

Lesson I "PUERTO RICAN PASSAGES"

Background:

"Puerto Rican Passages" (1995, Connecticut Humanities Council and Connecticut Public Television) is a documentary about Puerto Ricans in Connecticut. It was produced and directed by Frank Borres. Frank's parents came from Naguabo, Puerto Rico, and he was born, raised, and still lives in Bridgeport, Connecticut. "Puerto Rican Passages" is narrated by Puerto Rican singer José Feliciano, who is a resident of Weston, Connecticut.

"Puerto Rican Passages" is 57 minutes long. Students can watch it all at once or in three parts. Parts I and II are about 15 minutes each. Part III is about 27 minutes. These sections roughly correspond to chapters in the book *Aquí Me Quedo: Puerto Ricans in Connecticut*, as shown below:

Part I: Introduction and Background, Early Migration [can be paired with Introduction and Chapter 1 of *Aquí Me Quedo*].

Part II: Post World War Two Migration and Settlement [can be paired with Chapters 2 and 3 of *Aquí Me Quedo*].

Part III: The 1960s and Beyond: Current Issues for Puerto Ricans in Connecticut [can be paired with Chapter 4 of *Aquí Me Quedo*].

In this lesson, the video is divided into these three parts. Summary information and questions related to each part are provided in Sheets #22-24. Teachers can use this information for one lesson or a series of lessons. Alternatively, teachers can use the above information and the worksheets as a guide for showing the video in sections and using along with *Aquí Me Quedo* and the lessons in this packet. The chart below shows how this pairing could work:

Video	Chapter of <i>Aquí Me Quedo</i>	Lesson
Part I: (15 Minutes) — Introduction and Background, Early Migration	Introduction, Chapter 1	Lesson 6
Part II: (15 Minutes) — Post World War II Migration and Settlement	Chapter 2,3	Lesson 3,7,8
Part III: (27 Minutes) — 1960s and Beyond, Current Issues, Diversity	Chapter 4	Lesson 8, 9

(Lesson 1 continued.)

Goal: To get an overview of Puerto Rican history and the Puerto Rican experience in Connecticut.

Objectives:

1. Students will read about and discuss the making of a video.
2. Students will see the video "Puerto Rican Passages," as a whole or in sections.
3. Students will practice note-taking and summarizing main points while watching the video.
4. Through the video and post-video activities, students will learn about the Puerto Rican experience in Connecticut.

Activities.....

Pre Video

- Students can use a K-W-L chart (see Elementary Sheet #2, p. ³⁴), filling out the first two columns on what they know about Puerto Ricans..

Video Viewing

Note: Teachers may want to stop the video every few minutes to allow students to take notes. Alternatively, video segments can be shown more than once and students can take notes and answer questions either between viewings or after the second viewing.

- Students watch **Part I** of "Puerto Rican Passages." (15 minutes--Introduction and Background, Early Migration)
- Students take notes while watching video.
- Students answer questions related to **Part I** (Sheets #22a,b), either alone or in small groups.
- Students discuss answers to questions with the rest of the class.

- Students watch **Part II** of "Puerto Rican Passages." (15 minutes-- Post World War Two Migration and Settlement)
- Students take notes while watching video.
- Students answer questions related to **Part II** (Sheets #23a,b), either alone or in small groups.
- Students discuss answers to questions with the rest of the class.

- Students watch **Part III** of "Puerto Rican Passages." (27 minutes--1960s and Beyond, Current Issues, Diversity)
- Students take notes while watching video.
- Students answer questions related to **Part III** (Sheet #24a-c), either alone or in small groups.

- Students discuss answers to questions with the rest of the class.

Post Video

- Students fill out the K-W-L chart again and explain how their perceptions and knowledge of Puerto Ricans have changed.
- Students can discuss the following:
 - a) When do you think "Puerto Rican Passages" was made, and why? How long do you think it took?
 - b) What kinds of people might have been involved in the making of the video?
 - c) What kind of people were interviewed for the video?
 - d) What other materials besides interviews were used to put together the video? (music, visuals, narration, etc).
 - e) What main themes or topics does the video discuss?

AQUÍ ME QUEDO
INTRODUCTION & CHAPTER ONE (pp. 4-39)

Lesson **2** The Geography of Puerto Rico

Goal: To acquire and develop understanding of the island of Puerto Rico and its inhabitants

- Objectives:**
1. Students will be introduced to the study of Puerto Rico and its people.
 2. Students will analyze and interpret various maps of Puerto Rico.
 2. Students will compile a list of island characteristics based on their interpretations.
 3. Students will practice mapping skills.
 4. Students will practice using Themes of Geography, such as "location and "place."³

Activities.....

- Students will read *Aquí Me Quedo*, Introduction, p. 9, text and sidebars (Ana Lazú and Raúl Avila oral histories); and Chapter 1, bottom p.35- top p.37 (Adalberto Pereyó testimony). Discuss with class: Why is including Puerto Rican history in the classroom important? Why hasn't it been done until recently? Why is knowing where you're from important? Why is it important for you to understand geography and know where places are?
- Divide students into small groups. Students will practice the theme of "location." Students will be asked to locate in absolute and relative terms the island of Puerto Rico, using *World Map, Sheet #25, Americas Map, Sheet #26, Puerto Rico and Eastern US Maps, Sheet #27, Puerto Rico and Connecticut Maps, Sheet #31*. Students will complete *Learning About Puerto Rico Using the Themes of Geography, Sheets #28a,b*.
- Students will use the *World Map*, the *Americas Map*, and the *Puerto Rico and Eastern US Maps* to determine where Puerto Rico is in relation to Connecticut. Student will speculate on, and then calculate how far Puerto Rico is from Connecticut and various major cities in the United States.

³ See Content Standards 9: "Places and Regions," 10: "Physical Systems," and 12: Human and Environmental Interactions," *Social Studies Curriculum Framework*, Connecticut State Department of Education, Division of Teaching and Learning, May 1998.

- Students will complete exercises on Sheets #32a,b (*Mapping Puerto Rico*)
- Students will respond to the theme "place " on Sheet #8. Students will read *Geography of Puerto Rico* (Sheets #30a,b), *Brief History of Puerto Rico* (Sheets #29a-e) and analyze maps (Sheet #31) to determine characteristics of Puerto Rico. Students will list as many physical and cultural characteristics as possible. Students should support items on their list using various maps. The lists will be discussed as a class, with all groups participating.
- Students will analyze information and determine characteristics of human/environmental interaction.
- Students will analyze information and determine characteristics of movement in Puerto Rico.

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- Students will be observed working in groups.
 - Completeness and accuracy of oral and written work.



Evaluation

Who Are Connecticut's Puerto Ricans?

Lesson

3

Goal: Students will understand the migration between Puerto Rico and Connecticut.

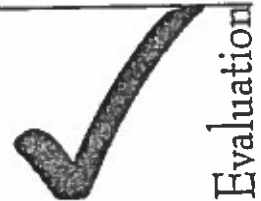
- Objectives:**
1. Students will practice using map skills.
 2. Students will locate towns in Connecticut and Puerto Rico.
 3. Students will discuss and define the term "chain migration" and apply it to the migration between Puerto Rico and Connecticut.

Activities.....

- Students will read *Aquí Me Quedo*, p.21, "Who Are Connecticut's Puerto Ricans?"
- Students will discuss the passage, responding to the following:
 - (a) reasons why Puerto Ricans migrated to the United States mainland
 - (b) the location of towns in Puerto Rico from which many of Connecticut's Puerto Ricans migrated
 - (c) the location of towns in Connecticut where Puerto Ricans settled
- Students will discuss and define the term "chain migration," referring to *Aquí Me Quedo* text pp. 85-87, 123 (Marina Rivera), and sidebars p. 49 (José La Luz) and p. 85 (Rafael Collazo and Ed Batista).
- Students will look at maps of Puerto Rico and Connecticut (Sheet #31). Students will complete sheet by labeling names of towns in Connecticut in Puerto Rico, and connecting those that represent "chain migration." Students will refer to text cites, above, and find other references to chain migration throughout the book. Students will then look at chain migration diagram in *Aquí Me Quedo*, p.22. They will answer the following questions:
 - (a) From what towns did many of Willimantic's Puerto Ricans migrate?
 - (b) From what towns did many of Hartford's Puerto Ricans migrate?
 - (c) From what towns did many of Waterbury's Puerto Ricans migrate?
 - (d) From what towns did many of Meriden's Puerto Ricans migrate?
 - (e) From what towns did many of New Haven's Puerto Ricans migrate?
 - (f) Why do you think Puerto Ricans came to these particular communities?

- Students can watch "Puerto Rican Passages," Part II, for more information on chain migration (see Lesson One).
- Students will look at interviewees listed in *Aquí Me Quedo*, p.23. They will create a graph that compares those interviewees born in Connecticut, Puerto Rico, and other places. They will consider the following in creating their graph:
 - (a) How many people were born in Puerto Rico?
Locate their towns on map, Sheet #31.
 - (b) How many people were born elsewhere?
 - (c) How many people were born in Connecticut?
Locate their towns on map, Sheet #31.

-Completion of sheets
-Graphing of information



Lesson 4

Puerto Rican Migration to Connecticut: Charts & Graphing Exercise

Goal: To understand and interpret the Puerto Rican migration to Connecticut through statistics and diagrams.²

- Objectives:**
1. Students will analyze narrative data, tables, and graphs to identify patterns and relationships.
 2. Students will select and construct appropriate graphic representations of data sets.

