

FACES®

PUERTO RICO

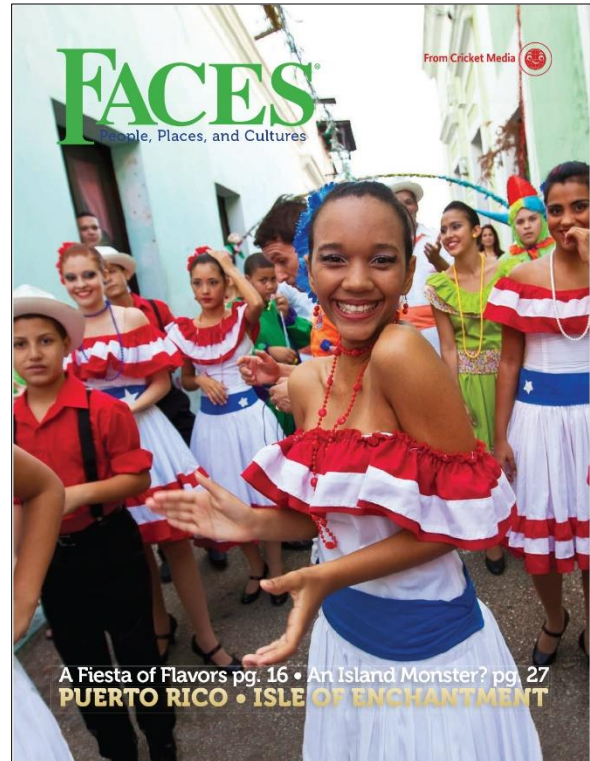
Students will explore the history and culture of Puerto Rico, including the influence of Spanish and American culture on its historical and cultural development.

CONVERSATION QUESTION

How have other cultures influenced Puerto Rico's development?

TEACHING OBJECTIVES

- Students will learn about the history and culture of Puerto Rico
- Students will explain how cultural patterns influence the daily lives of people in both nearby and distant places
- Students will explain probable causes and effects of events and developments
- Students will analyze economic patterns, including activity and interactions between and within nations
- Students will obtain, evaluate, and communicate information



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- A Small Island with a Big Heart
Expository Nonfiction, ~1150L
- La Cocina Boriquén—A Fiesta of Flowers
Expository Nonfiction, ~1150L
- San Juan: The Jewel of the Caribbean
Expository Nonfiction, ~1250L

A Small Island with a Big Heart

pp. 8–11, Expository Nonfiction

This article explains cultural influences on Puerto Rico over time as well as aspects of the island's geography and economy that affect people's daily lives. Use it to help students recognize cultural patterns.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns influence the daily lives of people in both nearby and distant places
- Students will analyze the causes and effects of historical developments

KEY VOCABULARY

- **plantation (p. 8)** an area of land on which crops are grown for commercial purposes
- **commonwealth (p. 8)** a political unit that is part of larger political organization, such as the United States
- **unincorporated territory (p. 8)** an area controlled by the United States that has not been admitted as a state

ENGAGE

Conversation Question: How have other cultures influenced Puerto Rico's development?

Before reading the article, ask students to share what they know about plantations established in North America and the Caribbean. Explain that these regions were used to grow crops and gather resources to grow the economies of Spain and eventually the United States. Then ask students to hypothesize how the establishment of plantations might have affected the economic welfare of Puerto Rican citizens.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to use these words to help them predict the answers to the questions in the Read & Discuss section below.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- How did Spanish influences shape the everyday life of Puerto Ricans?
- What is the relationship between Puerto Rico and the United States?
- How did American influences shape the economic development of Puerto Rico?

CONCEPT FOCUS: EXPLAIN CULTURAL PATTERNS

INSTRUCT: After reading the article, have students work in small groups to analyze how both Spanish and American influences affected the economic development of Puerto Rico. Ask them to point out differences and similarities in how each country affected the daily lives of people living in Puerto Rico.

ASSESS: Have students write a two-paragraph summary of the impact of Spanish and American influences on Puerto Rico's economic development, including how it affected the daily life of people living in Puerto Rico.

EXTEND

Social Studies European colonization and settlement of North America and the Caribbean had devastating effects on native populations. Have students research how native populations in a particular region (e.g., Mexico/Western United States, Caribbean, New England, etc.) were affected by these processes. Then have students give a short oral presentation on their findings to the rest of the class.

La Cocina Boriquén— A Fiesta of Flavors

pp. 16–18, Expository Nonfiction

This article explores Puerto Rican culinary traditions and the cultural influences that have contributed to its development. Use it to help students understand cultural patterns.

