Primary Source Learning Activity

Section I

1. **Title of Lesson:** Immigration: Puerto Rican/ Cuban

2. **Overview:**
   For hundreds of years people from all over the world have immigrated to the United States. Some of those Spanish speaking immigrants are the Puerto Ricans. Thousands of Puerto Ricans have crossed over the U.S. boarders—legally and illegally. In doing so, they have changed the face of the American culture in many ways. Why did these people move here? There were, and still are, many reasons that these people came to the U.S. Some of those include looking for a better life, finding the “American dream,” or just starting something new. Over the years, these people have impact our food, music, sports, and even the languages we speak. In this unit, we will discover more answers to why, where, how these people got here and how they came to impact our lives.

3. **Learning Goals:**
   Students will be able to:
   - Examine the affects, both positive and negative, of Puerto Rican immigration on the United States and the affects immigration and U.S. colonization had on the Puerto Ricans.
   - Consider how these immigrants affect their lives or change how their lives are today
   - Compose an essay/report on the above named topics
   - Name and identify Spanish vocabulary for various words dealing with immigration found in the LOC presentation.

4. **Time Required/Duration of Activity:** 9-10 class periods at 41 minutes each.

5. **Recommended Grade(s):** Grades: 9-10

6. **Subject:**
   - Social Studies
   - Spanish

7. **Credits:**
   Julie Cloak, Union High School Spanish Teacher

*Content adapted from the Library of Congress, Online Activity/Presentation (similar to a webquest)*

“is the result of a collaborative effort between the Library of Congress’ Learning Page staff, members of other Library divisions and services, and consultants and contractors” as listed below:
The feature presentation is the result of a collaborative effort between the Library of Congress' Learning Page staff, members of other Library divisions and services, and consultants and contractors.

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We thank all who contributed to this work and acknowledge with great appreciation the diverse expertise that created this feature presentation.

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8. **LDC Teaching Task:**

**Task 21 (Informational or Explanatory/Analysis):** In what ways have the immigration of Puerto Ricans affected the United States and also you personally? After reading the Library of Congress’ Document, and the Primary Sources found within it, on the immigration of Puerto Ricans, write an report in which you analyze the immigration of Puerto Ricans to the United States, providing examples to clarify your analysis. What conclusions or implications can you draw?

L2 Address the credibility and origin of sources in view of your research topic.

L3 Identify any gaps or unanswered questions.

Lesson Extension: Include a bibliography.
Section II

9. **PA Common Core Standards:**
   
   - RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
   - RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
   - RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
   - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
   - RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
   - RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.
   - RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

10. **Materials Used:**

    a. Immigration Presentation on Library of Congress Website
    
    b. Primary Sources in the Presentation: Maps of Puerto Rico, Pictures of migrants, Posters, etc.
    
    c. Spanish vocabulary list and Prezi/ Powerpoint to go along with teaching them these words and worksheet
    
    d. Questions to go along with Presentation
    
    e. Graphic Organizer to gather ideas to write report/essay
    
    f. Primary Informational Text on Immigration Statistics
    
    g. Primary Source Analysis Tool (x 3)
    
    h. Teacher on Your Shoulder Activity Sheet
    
    i. Puerto Rican Country Scene photograph (number 1 under resources used)
    
    j. George’s "Child Life and Education in Puerto Rico” excerpts (number 2 under resources used)
    
    k. Audio File of Manuel Rodriquez (number 3 under resources used)
    
    l. Picture of American farmers in 1900s.
11. **Resources Used:**


   <http://www.loc.gov/item/afcwip004018>.


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**Section III**

12. **Instructional Procedures:**

- **Day 1: Mini Task 1**
  - **Skills:** Students will develop ability to analyze a photo for content, assumptions, and create questions from examining a photo. Students will be able to have an understanding of why immigrants would want to leave their homeland and come to the U.S.
    - 1st activity, before students have read any other information about immigration or Puerto Rico. Give students a KWL chart. Ask them to fill in what they already know about Puerto Rico and what they want to know about it. Students turn it in.
    - give the Puerto Rican Country Scene Photo (labeled #1 in the resources section.) to students
    - give students access to the Online TPS Primary Source Analysis Tool
    - explain to students that they need to look at this picture and answer the questions on the guide.
      - need to write as much as they can
create any questions they can think of regarding what they want to know

- Students share their responses with a neighbor.
- We will then go over a few responses as whole class and write the on the whiteboard.
- Writing Task:
  - Give students picture of American farmers during same time period. (number 6 under resources)
  - Ask them to compare and contrast the pictures of the Puerto Rican Farmers and the American farmers. In 2 paragraphs, explain which place would you rather have to live/work. What from the pictures makes you chose this option? Why might one want to leave one place or the other behind? (See attached rubric for assessment grading).
  - Introduce the topic of Immigration and explain that we will finding out how the U.S. was affected by Puerto Rican immigration in particular.