Activities.....

- Students will review the data on **Sheet #30a,b**. Students will examine the data on **Sheets #31 and 33**. What is the square mileage of Puerto Rico? Of Connecticut? Which is bigger?
- Students will discuss data on chart from *Aquí Me Quedo*, p. 23 (**Sheet # 34**) and complete the chart by calculating the percentage of Puerto Ricans, using the data on **Sheets #33 and 34**. Students will then answer the following questions: What is the city in Puerto Rico with the largest population? What is the city in Connecticut with the largest population? Which has more people? Which city in Connecticut had the highest percentage of Puerto Ricans in 1990? Which city in Connecticut had the highest number of Puerto Ricans in 1990? Which city in Connecticut had the fastest-growing Puerto Rican population between 1980 and 1990?
- **Sheets #35** have temperature and rainfall comparisons between Puerto Rican and Connecticut cities that are linked by chain migration (See Lesson Three). Examine this data. How can you compare the average monthly rainfall between San Lorenzo, Puerto Rico, and Danbury, Connecticut? Between Jayuya/Ponce, Puerto Rico, and Waterbury, Connecticut? Between Cayey/Guayama, Puerto Rico and Hartford, Connecticut? How do you think the migrants felt when they first experienced these differences in rainfall and temperature? What did they need to do to adapt?

² See *Mathematics Content Standards 7* "Probability and Statistics" and 8 "Patterns," from the Mathematics Curriculum Framework, and Visual Arts Content Standard 1 "Media," from the *Arts Curriculum Framework*, both by Connecticut State Department of Education, Division of Teaching and Learning, March 1998.

- Students will observe and record temperatures over a period of 7 days for a Puerto Rican city and their own city (Sheet #36). Students will create a bar graph using this information (Sheet #37).
- Students will create a bar graph or pie chart, choosing from the previously discussed information (population, rainfall, temperature). See samples, (Sheet #38).

-Exercises and accurate depiction of chosen data set will be assessed, evaluated, and corrected by teacher.



Evaluation

Lesson 5

Puerto Ricans and Other Ethnic Groups: Stereotypes and Cultural Information

Goals:

To better understand the cultural backgrounds of Puerto Ricans in Connecticut.

To better understand each others' cultural backgrounds.

To learn the difference between stereotypes and information about ethnic groups.

Objectives:

1. To help students identify and discuss stereotypes as related to Puerto Ricans.

2. For students to identify their own and each others' ethnic heritages.

3. To require that students make oral and written presentations of their research.

4. To engage students in structured class discussions of specific topics related to the unit lesson.

Introduction: Teachers will ask students what they know about Puerto Ricans. A list will be compiled on the blackboard.

Note: Much of this lesson was prepared by Nancy Atterberry, who teaches at Washington Middle School in Meriden. Ms. Atterberry explains that:

"I tested various lessons with a below grade level class consisting of 14 students: 2 African-Americans, 9 Hispanics including one Mexican, and 3 Anglos. I explained the workshop that I attended, and I asked the question, 'why is it important to study Puerto Ricans and their history?' Some of the comments I received from the students were, the population of Puerto Ricans in the state is increasing, it may be the next state, many people speak Spanish, it's good to learn about other cultures, it's good to learn about your own culture.

"We discussed the book *Aquí Me Quedo*. I told them about the purpose and the content of the book and I showed them a picture of the author. We talked a little bit about oral histories. I used 'Qué Bonita Bandera,' pages 5 to 9, and we read it together, and we looked at the biographies.

"What I've done is I've selected certain words from the reading. I thought about using time for them to decipher what the word means using the context of the reading, words like concentration, tribute, advocate, escort, procession, heritage, chaos, spectacularize, migration, misconception, and tainted. Those were the words that they stumbled through."

Activities.....

A. *Recognizing and Fighting Stereotypes*

- Students will read "Que Bonita Bandera", the introduction to *Aquí Me Quedo*, pp.5-21. Students can focus on specific oral histories in the reading, such as Ana Lazú and Raul Avila, sidebar p.9; Norma Rodríguez Reyes, sidebar p.13; Elba Tirhado-Armstrong, sidebars pp.9-11, 13.
- Students or teachers will pull out 10 vocabulary words, to be discussed along with the reading. [see sample, Sheet # 39, which shows vocabulary pulled out from pp. 5-9]
- Students will define "stereotype" and discuss stereotypes of Puerto Ricans and other ethnic groups.
- Students will discuss stereotypes of Puerto Ricans mentioned in the reading and those they have observed in other sources (newspaper, television, etc.) or experienced personally.
- Students will read article and letters about Puerto Ricans printed in the *Meriden Record-Journal* (Sheets # 40a,b). What is fact? What is opinion? What is stereotype?
- Students will do vocabulary quiz and crossword puzzle based on vocabulary from pp.5-9 (Sheets # 41, 42a,b).
- Students can learn the words to and sing 'Qué Bonita Bandera' (Sheet # 43). Suggestions for finding music to this and other songs can be found in **Bibliography and Resource Guide** at the end of this packet.

B. *Who are we?*

- Students will be given the *Family Survey* (Sheets #44a,b). They will interview each other in pairs, and/or complete the survey at home by interviewing family members.
- Completed surveys will be reviewed and discussed in class and graphed.
- Students will interview each other on *Ethnic Holiday Celebrations and Customs* (Sheet # 45) and *Ethnic Foods I Eat* (Sheet # 46) and/or complete the sheets at home by interviewing family members. Students will define the term "ethnic group" and discuss their answers to the questions.

(Lesson 5 continued.)

- Are the answers gathered by students in Sheets # 44-46 stereotyped? What is the difference between a stereotype and cultural information?

C. Newscast activity

- Divide class into groups to research and write about Puerto Rican and other ethnic customs found in Connecticut today.
- Students will present information in the form of a newscast. One person in each group is the reporter and the others must be prepared to answer questions. Each student must ask at least one question of the other groups.

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- Vocabulary Quiz
 - Crossword Puzzle
 - Student group work
 - Newscast presentations



Evaluation

6 Lesson

AQUI ME QUEDO CHAPTER ONE (pp. 25-39)

Oral Histories of Migration

Goal: Students will acquire an understanding of migration by developing oral histories of family and community members who have migrated to Connecticut.

- Objectives:**
1. Students will read, interpret, and analyze oral histories of Puerto Rican migrants to Connecticut.
 2. Students will document experiences of migration.
 3. Students will learn about and practice interviewing techniques.
 4. Students will write narratives based on oral histories of family or community members who have migrated to Connecticut.
 5. Students will develop and present a collection of oral histories to the class.

Activities.....

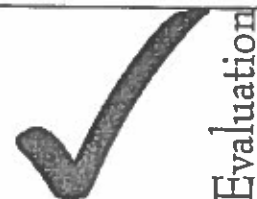
- Students read *Aquí Me Quedo*, Chapter One.
- Have students define and discuss vocabulary found in reading.
- Define *oral history* [see *Aquí Me Quedo*, pp.19, 189]. Talk about *Aquí Me Quedo* as an example of a book based largely on *oral histories*.
- Have students read and discuss oral histories in text.[e.g. Adalberto Pereyo and Frank Juan, pp.33-39, María Morales, sidebar, pp.37-39]. Divide class into groups. Have each group list information about both Adalberto Pereyo and Frank Juan as presented in the reading. Have the whole class discuss the lists, with each group contributing its own information.
- *Students can also watch "Puerto Rican Passages," Part One, to see interviews with Pereyo and Morales. Students can watch other parts of "Puerto Rican Passages" and discuss the use of videotaped oral histories in a documentary (see Lesson One).*

(Lesson 6 continued.)

- Have students answer the *Pereyo/Juan Discussion Questions* (Sheet # 48a).
- Have students use a Venn Diagram (Sheet # 47), to compare the migration as experienced by Adalberto Pereyo and Frank Juan.
- Have students read about the childhood experiences of María Morales (p.37).
- Have students complete discussion questions about María Morales (Sheet #48a).
- Distribute *Performance Assessment Sheet* (Sheets #49a,b). Read with students and discuss.
- Distribute *Interview Questions* (Sheet #50) and review/discuss with students. Add new questions and revise existing questions according to student input.
- Distribute *Tips for Interviews* (Sheet #51). Have students review and discuss.
- Provide students with an opportunity to practice interviewing each other.
- Have students identify an individual from their families/communities who has migrated to Connecticut from Puerto Rico, other regions of the United States, or other countries.
- Provide students with time to interview their subjects.
- Provide students with time to develop their oral history narratives. Students will read each others' histories-in-progress and provide feedback. Stress readability and interest.
- Have students research additional information and collect artifacts, such as photographs, articles of clothing, birth certificates ,etc [brainstorm with students] to make their histories more interesting and presentable.
- Have students organize their oral history into a narrative. Practice by looking at José Rodríguez interview sheet and questions (Sheets #52a,b). Look at raw material of Néstor Morales interview and discuss how it was made into a story for *Aquí Me Quedo* (Sheets # 53a-c).
- Provide a model and/or suggest ways for students to present their finished collection of oral histories. Suggestions include Project Display Boards, Report Format, Slide Show, etc.
- Provide time for students to organize their materials and deliver finished products.

