

# Make Us Visible Florida Activity Book

## Answer Key and Additional Resources

Make Us Visible has collaborated with ADMERASIA to develop this eight-unit K-5 activity book focused on Florida-based Asian American history. The book showcases key locations and influential figures, from the historic Mills 50 district to citrus industry trailblazer Lue Gim Gong.

Here, you will find the answer key for select worksheets in the MUVFL coloring book, additional resources and Florida educational standards. If you've arrived here and want to learn more about the coloring book, please reach out to us at [hello@makeusvisible.org](mailto:hello@makeusvisible.org).

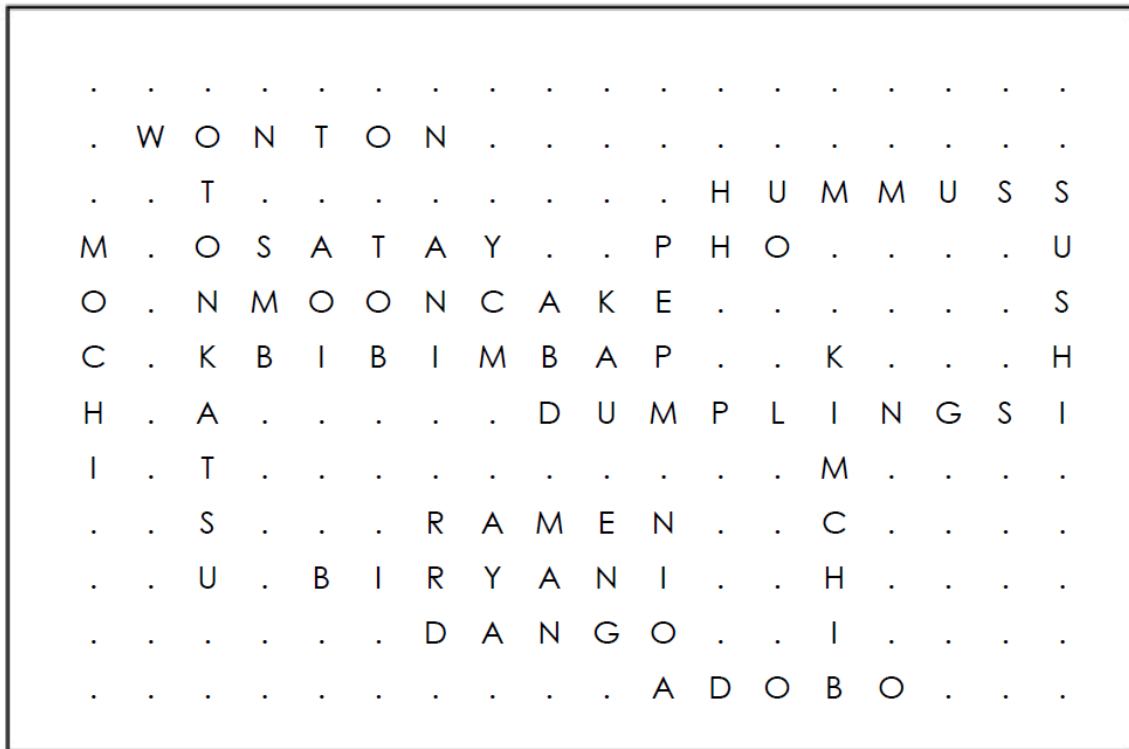
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## Activity Book Answer Key

*\*Note that not all worksheets from the MUVFL activity book need answer keys, or some activities already have the answer key within the page.*