Day 2: Mini Task 2

- SWBAT: evaluate the lives of children in Puerto Rico at the time immigration into the U.S. was beginning; compare their childhood education with that of the children of Puerto Rico; understand why Puerto Ricans would want to immigrate to another country; read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
- Mini Task 2: Have students complete a pre-writing activity: Have them write about the following topics: what was elementary school like? What do they like about school? What do they not like about school?
- Share ideas with the class on the writeboard.
- Hand out “Child Life” and “Education in Puerto Rico” excerpts as well as the “Teacher on Your School Sheet.”
- Tell students they are going to read about children and education in Puerto Rico; They need to read through the document one time without stopping. Then go back to the TYSS and read through the questions. They need to start reading again, stopping when necessary, to answer questions.
- After they are done reading, they should answer the two questions at the bottom of the chart.
- When students are finished, take student volunteers and go over multiple answers for each question.
- Discuss orally if this is how they would have liked their childhood to be.
- Talk about how this impacts Puerto Rican immigration into the United States. (people wanted to leave this behind, wealthy sent their children to U.S. for education, led to more immigration of families looking for better lives, etc.)

Day 3: Mini Task 3

SWBAT: Name and identify Spanish vocabulary for various words dealing with immigration found in the LOC presentation.

- Introduce list of Spanish vocabulary related to immigration and Puerto Rico (Words in Spanish: immigrant, Puerto Rican, boat, ocean, cuatro, new life, education, farmer, etc.)
- Use Prezi, pictures of words and Spanish word underneath. Students write down words in notes. Practice words by asking students questions orally, asking students to identify an object, draw an object, or point out an object. Students answer orally and in writing. Give students vocabulary practice worksheet for homework.
Day 4: Mini Task 4
**SWBAT:** Examine the affects, both positive and negative, of Puerto Rican immigration on the United States and the affects immigration and U.S. colonization had on the Puerto Ricans; use their listen skills to comprehend and answer questions; compare or imagine what migrating and coming to a new place might be like.

- Review Spanish vocabulary at the beginning of class.
- Have students look back to their textbooks on pg. 190 and 191. Have them review the information about the ‘cuatro.’ Ask students to write down what the instrument is, what it is used for, and who uses it. Review the answers.
- Propose the following question to the student: If you were moving to another country and you could not take much with you, what 3 threes would you definitely take with you? Student write down their answers and then write answers on white board.
- Discuss that many immigrants could not take much with them. They were restricted on small boats or if they came in illegally, they probably didn't bring anything at all.
- Pre-write question: What would you do if your xbox or ipod was what you chose to take with you as one of your few possessions but they did not work in that country? Students write their responses and then review as a class.
- Explain that the cuatro and the people that brought it over experienced this type of situation. Not just with the cuatro but with other things like food—not having their ingredients in the grocery stories, etc.
- Tell them the audio file they will hear talks about a man in this situation. Give students questions to answer as they listen to the audio file: Do you think this man a first generation immigrant or second? What did he do with his cuatro for a long time? What does he want to do? He mentions a man that has a cuatro, but doesn't know how to play it?—What does this tell you? What does he saw about the Puerto Ricans in the park? What does this tell you about Puerto Rican immigration?, etc.
- Play the audio file multiple times. Students turn in their work.

Days 5 and 6 Mini Tasks
**SWBAT:** Examine the affects, both positive and negative, of Puerto Rican immigration on the United States and the affects immigration and U.S. colonization had on the Puerto Ricans; read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

- Review Spanish vocabulary at the beginning of class with questions and pictures.
- Hand back student work on the audio file and review.
- Tell students that we are going to dive deeper in immigration today. Have website projected for students or share it with them on google drive: [http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/cuban.html](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/cuban.html)
- Give students the Teacher on Your Shoulder WS. Tell them to read through the TYS worksheet first so they know where they need to stop and answer questions. Also give students the Teaching Task. Read through the task together, so they know what is expected of them. (This will just give them an idea of what they will be writing about soon).
They then need to move through the Puerto Rican Immigration Presentation on the website stopping to answer the questions on the TYS. Remind them that they should not go on to the Cuban immigration part of the presentation.