Note: Look in the Afterword of *Aquí Me Quedo* and the **Bibliography and Resource Guide** at the end of this packet for sources on doing oral history.

-See *Assessment Sheet* (Sheets #49a,b) for project.



Lesson 7

AQUI ME QUEDO CHAPTER TWO (pp. 41-77)

The Puerto Rican Agricultural Worker in Connecticut

Goal: Students will understand why Puerto Ricans migrated from the island to farms in Connecticut, and learn about the lives of the farmworkers.

- Objectives:**
1. Students will identify reasons that Puerto Ricans migrated to the United States mainland.
 2. Students will be able to describe the life of Puerto Rican agricultural workers.

Activities.....

- Have students read "Agricultural Upheavals" from *Aqui Me Quedo*, pp. 43-51.
- Have students work in groups to answer the following questions:
 - (a) What was the occupation of most Puerto Ricans during the late 1800s and early 1900s?
 - (b) What problems did the Puerto Rican worker face during this time?
 - (c) What was Operation Bootstrap? Describe the program.
 - (d) Why did Puerto Ricans migrate to the United States?
 - (e) What types of jobs did these migrants perform?
- *Students can watch "Puerto Rican Passages," Part II for more background on Puerto Rican agricultural workers in Connecticut (see Lesson One).*
- Have students read from *Aqui Me Quedo*, pp.53-63.
- Lead classroom discussion centering on the living and working conditions of the Puerto Rican farm worker, and talk about and/or chart the following:
 - (a) the characteristics of a typical Puerto Rican farm worker.
 - (b) the process of working and cultivating tobacco as described in the reading.
 - (c) problems that arose for the farm workers.

(Lesson 7 continued.)

- Have students pretend to be a Puerto Rican migrant farm worker in 1965 working for the Connecticut Shade Tobacco growers. Students will write a two-page letter home. In their letter they should include:
 - (a) Why they decided to come to the U.S. to work.
 - (b) How they learned about the job.
 - (c) Details about their employment.
 - (d) Description of the work they do.
 - (e) Details and opinions about their living situation.
 - (f) A reflection on their situation.

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- Students will discuss responses. Individual responses will be graded and students will be evaluated on group work and class participation.
 - Students will be evaluated on how accurately they have interpreted the reading.
 - Students will be evaluated on how well their letter is written (addressing required topics, grammar, and spelling).



Evaluation

AQUI ME QUEDO

CHAPTERS TWO, THREE, & FOUR (pp. 41-187)

8 Lesson

Puerto Ricans and Work in Connecticut

Goal: To identify the jobs that Puerto Ricans have held in Connecticut

- Objectives:**
1. Students will read and interpret oral histories from *Aquí Me Quedo*, Chapters 2, 3, and 4.
 2. Students will compare Puerto Rican migrant work experiences with those of other immigrant/ethnic groups.
 3. Students will examine ways that job opportunities for Puerto Ricans have changed over time, and why.

Activities.....

- Read oral histories in *Aquí Me Quedo*, Chapters 2 and 3, including Nestor Morales (sidebar p.53, text p.55); Norma Rodríguez Reyes (sidebar p.85); James Flores (text p.85); Ana González (sidebar p.87); Rafael Collazo (sidebar p. 91).
- Have students find other examples in the text and sidebars of Puerto Ricans working in different jobs in the different towns of Connecticut.
- *Students can watch "Puerto Rican Passages," Part II for more background on Puerto Ricans and work in Connecticut (see Lesson One).*
- Discuss the following questions:
 - (a) How and why did Puerto Ricans leave Connecticut farms and go to work in Connecticut factories?
 - (b) What are some of the ways that Puerto Ricans in Connecticut got their jobs?
 - (c) Define *pionero*. What kinds of jobs did *pionero* Puerto Ricans hold in Connecticut?
 - (d) What were some of the difficulties Connecticut Puerto Ricans faced in their jobs?
 - (e) How did their factory jobs help them to build a community? In what ways?
 - (f) How were Puerto Rican migrants' job experiences similar to and different from

those of earlier immigrant groups?

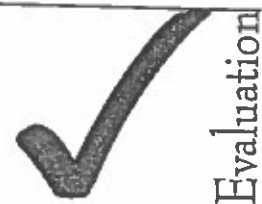
- Read *Aquí Me Quedo*, Chapter 4, "Industrial Decline" (pp.141-143).
- *Students can watch "Puerto Rican Passages," Part III, for more background on industrial decline and class differences among Puerto Ricans in Connecticut (see Lesson One).*
- Discuss the following questions:
 - (a) When and why did industry begin to decline in Connecticut?
 - (b) How did this decline affect Puerto Rican migrants?
 - (c) How do you think it changed their everyday lives?
 - (d) How did it affect others' attitudes towards Puerto Rican migrants?

Read *Aquí Me Quedo*, Chapter 4, "Ongoing Settlement" (pp.173-179). Discuss the following questions:

- (a) What kinds of jobs did children of *pioneros* get? Why?
 - (b) What job options did new Puerto Rican migrants or those with little education have?
 - (c) What do Puerto Ricans on public assistance have to say about their experiences and hopes for the future?
 - (d) Why might there be friction between Puerto Ricans with well-paid jobs and those with poorly-paid jobs or no jobs? What might each have to say about the other?
Have students write a dialogue or stage a debate on this subject.
- Have students find and interview one or more Puerto Ricans in their community or a nearby area about their jobs. How did s/he come to be in his/her job? What does s/he do in his/her job?
 - Have whole class compare their findings. What are the different kinds of jobs Puerto Ricans currently hold?
 - Have students invite some of their interviewees to class to discuss their jobs and answer questions.
 - Have students complete word search, *Puerto Rican Workers in Connecticut (Sheet #54a,b)*.

Note: For more information and materials on interviewing, see Lesson Six: Oral Histories of Migration.

-Individual responses will be graded and students will be evaluated on oral presentations, interviews, group work and class participation.



Lesson 9

AQUI ME QUEDO CHAPTER FOUR (pp. 127-187)

Writing Prompts on Puerto Rico/ Puerto Ricans in Connecticut

Goals: Students will learn how to plan, organize, create, and revise visual, written, and oral pieces. Students will examine the effectiveness of multiple ways of expressing ideas in the written work of others, and then compose, revise, edit, and present a variety of writings.¹

- Objectives:**
1. Students will keep a journal (content and length to be determined by parameters established through writing prompts initiated by teachers).
 2. Themes will be explored that are centered on the Puerto Rican experience

Activities.....

- Students will read Chapter 4 of *Aquí Me Quedo* and other articles or documents that they or the teacher will gather (see Sheets # 55a,b as example)
- *Students can watch "Puerto Rican Passages," Part III, for information on topics for essays, listed below (see Lesson One).*
- Students will create a glossary of new vocabulary words from the readings.
- Students will summarize and analyze the article[s]'s
 - (a) main ideas
 - (b) themes
 - (c) use and citation of sources
 - (d) presentation of facts versus opinion

¹This activity will be taught and carried out within the framework of Content Standard 2: "Producing Texts," *Language Arts Curriculum Framework* and Content Standard 4: "Culture," *World Languages Curriculum Framework*, Connecticut State Department of Education, Division of Teaching and Learning, March 1998.

- Students will write a persuasive essay or a compare and contrast piece on:
 - (a) status options for Puerto Rico: independence, statehood, commonwealth, and the implications of each
 - (b) bilingual education
 - (c) urban renewal
 - (d) deindustrialization
 - (e) the similarities/dissimilarities between Puerto Rican migrants and migrants/immigrants from other places
 - (f) assimilation versus cultural retention in Connecticut

-Evaluation of writing assignment to be determined by teacher.



Evaluation

Part I: "Puerto Rican Passages"

15 Minutes: Introduction and Background, Early Migration

TIME (IN MINUTES)	TOPIC	QUESTION	NOTES
0-1	-Old plane brings Puerto Ricans to Connecticut	-When did most Puerto Ricans migrate to the fifty United States? To Connecticut?	
1-3	-Introduction	-What are some of the most important things we need to learn about the migration? -What are some similarities and differences between Puerto Rico and Connecticut?	
3-5	-Island historical background	-Who was living in Puerto Rico when the Spaniards came to the island? -What three races are Puerto Ricans descended from? -How and why did different cultures blend in Puerto Rico? -What kinds of crops did Puerto Ricans grow?	
5-6	-Puerto Ricans in Connecticut in the 19th century	-Who were some of the earliest known Puerto Ricans in Connecticut?	