Lexile Score: ~1150L



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how cultural patterns influence the daily lives of people in both nearby and distant places
- Students will analyze economic patterns, including activity and interactions between and within nations

KEY VOCABULARY

- cash crops (p. 16)** crops produced for their commercial value rather than for the grower's use
- slave trade (p. 16)** the gathering and selling of human beings as slaves, particularly the former trade run by European countries in North America
- fonda (p. 17)** an inexpensive restaurant
- indigenous (p. 18)** originating in a particular place

ENGAGE

Conversation Question: How have other cultures influenced Puerto Rico's development?

Ask students to name foods they like to make or go out to eat that originated in countries outside the U.S. Then ask students to hypothesize how immigration to the U.S. has affected the foods that are available to eat. Finally, explain that because of European colonization and settlement of Puerto Rico, Puerto Rico's culinary traditions reflect European influences.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then have students write a sentence that uses at least two words from the vocabulary list. Invite students to share their sentences.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- What cultures have influenced Puerto Rico's culinary traditions?
- How did Spanish colonization and settlement affect what foods were available in Puerto Rico?
- How did the importation of enslaved persons from West Africa affect how foods were prepared in Puerto Rico?

CONCEPT FOCUS: EXPLAIN CULTURAL PATTERNS

INSTRUCT: Have students work in small groups to create a list of all food items and cooking techniques mentioned in the article. Then ask groups to categorize each food according to which group introduced it: Tainos, Spanish Settlers, or Other Peoples.

ASSESS: Have students create a dinner recipe that incorporates foods and cooking methods from each of the groups mentioned above. Tell students to make sure their recipes include step-by-step directions and labels to identify the group that introduced each ingredient or cooking method.

EXTEND

Math Ask students to conduct research to determine what percentage of Puerto Rico's economy (i.e., its GDP) is generated through agricultural activity, manufacturing, and services. Have students create a pie chart to show how much each sector contributes to Puerto Rico's overall economy. This information should be readily available through online encyclopedias.

San Juan: The Jewel of the Caribbean

pp. 22–25, Expository Nonfiction

This article explains the geographic, political, economic, and historical importance of San Juan, Puerto Rico's capital city. Use it to teach students to identify causes and effects.

Lexile Score: ~1250L



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain probable causes and effects of events and developments
- Students will obtain, evaluate, and communicate information

RESOURCES

- Causes & Effects Organizer

KEY VOCABULARY

- inlet (p. 22)** a narrow strip of water that goes from a sea or lake into the land
- fortification (p. 22)** a defensive wall or other reinforced structure
- harbor (p. 22)** a part of a body of water along a shoreline deep enough to anchor a ship and protected from the open sea
- modular (p. 23)** made from a set of separate parts that can be joined together to form a larger object

ENGAGE

Conversation Question: How have other cultures influenced Puerto Rico's development?

Before reading the article, ask students to hypothesize why any historical buildings in your area were built and what their effect was on the people living there in the past as well as on people today. Then explain that this article discusses many of San Juan's important buildings—why they were built and the effects they brought about.

INTRODUCE VOCABULARY

Display the sentences below and have students choose words from the vocabulary list to complete them. Invite students to share their work.

- The Spaniards quickly realized the value of this small coastal _____, and it quickly became an important port, outpost, and gateway for exploration of the New World.
- Construction began in 1533, but the fort proved inadequate to guard San Juan's _____ entrance.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- Why did the Spanish believe that San Juan was an ideal location?
- What buildings and other architecture did the Spanish build in and around San Juan?
- How does the existence of Spanish architecture influence San Juan's development today?

CONCEPT FOCUS: EXPLAIN CAUSE & EFFECT

INSTRUCT: Explain that there are often several different causes behind the decision to build a new structure. Continue by explaining that in a similar way, the presence of a new structure often creates multiple effects. Have students work in pairs to complete the *Causes & Effects* organizer. Tell students that when thinking of effects, they should reflect on circumstances in the past as well as in the present.

ASSESS: Have students work independently to create a travel brochure for San Juan that describes three examples of historical architecture found there. Ask students to include an explanation of why each structure was built and the effects of each structure. Tell students to use the information in their *Causes & Effects* organizer to help them.

EXTEND

Science & Technology Have students research construction techniques used by the Spanish to build various types of structures in Puerto Rico, from walls and gates to roads and churches. Then have them create a short multimedia presentation to share their findings with the class.

Name_____

Causes & Effects Organizer

Fill in the chart below using facts and details from the article about structures in San Juan that were built by the Spanish. **Hint:** It's okay to cite specific details from the article or to draw your own conclusions based on article details.

Name and Purpose of Structure	Causes: Why was the structure built?	Effects: What happened as a result of the structure being built?