Students work on laptops individually to go through the Immigration presentation. Turn in work when they are done.

Day 7: Mini Task - Paideia Seminar --- May need an additional day for this.

**SWBAT:** Examine the affects, both positive and negative, of Puerto Rican immigration on the United States and the affects immigration and U.S. colonization had on the Puerto Ricans; read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. “Engage in effective whole group discussion, build on other's ideas an express their own clearly, respond to text with questions and comments that bring the dialogue back on topic citing text as needed, use speech and language that demonstrates a command of formal English” (Linda Muller).

- Review Spanish Vocabulary at the beginning of class.
- Go over teacher corrected “Teacher on Your Should” Worksheets that the students did for the Presentation. This will hit background information for the Paideia Seminar discussion.
- Give each student a copy of “Puerto Rico and The United States” and “American Perceptions, Puerto Rican Realities” (number 5 under resources).
- Each student reads the short article silently.
- Once students are done reading the article, tell them we are going to have an open discussion but there are a few rules. No rising of hands is necessary, but you must be courteous to others; don’t try to talk over someone. No vulgar language is to be used, do not exclude anyone from the conversation; you may debate, but not argue. Use information from the text or what we have learned to back yourself up.
- Propose the following questions to the students, moving discussion along with a new question when necessary: What is the overall idea of these two short articles?, How did the Puerto Rican landowners ‘go under’ and how did the U.S. play a role in this? How do you think this relates to the unemployment rate soon after? Was giving the Puerto Ricans citizenship a good thing or a bad thing? Was the U.S. going into their schools a good thing or a bad thing? What do you think about the Puerto Ricans being available to be drafted but not represented in Congress?
- Writing: Wrap up discussion and propose the following question to students: If you were in the U.S. around 1930s-50s, how would you feel about the Puerto Ricans coming into the country? Or if you were Puerto Rican, how would you feel about the U.S. taking control of your country?
- Students write their responses down and turn them in.
- Tell students that they need to start working on their essays/reports as described in their task. There will be a work day in class tomorrow, but then they will be working on the essay outside of class. A rough draft will be due in 2 days.
Section IV

13. **Assessment:**

**Skills:** Students will develop ability to analyze a photo for content, assumptions, and create questions from examining a photo. Students will be able to have an understanding of why immigrants would want to leave their homeland and come to the U.S.

**Formative Assessment Rubric:**

<table>
<thead>
<tr>
<th>Assessment Topic:</th>
<th>In analyzing the two pictures, compare and contrast the Puerto Rican Farmers and the American farmers. In two paragraphs, explain which place you would rather have to live/work. What from the pictures makes you chose this option? Why might one want to leave one place or the other behind?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency Level</strong></td>
<td><strong>Scoring Element Description</strong></td>
</tr>
<tr>
<td>Foundational</td>
<td>Student tells which 'picture' they would rather be in, but does not explain why or use details from the picture to explain.</td>
</tr>
<tr>
<td></td>
<td>Student does not comment on why one might want to leave one place or the other.</td>
</tr>
<tr>
<td></td>
<td>Student writes 1 paragraph or less; fragmented sentences.</td>
</tr>
<tr>
<td>Emerging</td>
<td>Student tells which 'picture' they would rather be in and does some explaining, but does not use any details from either picture to explain why.</td>
</tr>
<tr>
<td></td>
<td>Student may comment on why one might want to leave one place or the other but does not explain in detail (uses 1 sentence or less).</td>
</tr>
<tr>
<td></td>
<td>Student writes approximately 1 paragraph.</td>
</tr>
<tr>
<td>Distinguished</td>
<td>Student discusses both pictures and uses multiple examples from both to explain why he/she would want to live/work in that place instead of the other.</td>
</tr>
<tr>
<td></td>
<td>Comments and explain why one would want to leave one life or the other behind due to the homes, lack of clothing, hard work, etc. that the people in the picture faced.</td>
</tr>
<tr>
<td></td>
<td>Writes 2 paragraphs with complete sentences.</td>
</tr>
</tbody>
</table>

**Summative Assessment Method:**

I will use the LDC Rubric- Informational/ Explanatory to grade the larger writing task outlined in my LDC Teaching Task.