TIME TOPIC
(IN MINUTES)

QUESTION

NOTES

<p>6-10</p>	<ul style="list-style-type: none"> -Difficulties on island -Change of power between Spain and the United States -Beginnings of migration 	<ul style="list-style-type: none"> -When, how and why did the United States acquire Puerto Rico? From whom? -What were the effects of United States rule in Puerto Rico? -What were some of the problems Puerto Ricans faced on the island in the late 1800s and early 1900s? -Where did Puerto Ricans migrate to in this period, and what did they do in these new places? -Who were some of the early 20th century Puerto Rican migrants to Connecticut? -When, where, and why did they come? -What did Puerto Ricans do during World War Two? -What Connecticut companies recruited Puerto Ricans during World War Two? -What was Operation Bootstrap? -How was Puerto Rican migration post World War Two affected by Operation Bootstrap? 	
<p>10-11</p>	<ul style="list-style-type: none"> -Puerto Ricans in early 20th century Connecticut 		
<p>11-12</p>	<ul style="list-style-type: none"> -Puerto Ricans during World War II 		
<p>12-15</p>	<ul style="list-style-type: none"> -Continuing poverty in Puerto Rico -Operation Bootstrap -Migration of Puerto Ricans in post-War era 		

Part II: "Puerto Rican Passages"
 15 Minutes: Post World War Two Migration and Settlement

TIME (IN MINUTES)	TOPIC	QUESTION	NOTES
15-18	-Farmworkers go to Connecticut	-How and why did Puerto Rican agricultural workers come to Connecticut? -Where did Puerto Rican agricultural workers labor in Connecticut?	
18-21	-Puerto Ricans move to Connecticut cities -Puerto Rican migrants settle and interact with different ethnic groups	-What was life like for Puerto Rican agricultural workers in Connecticut? -How did Puerto Ricans come to live in Connecticut cities? -How did they get along with people from other ethnic groups, according to Ventura Rosario, Edna Negrón, John Soto, Chico Cajiga?	
21-24	-Puerto Ricans come to Connecticut from NY -Puerto Ricans experience chain migration	-Why did Puerto Ricans in New York move to Connecticut? -What is chain migration? -What are some examples of chain migration in Connecticut?	

TIME TOPIC
(IN MINUTES)

QUESTION

NOTES

24-26	-Puerto Ricans establish community institutions	-What were some of the community institutions Puerto Ricans created in their new Connecticut homes?	
26-27	-Puerto Ricans work in factories across the state	-What were some of the types of factories Puerto Ricans worked in in Connecticut? -How did they find their jobs?	
27-28	-Jobs provide economic base for other activities, especially in Meriden	-How did good jobs help the Puerto Rican community develop? -What were some of Meriden Puerto Ricans' early successes? -How were they achieved?	
28-29	Puerto Ricans establish churches	-What were the different kinds of churches established by Puerto Ricans? -What were some of the problems they faced in creating churches?	
29-30	Roles of Puerto Rican women in Connecticut	-According to Laura Knott-Twine, what were some of the important roles played by Puerto Rican women in Connecticut? -Who was Maria Sánchez and what did she do?	

Part III: "Puerto Rican Passages"
 27 Minutes: 1960's and Beyond, Current Issues, Diversity

TIME (IN MINUTES)	TOPIC	QUESTION	NOTES
30-32	-Some success stories, a lot of problems	-What does Frank Bonilla mean when he says "Sobramos en todas partes/We're always in the wrong place at the wrong time"?	
32-33	-Decline of industry in Connecticut	-How did factory shutdowns affect Connecticut's Puerto Ricans? -Why does Alex López refer to Scovill's as his 'second home'?	
33-34	-Urban renewal	-What was urban renewal? -How did it affect Connecticut's Puerto Rican communities?	
34-37	-Puerto Ricans fight back through Young Lords, farm worker organizing, War on Poverty programs	-Who were the Young Lords? -What did they do in Bridgeport? -Why did the farm worker program decline? -What was the War on Poverty?	

SHEET 24B

TIME TOPIC
(IN MINUTES)

QUESTION

NOTES

37-39	<ul style="list-style-type: none"> -Slums and school problems -Reverse and circular migration -Migration to Connecticut's smaller cities and towns 	<ul style="list-style-type: none"> -What are reverse and circular migration? -Why did Puerto Ricans go back to the island? -Why did Puerto Ricans come back to Connecticut? -Why might Puerto Ricans have migrated to Connecticut's smaller cities and towns? -What is bilingual education? -Why is it controversial among Puerto Ricans? -What is a commonwealth? -What rights did Puerto Ricans have or not have under the commonwealth arrangement? -What are Puerto Rico's political status options? -What do Willie Matos, Luis Figueroa, and Carmen López say about how Puerto Rico's status affects Puerto Ricans in Connecticut? -What are some of the social problems faced by Puerto Ricans in Connecticut? -What causes these problems? 	
41-47	<ul style="list-style-type: none"> -Puerto Rico becomes a commonwealth -Puerto Ricans have different opinions about the island's political status 		
39-41	<ul style="list-style-type: none"> -Bilingual education 		
47-48	<ul style="list-style-type: none"> -Lack of opportunity and gangs, drugs, violence 		

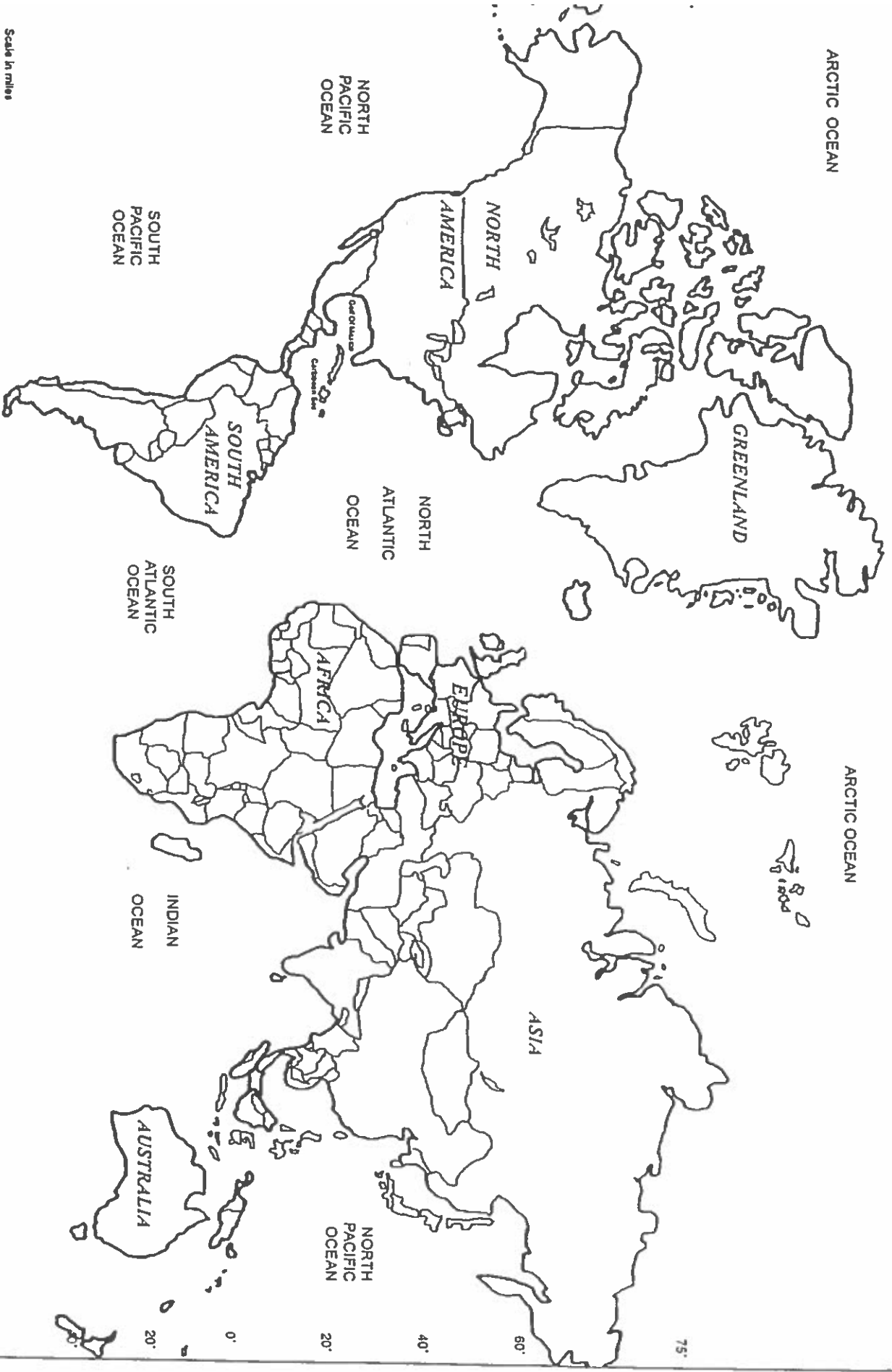
TIME TOPIC
(IN MINUTES)

QUESTION

NOTES

<p>48-49</p>	<p>-Welfare and difficulties of poor people</p>	<p>-Why are some Puerto Ricans on welfare? -According to Teresa Cardona, do Puerto Ricans want to be on welfare?</p>	
<p>49-50</p>	<p>-Middle class Puerto Ricans come to Connecticut</p>	<p>-According to Wilma Vargas, why do middle class Puerto Ricans come to Connecticut?</p>	
<p>50-53</p>	<p>-Puerto Rican political and community participation in Connecticut and back on the island</p>	<p>-How do voting rates compare among Puerto Ricans in Connecticut and those on the island? -Why does Carmen López refer to voting as a 'national sport'?</p>	
<p>53-55</p>	<p>-Puerto Rican spiritual and cultural values</p>	<p>-What makes people participate or not participate in improving their communities, according to César Batalla and Tomás Reyes? -Besides voting, how else do Puerto Ricans work to improve their communities?</p>	
<p>55-57</p>	<p>-Diversity of Puerto Rican migration to Connecticut</p>	<p>-What do John Soto and Father John Blackall believe are uniquely Puerto Rican values? -Are Connecticut's Puerto Ricans all the same? -What are some examples of different types of people shown in the video? -What makes them different from each other?</p>	