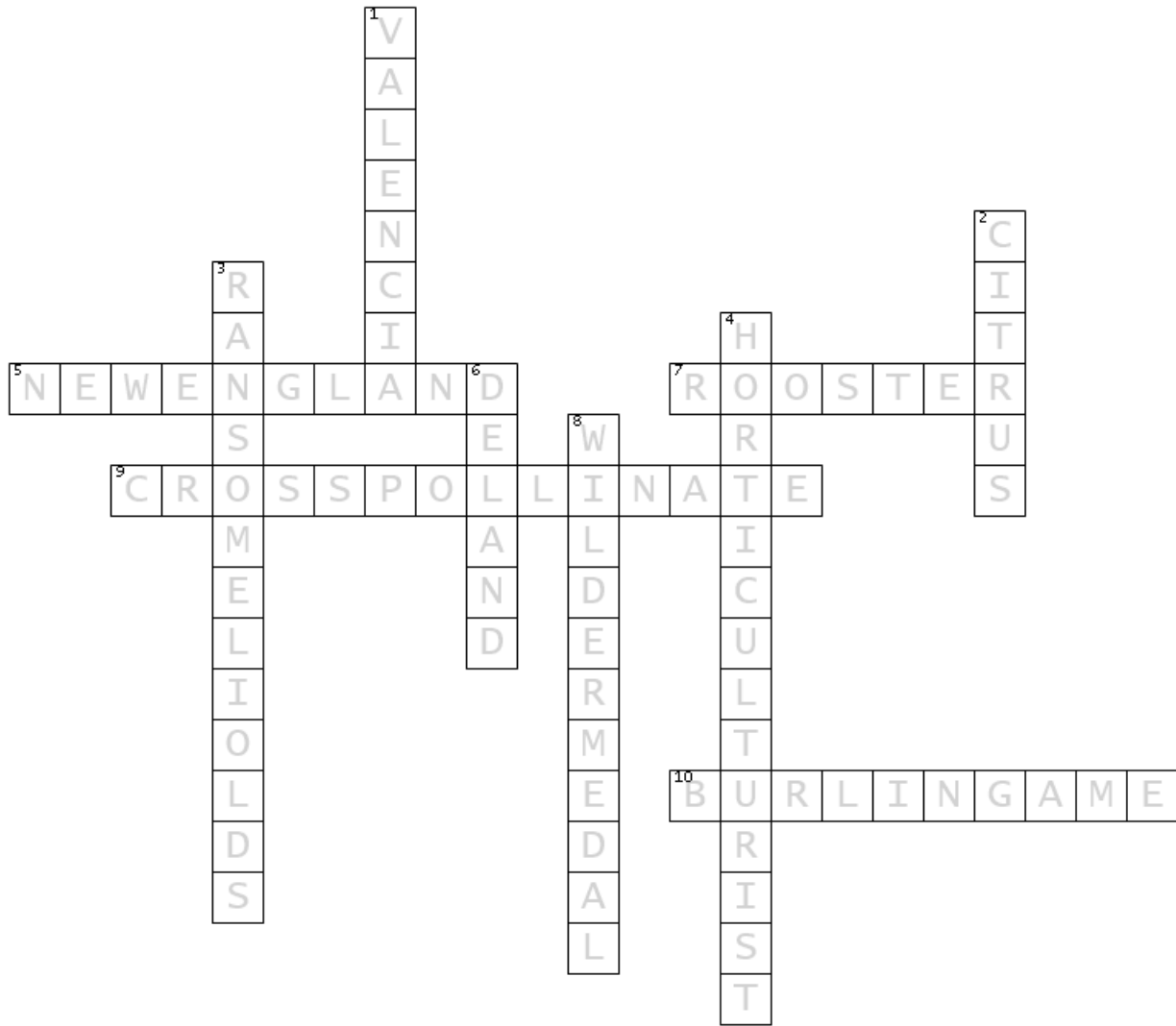
### Page 13 (ASIAN FOOD WORD SEARCH)



