

The Puerto Rican Connection

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Grade Level	7 and High School
Duration	4 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

10. The characteristics, distribution and complexity of Earth's cultural mosaics

AZ Standards

ELA

Writing

Production and Distribution of Writing

7.W.4 and 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge

7.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools helps individuals understand their world.

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.
HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions.

Human-environment interactions are essential aspects of human life in all societies.

7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.

7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.

HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.

Overview

Puerto Rico and the United States have a unique connection. By exploring its government, immigration patterns, and contributions to American culture; students will better understand this connection.

Purpose

In this lesson, students will learn how Puerto Rico's government works, why and where Puerto Ricans immigrated in the US, and the contributions of Puerto Rican Americans to American society.

Materials

- Puerto Rico Government Fact Sheet
- Scoring Guide for Puerto Rico Government Time Line
- History of Puerto Rican Migration reading
- Puerto Rican Migration map (unlabeled)
https://geoalliance.asu.edu/sites/default/files/maps/PR_Migration.pdf and (labeled)
https://geoalliance.asu.edu/sites/default/files/maps/PR_Migration_Labeled.pdf
- Lyrics to "America" (from musical West Side Story 1956)

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- Migration History Chart and Answer Key teacher
- transparency of Migration History Chart
- Lyrics Analysis Chart and Answer Key
- Puerto Rican Migration map (labeled and unlabeled)
- Friendly Letter Prompt and Scoring Guide
- List of Notable Puerto Rican Americans
- Poster Scoring Guide
- The Puerto Rican Experience PowerPoint (optional)
- Poster paper, markers
- Computer, Internet, and projection device
- Student access to Internet and computers

Objectives

The student will be able to:

1. Create a time line.
2. Create a chart identifying the push-pull factors.
3. Map major migration routes.
4. Write a friendly letter.
5. Create a poster describing the contribution(s) of a notable Puerto Rican American

Procedures

Prerequisite Skills: Students know how to make a time line, how to write a friendly letter, and have a basic understanding of the three branches of the federal government.

Note: This lesson contains 4 sessions. All of the sessions can be done or the teacher can pick which ones to do.

SESSION ONE

1. Distribute the Puerto Rico Government Fact Sheet. As a whole group, close read and discuss the Fact Sheet. Have students highlight or underline important dates and facts in a consistent manner (ex: circle dates) as you prescribe.
2. Next, review how a time line is constructed. Distribute and explain the Scoring Guide for Puerto Rico Government Time Line. Have students complete the time line as homework if necessary.

SESSION TWO

1. Instruct students on the difference between push-pull factors. Push factors are those things that are reasons for leaving a place. Pull factors are those things that are attracting a person to live in a new place.
2. Distribute the History of Puerto Rican Migration reading and the Migration History Chart. Then read

and highlight or underline the important information. At the same time, have students fill out the appropriate sections of the Migration History Chart.

3. When done, go over the chart so students may add or adjust information.

4. Then, as a whole class or individually, have students label the blank Puerto Rican Migration map https://geoalliance.asu.edu/sites/default/files/maps/PR_Migration.pdf

5. If time permits, show The Puerto Rican Experience Power Point.

SESSION THREE

1. Distribute and choral read the Lyrics to “America” with the boys and girls vocalizing their respective parts.
2. Distribute the Lyrics Analysis Chart and have students complete the chart looking at their Lyrics to “America” handout. Go over the suggested answers so they may add or adjust information.
3. Review the friendly letter format and pass out the Friendly Letter Prompt and Scoring Guide. Have students complete their letters as homework if necessary.

SESSION FOUR

1. Begin the session by showing The Puerto Rican Experience Power Point. (If it was not already shown.)
2. Distribute the List of Notable Puerto Rican-Americans and the Poster Scoring Guide. Have students complete the poster independently or as a small group.

Assessment

Geography

The time line may be assessed for a grade using the Scoring Guide for Puerto Rico Government Time Line. A score of 80% or higher is considered mastery.

The map and various charts can be scored for completeness and accuracy. Master will be considered 90% or higher.

ELA and Geography

The friendly letter may be assessed for a grade using the Friendly Letter Prompt and Scoring Guide. A score of 80% or higher would be considered mastery.

The poster can be assessed for a reading and writing grade using the Poster Scoring Guide. A

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score of 80% or higher would be considered mastery.

Extensions

Students could research and report on how the United States acquired and governed other former and current territories, such as Hawaii, Guam, the Philippines, the Virgin Islands, Samoa, and the Northern Marianas. They could also map the locations of these territories and chart the numbers of people immigrating from these territories to the mainland US. They might also look at the push-pull factors at work in their immigration stories.

Sources

Puerto Rico, American Geographic Society, 1957

Puerto Rico, Cobblestone Publishing Company, 1997

Pioneros: Puerto Ricans in New York City 1896-1948, Felix V. Matos-Rodriguez and Pedro Juan Hernandez, Images of America series, Arcadia Publishing, 2001

“A Geography Undergraduate Course in Multiculturalism”, John W. Frazier, Journal of Geography, 2008
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