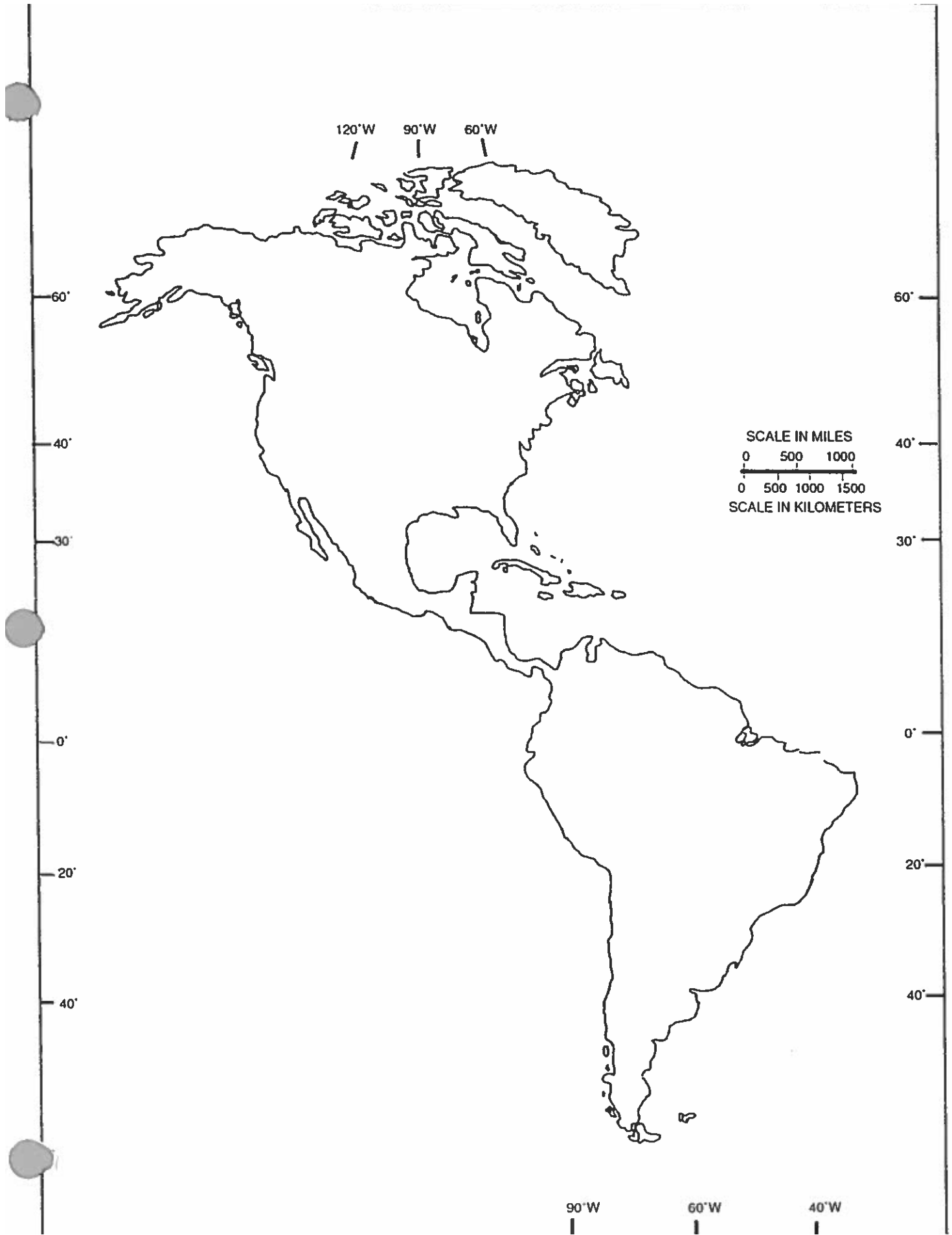
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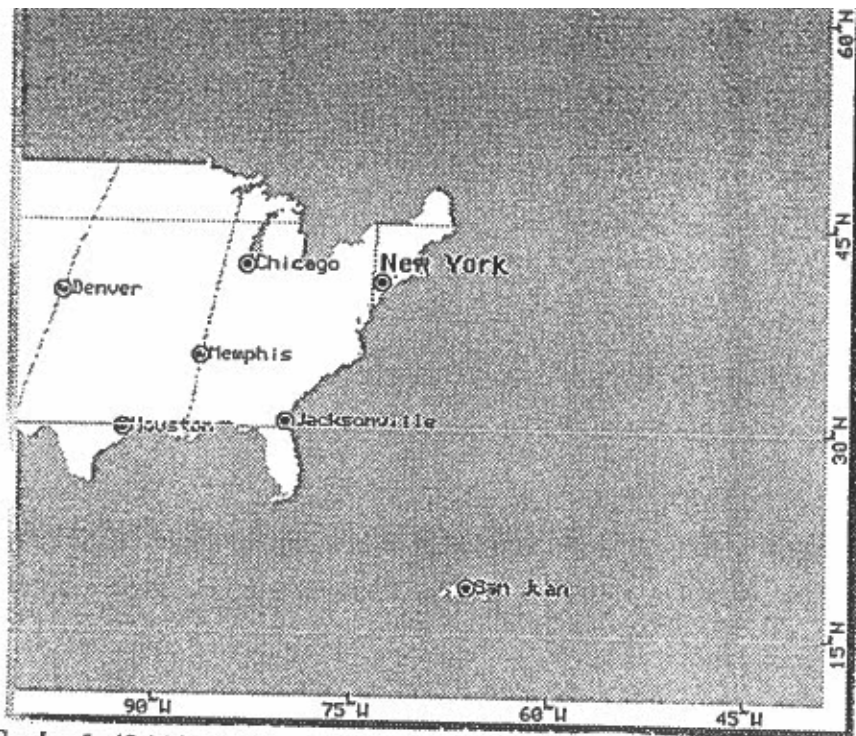


Scale in miles
0 500 1000 1500 2000

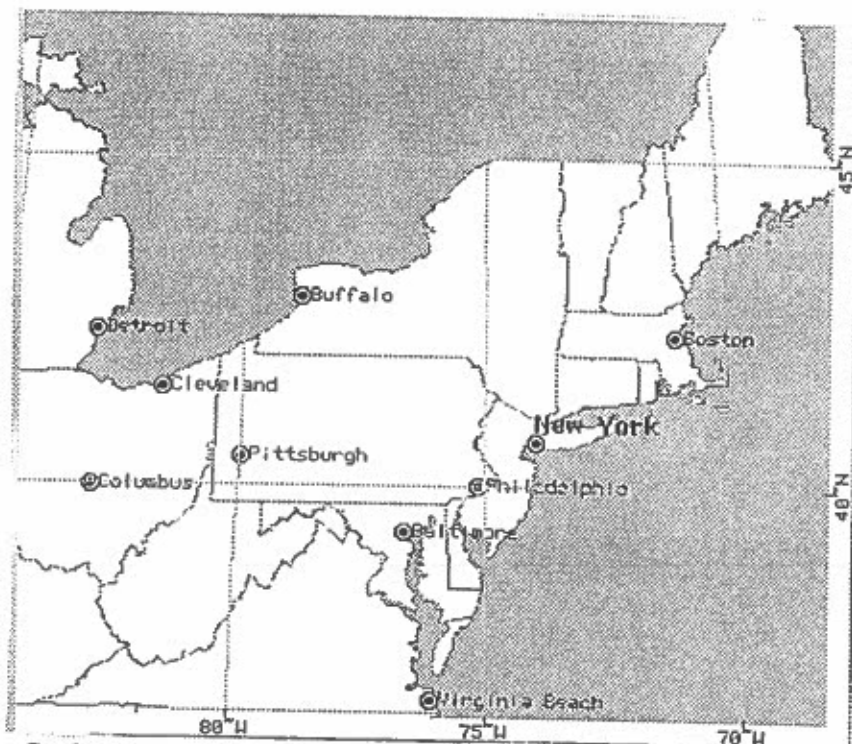
120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120°

ANTARCTIC OCEAN





Scale: 1:48446300 (Centered at Lat: 35.3141518 Lon: -68.6693344)

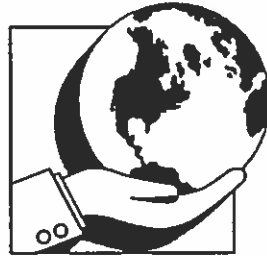


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Name _____ Date _____

LEARNING ABOUT PUERTO RICO

Using the Themes of Geography



Location- Map(s) used _____

Absolute

Relative

Place- Map(s) used _____

Physical

Cultural

Human/Environmental

Interaction--Map(s) used _____

Movement- Map(s) used _____

Region- Map(s) used



A Brief History of Puerto Rico

Long before the Europeans arrived, Puerto Rico was a homeland of the Taíno Arawak. This indigenous people, originally from South America, began migrating northward into the Caribbean as early as 500 B.C.

each governed by a *cacique* or chief. The Arawaks worshipped various deities, and they used carved idols of stone, clay, wood or gold—called *cemís*—to drive away evil spirits and ensure a good harvest.

ment. But the rebellion was crushed, and forced labor and disease greatly reduced the Arawak population.