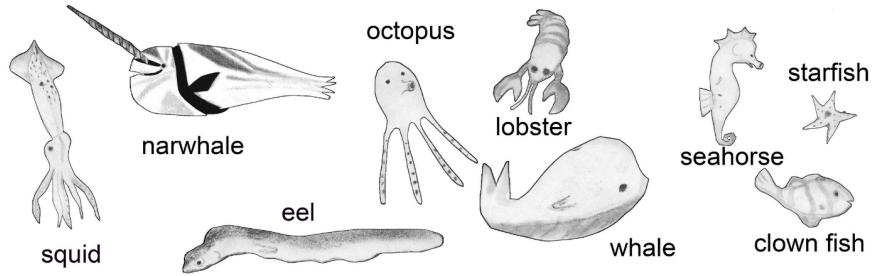
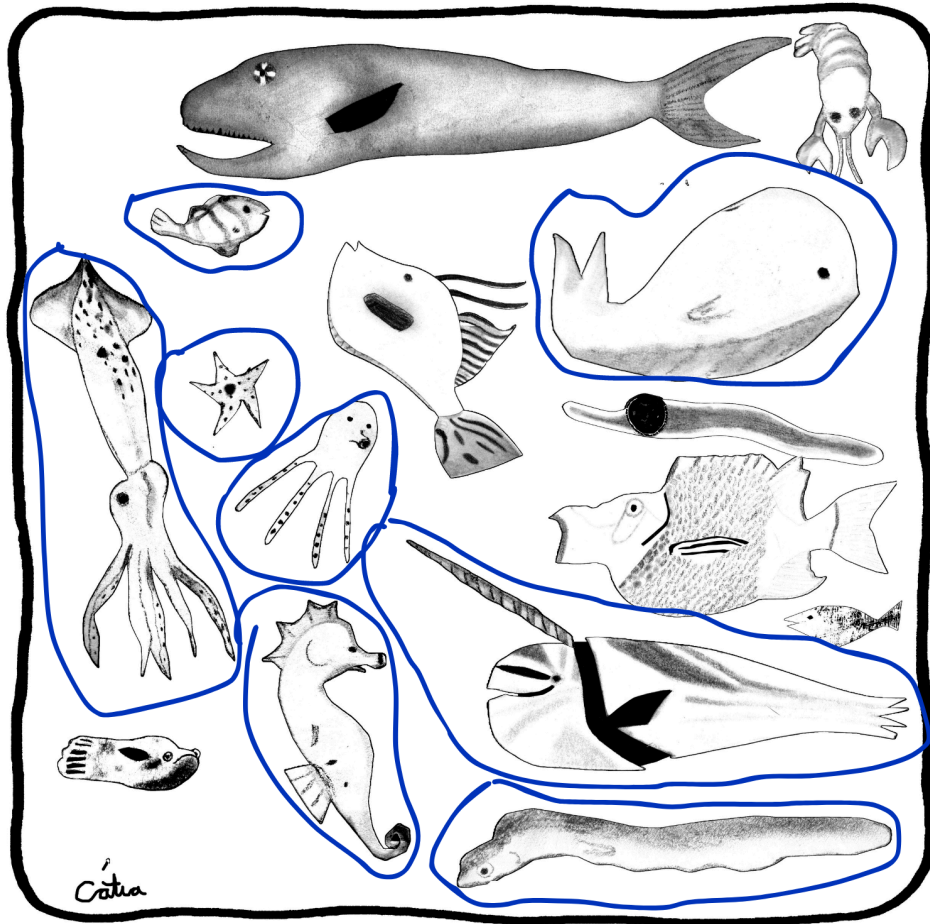
Books and resources to learn more about Asian American food:

- [Very Asian Guide series](#)
- [Fun With Asian Food](#) by Devagi Sanmugam
- [Amy Wu and the Perfect Bao](#) by Kat Zhang
- [Magic Ramen: The Story of Momofuku Ando](#) by Andrea Wang

