1
SS.4.A.4.2	SS.4.E.1.1
SS.4.A.6.1	SS.4.E.1.2
SS.4.A.6.2	SS.4.FL.1.1
SS.4.A.6.3	SS.4.FL.1.7
SS.4.A.7.1	SS.4.FL.6.1
SS.4.A.7.2	SS.4.FL.6.3
SS.4.A.7.3	SS.4.FL.6.4
SS.4.A.8.2	

5th Grade SOCIAL STUDIES

SS.5.A.1.1
SS.5.A.1.2
SS.5.G.2.1
SS.5.A.4.1
SS.5.A.6.3
SS.5.G.1.1
SS.5.G.1.3

GIFTED STANDARDS

G.K12.3.2.1h
G.K12.4.2.3d
G.K12.4.2.4b
G.K12.4.2.4d
G.K12.6.2.1 b

SCIENCE STANDARDS

SC.4.E.6.6
SC.4.L.16.4
SC.8.N.1.In.4

5th Grade VISUAL ARTS

VA.4.C.1.2
VA.5.C.1.2