Those who remained intermarried with the Spanish settlers, producing a people of mixed Spanish-Arawak ancestry. A few settlers owned large coffee and sugar plantations. But most were landless laborers, sharecroppers, or farmers growing just enough food for their own families. These small farmers were called *jibaros*.

As the Arawak population declined, the Puerto Rican plantation owners turned to African slavery. Although slavery was less extensive in Puerto Rico than in other



Artist's conception of the Arawak supreme deity Yocajú Bagua Morocoli, god of earth, cassava and the sea. Artist: Gilberto Hernández.

They established their main settlements on the islands today known as the Bahamas, Hispaniola, Cuba, Jamaica and Puerto Rico. They called Puerto Rico "Boriquén," or "land of the great lords."

The Arawaks were a peaceful people who lived by farming, hunting and fishing. Corn and cassava were their most important crops. They lived in permanent villages called *yucajeques*,

Christopher Columbus landed on Puerto Rico during his second voyage. In 1508, Juan Ponce de León was sent from the Spanish colony in nearby Santo Domingo to conquer Boriquén for Spain. The Spanish divided up the land among themselves and forced the Arawaks to work in gold mines and on farms and ranches. After three years, the Arawaks revolted against this cruel treat-



An Arawak *cemí* of carved stone.

Caribbean colonies, African influences enriched Puerto Rican culture. The *bomba* and the *plena* evolved as indigenous Puerto Rican music with roots in West Africa. (*La Bomba and La Plena, Music of Puerto Rico*)

From their Arawak, Spanish and African heritage, Puerto Ricans forged a strong identity as a Spanish-speaking Caribbean people. By the mid-1800s, many people on the island wanted independence from Spanish colonial rule. So did the people of Spain's other Caribbean colony, Cuba; Puerto Ricans and Cubans worked together to plot a struggle



Lola Rodríguez de Tío

against Spain. A Puerto Rican poet and revolutionary, Lola Rodríguez de Tío, wrote:

*Cuba and Puerto Rico are
the two wings of a bird.
They receive flowers and bullets
in the very same heart.*

In 1868, a pro-independence insurrection broke out in the

Credit: Caribbean Connections: Puerto Rico. Deborah Menkart and Catherine A. Sunshine, eds. (Network of Educators on the Americas, 1990)

town of Lares. *El Grito de Lares* (the Cry of Lares) was led by a Puerto Rican doctor, Ramón Emeterio Betances, from his base in exile. The insurrectionists proclaimed the "First Republic of Puerto Rico," but the Spanish militia crushed the uprising. Afterwards, however, Spain granted some reforms, including the abolition of slavery. At the same time, the colonial authorities forced many pro-independence Puerto Ricans to leave the island; many went into exile in the United States.

The U.S. Takes Over

American business interests, meanwhile, were eager to expand into the Caribbean to profit from fertile land and new markets. They looked for a way to edge Spain out of the region. Rebels in Cuba were already fighting against Spanish rule, and many prominent Americans hoped the United States would enter the war. In 1898 the U.S. battleship *Maine* exploded in the harbor at Havana, Cuba. The United States seized the moment to declare war on Spain. U.S. Marines invaded Spain's remaining overseas colonies—Cuba, Puerto Rico and the Philippines. When the war was over, a victorious U.S. claimed Puerto Rico as war booty.

Puerto Rico became an "unincorporated territory" of the



Dr. Ramón Emeterio Betances

United States. An American governor took charge of the island. The U.S. Congress controlled Puerto Rico's laws, courts, currency, customs, immigration, defense, foreign relations and trade. English was imposed as the language of instruction in Puerto Rican schools, although neither the students nor most of the teachers could speak it. Puerto Ricans were made U.S. citizens in 1917, eligible to be drafted into the U.S. armed forces. (*A Lead Box That Couldn't Be Opened*)

U.S. corporations moved in and acquired vast tracts of land to set up sugar and tobacco plantations. In the process, many Puerto Rican farmers lost

SHEET 29C

their land and became poorly-paid laborers on the plantations. Others emigrated to Hawaii or Cuba to cut sugar cane. U.S. companies also set up a cottage industry on the island where Puerto Rican women like Minerva Ríos sewed clothes for the U.S. market. (*Memories of Puerto Rico and New York*)

Early Puerto Rican Communities in the U.S.

Puerto Ricans had begun migrating to the United States during the 1800s, when pro-independence nationalists were expelled from the island. Many of the early migrants were *tabaqueros*, or cigar-makers, who came to work in U.S. cigar factories. The *tabaqueros* were skilled artisans who were proud of their trade. They were also among the most educated, well-informed workers, in part because of the tradition in Puerto Rico of having a "reader" read aloud to the workers as they rolled cigars. Cigar-makers like Bernardo Vega helped bring this practice to the United States. (*The Customs and Traditions of the Tabaqueros*)

By the turn of the century, there was a vibrant Puerto Rican community in New York, centered in East Harlem. It had its own social clubs, political organizations and newspapers. But Puerto Ricans also joined U.S. trade unions and political parties, believing that all workers and people of color should struggle together for better conditions. A Black Puerto

Rican, Arturo Alfonso Schomburg, became famous as a collector of books on the history of African-Americans. (*Arturo Alfonso Schomburg*)

Operation Bootstrap and Migration to the United States

The Depression of the 1930s worsened the poverty in Puerto Rico. On the island, a movement led by Pedro Albizu Campos and the Nationalist Party demanded independence from the United States. Confrontation between the Nationalists and U.S. federal authorities climaxed in 1937, when police opened fire on a peaceful protest march in Ponce. Eighteen demonstrators were killed and hundreds wounded in the "Ponce Massacre."

While forcibly suppressing the pro-independence movement, U.S. officials also sought to reduce its appeal by improving conditions on the island. Working with a new Puerto Rican leader, Luis Muñoz Marín, the U.S. gave the island more internal self-government. In 1948, for the first time, Puerto Ricans elected their own governor. In 1952 a new constitution defined Puerto Rico as a "Free Associated State" voluntarily linked to the U.S. But the U.S. Congress remained in charge of the most important laws and decisions affecting the

island.

The reforms included a plan to reduce poverty by attracting industry to Puerto Rico. Under "Operation Bootstrap," Congress offered U.S. corporations special tax breaks to open factories on the island. U.S. and Puerto Rican planners hoped these factories would relieve unemployment. But they had another goal as well: to provide cheap labor for U.S. industry. Factory workers in Puerto Rico earned on average 40 cents an hour in 1950, compared to \$1.50 an hour



Pedro Albizu Campos

for U.S. workers. In the early 1960s, firms making shoes, clothing and glassware opened factories in Puerto Rico to take advantage of tax exemptions and low wages.

But the factories could not

Credit: Caribbean Connections: Puerto Rico. Deborah Menkart and Catherine A. Sunshine, eds. (Network of Educators on the Americas, 1990)



Artist: Millaray Quiroga

employ all the people who had lost their land or jobs in agriculture. So as part of the Bootstrap plan, U.S. and Puerto Rican authorities organized a huge migration of Puerto Ricans to the United States. U.S. steel manufacturers, auto makers and garment firms sent delegations to the island to recruit workers. Between 1945 and 1965, over half a million Puerto Ricans migrated.

They settled mostly in east coast and midwest cities like New York, Philadelphia and

Chicago. Industries in these cities, especially New York's clothing manufacturers, depended on Puerto Rican labor. Younger Puerto Ricans born in the United States recall their parents' years of factory labor with both pride and sadness. (*Our Mothers' Struggle Has Shown Us the Way*)

Puerto Rico Today

Operation Bootstrap was touted as an economic miracle, and for a while, it appeared to be. The Puerto Rican economy grew rapidly during the 1950s

and early 1960s. U.S. capital investment soared from \$1.4 billion in 1960 to \$24 billion in 1979. The island's middle class expanded, and many people acquired consumer goods like cars and televisions.

By middle of the 1960s, however, many of the foreign firms had closed their Puerto Rican plants. Cheaper wages could be had elsewhere, in nearby Haiti or in the Far East. Unemployment began rising again. Over the last decade it has fluctuated between 15 and 23 percent, according to official figures. It would be still higher if many Puerto Ricans did not migrate to the United States to seek work there.

In the rush to industrialize, Puerto Rico stopped growing its own food. Today, 85 percent of what Puerto Ricans eat is imported—mostly from the United States—and is sold on the island for jacked-up prices. To keep living standards up, the U.S. government provides an array of welfare benefits to many Puerto Rican households. These benefits, called "transfer payments," account for 30 percent of all personal income in Puerto Rico.

In the late 1960s a new type of industry came to Puerto Rico. These were giant petroleum refining, petrochemical and pharmaceutical firms, such as Du Pont, Union Carbide and Gulf Oil. These highly mechanized industries created few jobs for Puerto Ricans, instead, companies often brought in skilled workers and technicians from the United States. But

SHEET 29E

they produced huge amounts of toxic waste, polluting air and water all over the island.