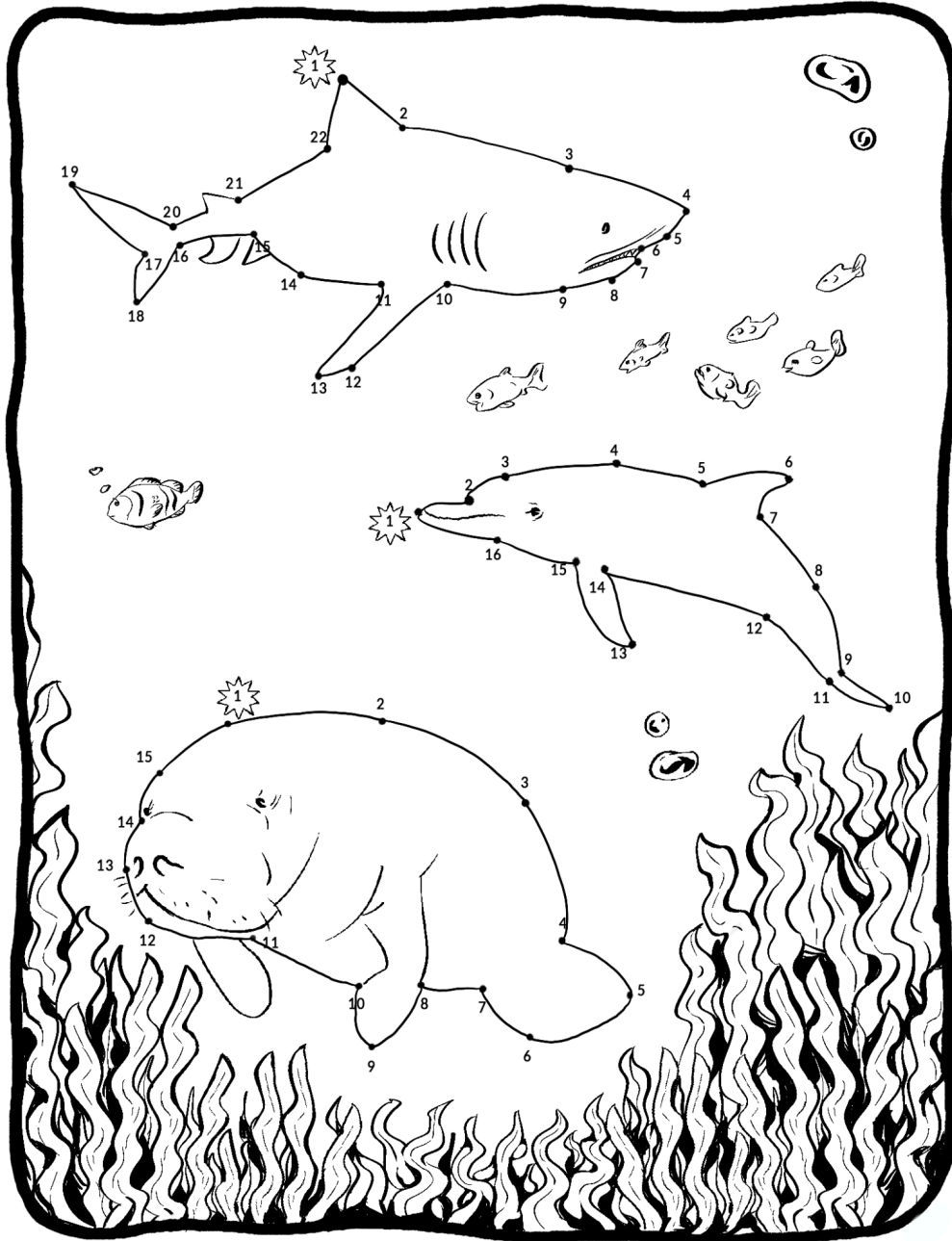
Page 20 (CITRUS VARIETIES CROSSWORD)

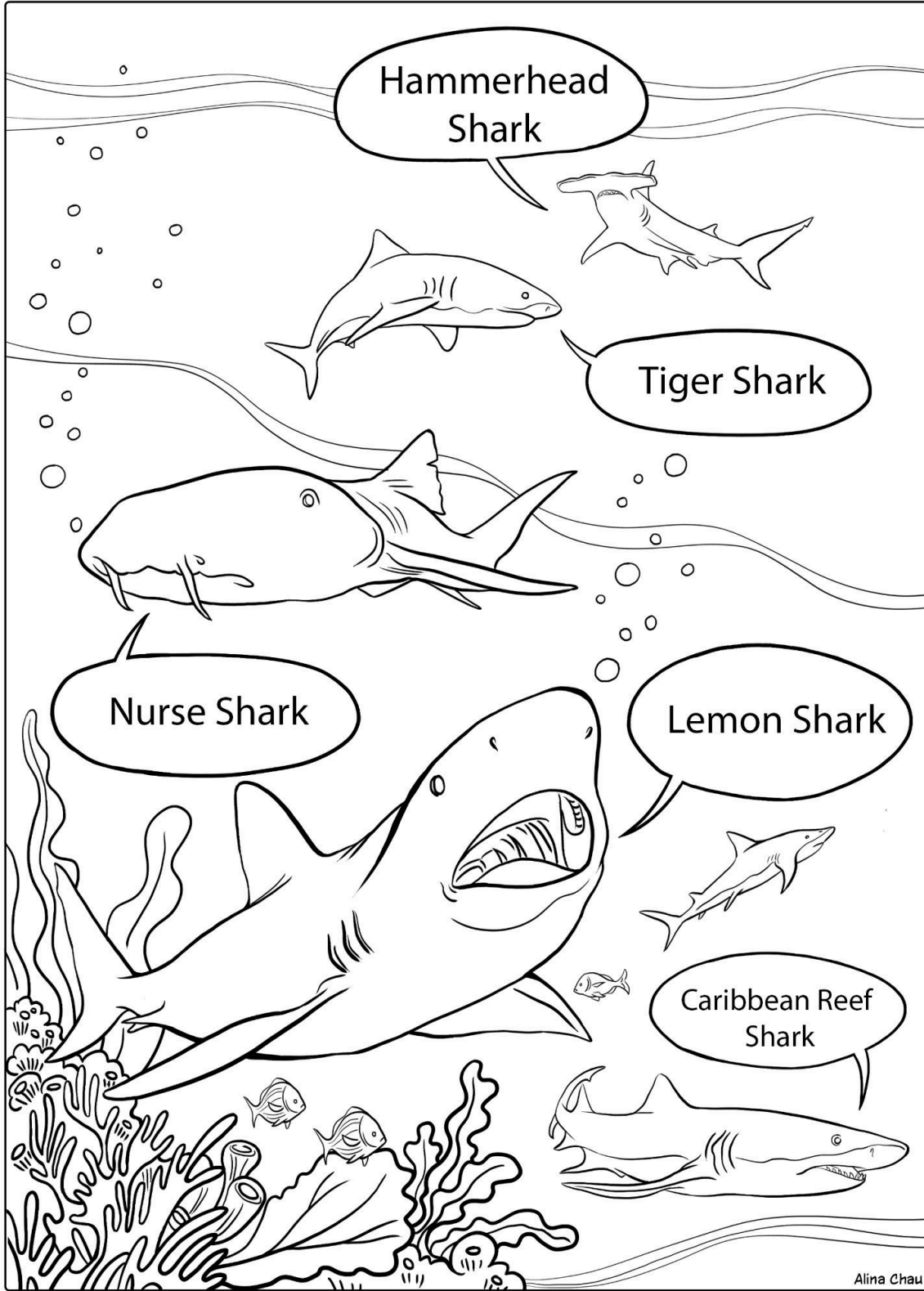


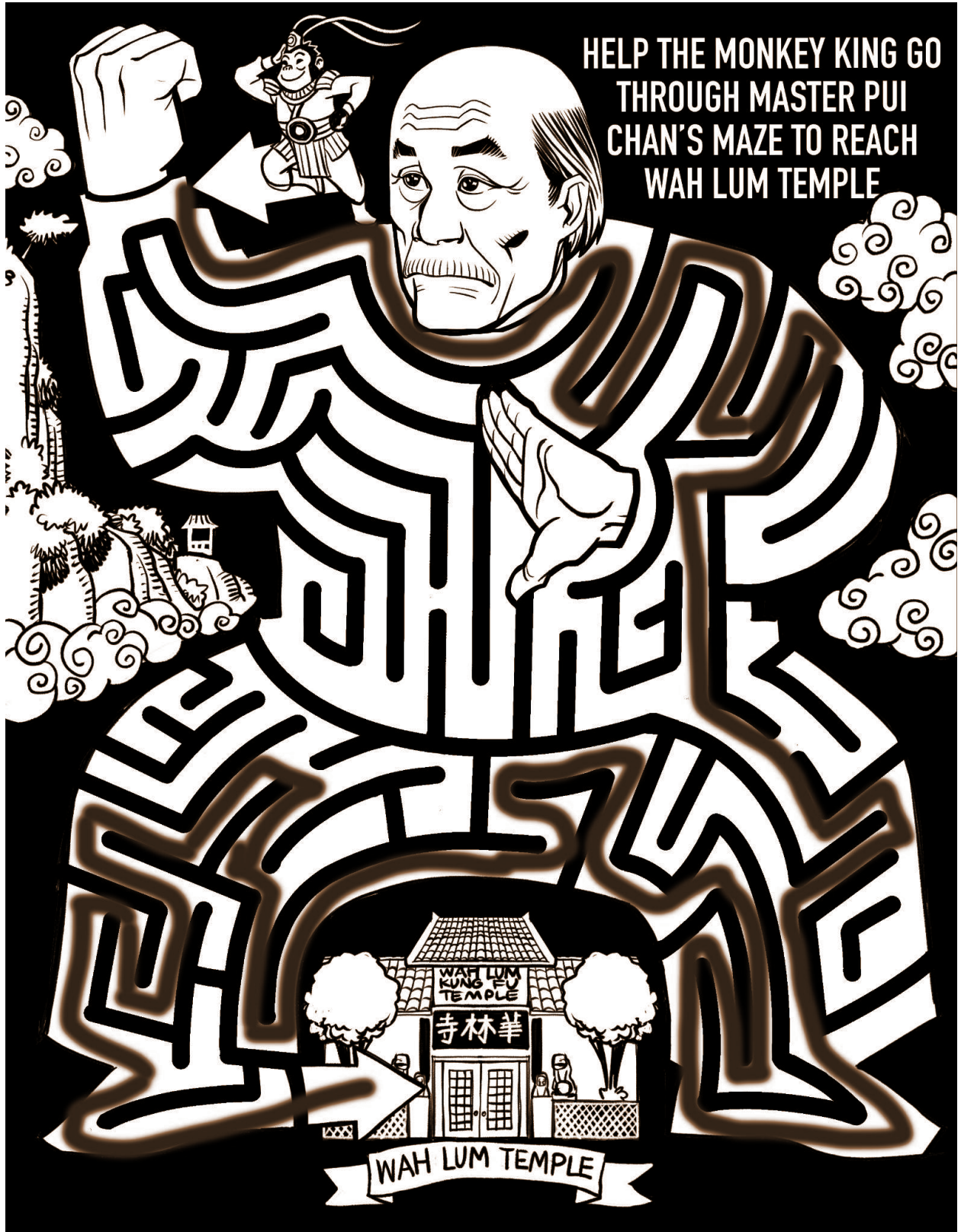
Page 24 (FIND THE MARINE ANIMALS)



Page 25 (MARINE ANIMALS DOT-TO-DOT)







## Additional Resources

To learn more about the Floridan AAPI pioneers and places of distinction found in the MUVFL activity book, feel free to visit any of the resources and links (accessible as of January 20, 2024).

### Mills 50

- [Mills 50 official website](#)
- [The metamorphosis of Mills 50](#) - The Community Paper
- [An up & coming neighborhood: Orlando's Mills 50](#) - ModernCities.com
- [How Orlando's Mills 50 district turned into thriving Asian American community](#) - Click Orlando

### Lue Gim Gong

- [The Great Freeze of 1894-1895](#)
- [The Citrus Wizard of Florida](#) - U.S. Department of Agriculture
- [The Citrus Wizard: Lue Gim Gong](#)
- [Lue Gim Gong collection](#)
- [Lue Gim Gong: A Chinese American Pioneer and the Citrus Wizard of Florida](#)

### Eugenie Clark

- [Eugenie Clark](#) - Encyclopedia Britannica
- [Dr. Eugenie Clark](#) - National Ocean Service
- [MOTE Marine Laboratory and Aquarium](#)
- [Eugenie Clark, Ph.D. \(1922-2015\)](#) - Archives of Maryland

### Mimi Chan

- [A Girl Worth Fighting For](#) - Yale Daily News
- [Wah Lum Temple](#)
- [Sifu Mimi Chan](#)

### Pui Chan

- [About Grandmaster Chan Pui](#) - Wah Lum Temple
- [Pui Chan: Kung Fu Pioneer Documentary](#)

### Yamato Colony

- [FROM AIRBASE TO CAMPUS](#) - Florida Atlantic University
- [Yamato Colony: A Japanese Presence in South Florida](#) by George E. Pozzetta\* and Harry A. Kersey, Jr.