Puerto Ricans living near the industries have experienced abnormal rates of illness such as cancer and respiratory ailments. Around the island, community groups have demanded that government and company officials respond to the pollution problem. A few efforts have been successful, but most have met with frustration. (*Operation Bootstrap's Legacy*)

Another controversial issue is militarism. As the major United States military base in the Caribbean, Puerto Rico houses a vast complex of U.S. military facilities, including the Roosevelt Roads Naval Station, the Ramey Air Force Base, and the Salinas National Guard Camp. All these areas are off-limits to Puerto Ricans. The Navy uses the small offshore island of Vieques for training and target practice. (*Vieques and the Navy*) Members of the Puerto Rican National Guard, which is part of the U.S. National Guard, have been sent to Central America to take part in military exercises.

These problems—unemployment, industrial pollution, and militarism—have made many people aware that Puerto Rico's special relationship with the U.S. has costs as well as benefits. Many Puerto Ricans believe that the island's relationship to the United States is actually a colonial one. But there is no agreement on whether to change it, or on what its replacement should be.

Credit: Caribbean Connections: Puerto Rico. Deborah Menkart and Catherine A. Sunshine, eds. (Network of Educators on the Americas, 1990)

The main alternatives to the present arrangement are statehood and independence. Should Puerto Rico become a new U.S. state, like Hawaii and Alaska? Or should it become an independent country, on its own, and in charge of its own destiny?

Whatever opinions Puerto Ricans may hold, it is still the U.S. Congress—not Puerto Rico—which has the legal power to determine the island's political status. But pressure for change is growing, and there is talk of a plebiscite in which Puerto Ricans could vote their preference among the three alternatives: statehood, independence, or continued Commonwealth. Before this can happen, U.S. and Puerto Rican officials need to agree on what each option would mean for a range of issues, from the taxes Puerto Ricans pay to the languages they speak. (*What Future for Puerto Rico?*) Within the limited range of options acceptable to Washington, Puerto Ricans may finally be given the opportunity to decide what future of their homeland will be.

Further Reading on Puerto Rican History

Ricardo E. Alegría, *History of the Indians of Puerto Rico* (San Juan, 1970).

Salvador Brau, *Historia de Puerto Rico* (San Juan: Editorial Coquí, 1966; first published 1904).

Raymond Carr, *Puerto Rico: A Colonial Experiment* (New York: University Press, 1984).

Eugenio Fernández Méndez, *Art and Mythology of the Taíno Indians of the Greater West Indies* (San Juan, 1972).

Loida Figueroa, *History of Puerto Rico* (Anaya Book Co., 1972).

Adalberto López, *The Puerto Ricans: Their History, Culture and Society* (Schenkman Pub. Co., 1980).

Loretta Phelps de Córdova, *Five Centuries in Puerto Rico: Portraits and Eras* (Inter American University Press, 1988).

Juan Angel Silen, *We the Puerto Rican People* (Modern Reader, 1971).

Kal Wagenheim, *Puerto Rico: A Profile* (Praeger Books, 1970).

GEOGRAPHY OF PUERTO RICO

Puerto Rico is usually called an island, but it is really an *archipelago*, or collection of islands. Besides the main island that most of us are familiar with, Puerto Rico includes the smaller islands of Vieques, Culebra, Mona, and several even tinier islands.

The main island of Puerto Rico is quite small-- in fact, it is smaller than Connecticut! An almost rectangular land mass, it measures 110 miles from west to east, and 35 miles from north to south. At first glance, Connecticut appears to be smaller-- only about 105 miles along its coastline, from its southwestern border with New York to its southeastern border with Rhode Island. But stretching from north to south at its longest point, Connecticut is about 75 miles wide.

Puerto Rico may be small, but its climate and terrain are extremely varied. The people interviewed for *Aquí Me Quedo* not only come from different towns, they also come from different ecological regions of the main island, where terrain and weather patterns make life very different.

If you were Alex López, growing up in Jayuya, you would be right in the middle of the *Cordillera Central*, the mountain range that covers 60 percent of the island. Your family would have cultivated coffee for generations, growing the bushes on steep terraces up and down the sides of the mountains. You would see giant-leafed banana and plantain trees, tall coconut palms, and many other fruit-bearing plants. You would live on or near Puerto Rico's highest point, Cerro La Punta [4,389 feet tall] and experience frequent rain. While days would be hot, reaching into the 90s [Fahrenheit] nights would be cool, dropping even down into the 50s, especially in the winter.

If you were Ana (Tirado) López, who met and married Alex in Waterbury, or her brothers, Antonio, Samuel, and Manuel Tirado, you would have grown up in Guánica, along the southwestern coast of Puerto Rico. The weather would have been hot and arid-- in fact, Guánica is the home of Puerto Rico's famous *bosque seco*, or dry forest, with its scrub grass, cactus, and other desert plants. Your family would have made its living fishing from the Caribbean Sea. All around you as you walked or rode through the countryside you would see miles of sugar cane, the main crop of Puerto Rico's coastal perimeter.

If you grew up on Puerto Rico's northeast coast, like Menén Osorio did, you would live on the waters of the Atlantic ocean. You would also be right near another one of Puerto Rico's important natural landmarks-- El Yunque. El Yunque, also known as the Caribbean National Forest, covers 28,000 acres. A rain forest with hundreds of species of trees and plants, more than 100 billion gallons of rain fall in El Yunque each year.

If you grew up in Puerto Rico, you would eat many fruits coming from the tropical trees-- guavas, papayas, mangoes; coconuts, avocados, breadfruit. You would see many kinds of lizards darting out of houses and yards. You would hear the coquí, a tiny tree frog that only lives in Puerto Rico. But you would never see a deer or any large wild mammal. Snow would be unknown to you. Imagine the surprise of spending your first winter in Connecticut!

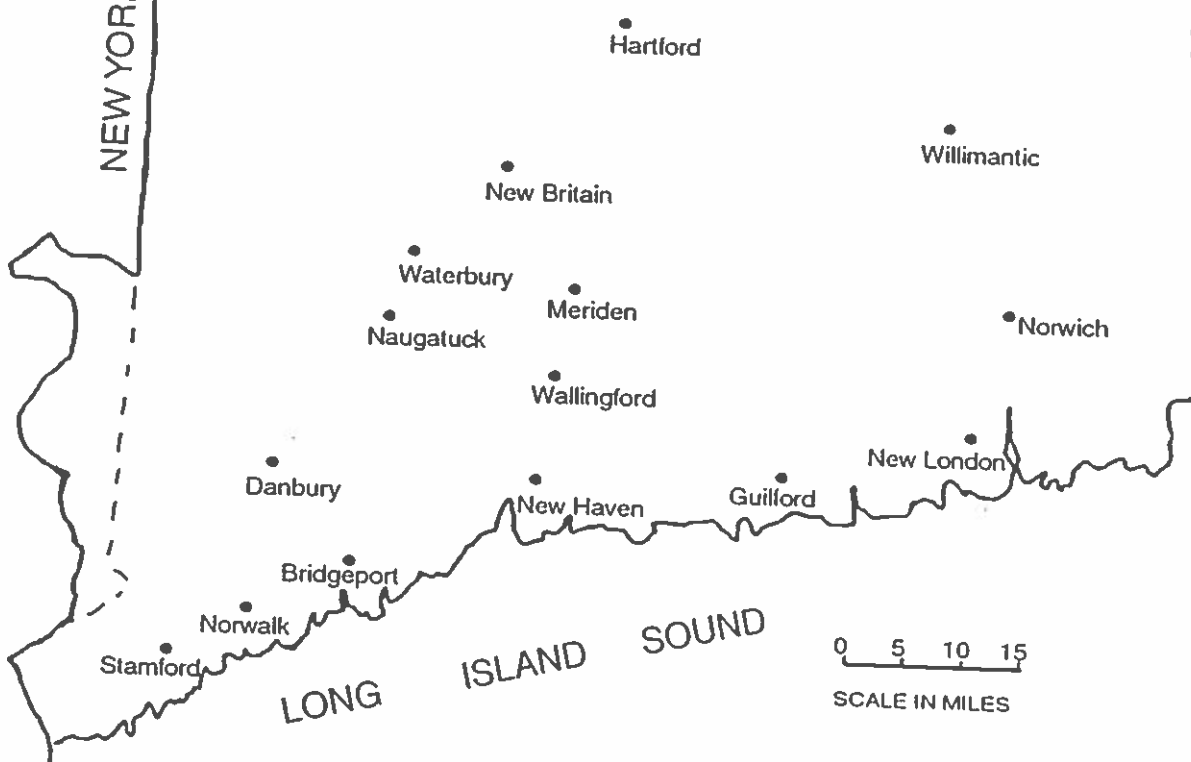
Puerto Rico's population is about 3.5 million people. Many are in its largest cities: San Juan (437,000); Bayamón (220,000); Ponce (188,000); and Carolina (178,000). How does this compare to the Puerto Rican population in Connecticut as a whole, and in some of Connecticut's major cities? (see *Aquí Me Quedo*, p.11 and Sheet # 34)

MASSACHUSETTS

C O N N E C T I C U T

NEW YORK

RHODE ISLAND



0 5 10 15
SCALE IN MILES

P U E R T O R I C O



Name _____ Date _____



Mapping *Puerto Rico*

Answer the questions using the information on Sheets #30a,b and the maps on Sheets #26, 31.

1. In which direction would you travel from Puerto Rico to get to the United States? (check the maps on Sheets #5, 6 to answer this question.)