- [Morikami Museum and Gardens](#)
- [Yamato Colony](#) - Boca Raton Historical Society

## Jacksonville Filipino American Community

- [Language data for the Philippines](#) - Translators Without Borders
- [Honoring Filipino WWII Veterans this Filipino American History Month](#) - The White House
- [US Census of Filipino Americans](#)
- [Making it in America, Filipinos of Jacksonville](#) - Tampa Bay Times
- [U.S. Navy in Florida](#) - Florida Department of State
- [The story of Jacksonville's Filipino community](#) - The Jaxson

## Historical Temples of Florida

- [Hindu Temple of Florida](#)
- [Wat Kanteyaram](#)
- [Guang Ming Temple](#)
- [Wat Buddharangsri](#)
- [Devi Temple of Florida](#)
- [Shiva Vishnu Temple of South Florida](#)
- [Hindu Society of North East Florida](#)
- [Fo Guang Shan Miami Temple](#)
- [White Sands Buddhist Center](#)

## Florida Educational Standards

Biographies of AAPI pioneers/places of distinction, along with selected worksheets below from the MUVFL activity book were reviewed by Florida-certified teachers in the elementary and middle school grades:

- Design Your Own Mural (page 13)
- Create Your Own Recipe (page 14)
- Citrus Life Cycle (page 19)
- Citrus Varieties Crossword (page 20)
- Label the Sharks (page 26)
- Make Your Community a Better Place (page 30)
- Learn About Mulan (page 31)
- How Plants Grow (page 42)
- Where Does It Come From? (page 43)
- Reading a Map (page 44)
- Favorite Foods (page 48)
- Kapwa (page 50)
- Expressing Gratitude (page 57)

As social studies and ELA standards vary across the K to 5 grades, educators can look at each biography to discern what standards can apply to each one, whether it's used to learn about historical facts, interpret text elements, or another type of educational-based activity.

Activity worksheets were reviewed using Florida social studies standards and ELA B.E.S.T. standards. The foundations within these worksheets should be able to hit benchmarks for the following standards:

DESIGN YOUR OWN MURAL	CREATE YOUR OWN RECIPE	CITRUS LIFE CYCLE
ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.	ELA.2.C.1.4 Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.	SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.

ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	SC.4.L.16.4 Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.
ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	
ELA.4.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	ELA.4.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	
ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.	

<b>CITRUS VARIETIES CROSSWORD</b>	<b>LABEL THE SHARKS</b>	<b>MAKE YOUR COMMUNITY A BETTER PLACE</b>
ELA.1.R.2.2 Identify the topic of and relevant details in a text.	SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.	SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.
ELA.2.R.2.2 Identify the central idea and relevant details in a text.		SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text.		SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.
ELA.4.R.2.2 Explain how relevant details support the central idea, implied or explicit.		

ELA.5.R.2.2 Explain how relevant details support the central idea(s), implied or explicit.

LEARN ABOUT MULAN	HOW PLANTS GROW	WHERE DOES IT COME FROM?
ELA.3.R.3.2 Summarize a text to enhance comprehension.	SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.	SS.K.A.1.1 Develop an understanding of how to use and create a timeline.
ELA.3.R.1.2 Explain a theme and how it develops, using details, in a literary text.	SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.	SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.
ELA.1.R.1.1 Identify and describe the main story elements in a story.		SS.1.E.1.4 Distinguish people as buyers, sellers, and producers of goods and services.
ELA.2.R.1.2 Identify and explain a theme of a literary text.		SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.
ELA.4.R.2.2 Explain how relevant details support the central idea, implied or explicit.		
ELA.4.R.3.2.a Include plot and theme for a literary text.		

READING A MAP	FAVORITE FOODS	KAPWA
SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.	ELA.2.C.5.1 Use one or more multimedia element(s) to enhance oral or written tasks.	SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.	ELA.3.C.1.4 Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.	SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.
	ELA.4.C.1.4 Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.	SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

<b>EXPRESSING GRATITUDE</b>	ELA.2.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
ELA.2.C.1.3 Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.	ELA.3.C.1.5 Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.
ELA.3.C.1.3 Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	ELA.4.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.
	ELA.5.C.1.5 Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

For additional information on Florida standards and benchmarks, go to:

- [Florida Social Studies standards](#)
- [Florida B.E.S.T. standards](#)

Thank you to the following Florida-certified educators who graciously took their time to review the MUVFL activity book:

- Laird Cain, M.Ed
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