2. What is the body of water on the northern coast of Puerto Rico?

3. What is the body of water on the southern coast of Puerto Rico?

4. What is the capital of Puerto Rico?

5. What is the name of the second largest city?

6. Where are Puerto Rico's major cities located? Why do you think the major cities are located near the coast?

7. What is the name of Puerto Rico's National Forest? Where is it located?



8. What is the rainforest's yearly rainfall in gallons?

9. What is the name of the famous Puerto Rican frog?

10. What is the name of Puerto Rico's large mountain range? What percent of the island is mountainous?

11. What is Puerto Rico's highest peak?

12. What are the names of three islands that are part of Puerto Rico?

13. Make up a question about Puerto Rico based on one of the two maps. Challenge your classmates to answer it?

Essay: You have learned many facts about Puerto Rico. In a well-written essay, explain why you would or wouldn't like to visit Puerto Rico. Support your arguments with geographic and historical information that you have learned in this lesson and previous lessons.

State of Connecticut Data

- ◆ **Area:** 12,997 km (5,018 square miles)
- ◆ **Population:** 3,275,000
- ◆ **Capital:** Hartford, pop. 132,000

(Source: National Geographic Atlas of the World Revised Sixth Edition, 1995)

Population of Major Connecticut Cities, 1990

City	Population
Bridgeport	141,686
Hartford	139,739
New Haven	130,434
Stamford	108,056
Waterbury	108,961

(Source: United States Census)

Population of Puerto Ricans

According to Census

Población de Puertorriqueños Según el Censo

Town/Pueblo	1980	1980 %	1990	1990 %
Bridgeport	22,146	15.5		21.4
Bristol	515	.89	1,053	1.7
Danbury	853	1.4	1,548	2.4
East Hartford	636	1.2	1,797	3.6
Hartford	24,615	18.4		27.3
Meriden	4,107	7.4	7,031	13.7
Middletown	616	1.5	870	2.0
New Britain	5,358	7.2	10,325	13.7
New Haven	8,189	6.5		10.6
New London	1,381	4.8	2,675	9.4
Norwalk	2,318	2.9	2,874	3.7
Stamford	2,805	2.7		3.2
Stratford	467	.9	1,145	2.3
Waterbury	5,819	5.6		11.1
West Hartford	209	.3	832	1.4
Windham	1,372	6.5	2,816	12.8

* Adapted from *Aquí Me Quedo*, p.23

Located at *about* 18.11°N 66.15°W. Height *about* 417m / 1368 feet above sea level.

Average Temperature

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
°C	20.5	20.6	21.1	22.0	23.4	24.3	24.5	24.5	24.2	23.7	22.6	21.2	22.7
°F	68.9	69.1	70.0	71.6	74.1	75.7	76.1	76.1	75.6	74.7	72.7	70.2	72.9

Source: derived from NCDC TD 9641 Clim 81 1961-1990 Normals. 30 years between 1961 and 1990

HARTFORD BRAINARD FD, HARTFORD COUNTY, CONNECTICUT USA

Located at *about* 41.73°N 72.65°W. Height *about* 6m / 19 feet above sea level.

Average Temperature

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
°C	-3.6	-2.2	2.8	8.8	14.8	19.7	22.7	21.7	17.2	11.1	5.6	-0.9	9.8
°F	25.5	28.0	37.0	47.8	58.6	67.5	72.9	71.1	63.0	52.0	42.1	30.4	49.6

Source: derived from NCDC TD 9641 Clim 81 1961-1990 Normals. 30 years between 1961 and 1990

JAYUYA 1 SE, PUERTO RICO USA

Located at *about* 18.20°N 66.58°W. Height *about* 530m / 1738 feet above sea level.

Average Rainfall

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
mm	48.7	43.4	72.2	140.7	133.9	108.2	98.6	147.5	295.1	289.7	243.9	79.7	1702.6
inches	1.9	1.7	2.8	5.5	5.3	4.3	3.9	5.8	11.6	11.4	9.6	3.1	67.0

Source: derived from NCDC Cooperative Stations. 9 complete years between 1960 and 1981

WATERBURY RADIO WBRY, NEW HAVEN COUNTY, CONNECTICUT USA

Located at *about* 41.58°N 73.03°W. Height *about* 186m / 610 feet above sea level.

Average Rainfall

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
mm	64.9	87.6	74.9	92.2	63.2	79.9	112.8	86.6	86.4	92.8	111.8	64.4	1018.4
inches	2.6	3.4	2.9	3.6	2.5	3.1	4.4	3.4	3.4	3.7	4.4	2.5	40.1

Name _____ Date _____

Temperature Observation Sheet

Temperature

Day Date

Puerto Rican City

Your City

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

TOTALS →

AVERAGE TEMPERATURE: Divide your totals to find the average temperature for each city.

$$\frac{\quad}{\quad} \div 7 = \quad$$

average temperature,
Puerto Rico

$$\frac{\quad}{\quad} \div 7 = \quad$$

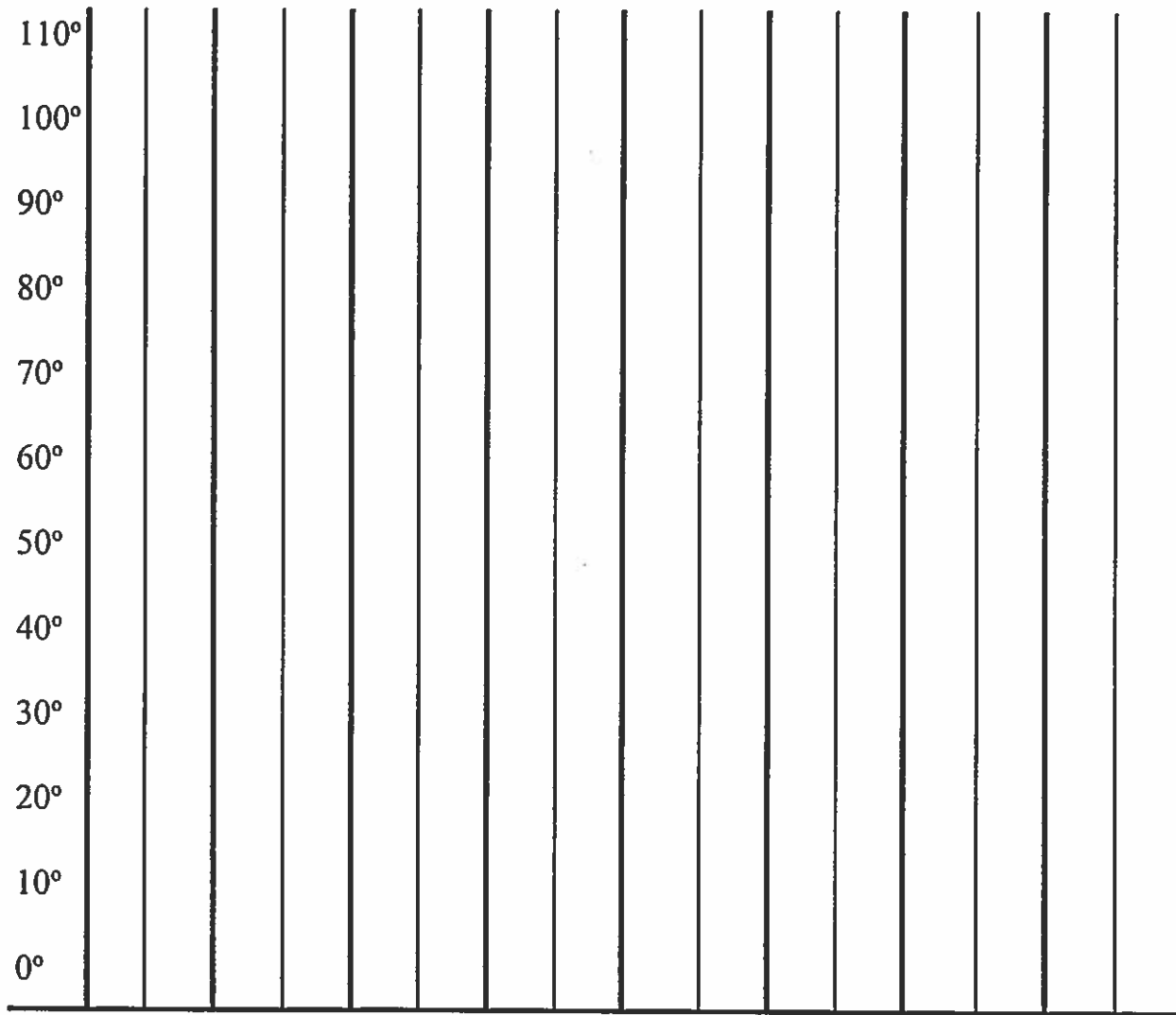
average temperature,

Credit: Marla E. Perez-Selles and Nancy Carmen Barra-Zuman, Project Coordinators, Adapted from: Building Bridges of Learning and Understanding: A Collection of Classroom Activities on Puerto Rican Culture (Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, New England Center for Equity Assistance, 1990)

Name _____ Date _____

Bar Graph

Dates: _____ through _____

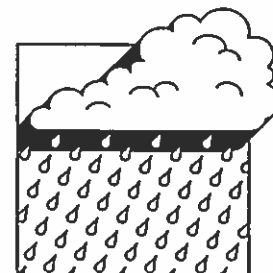


	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Day:	1		2		3		4		5		6		7		8	

Average

A = Puerto Rican City

B = Your Own City = _____

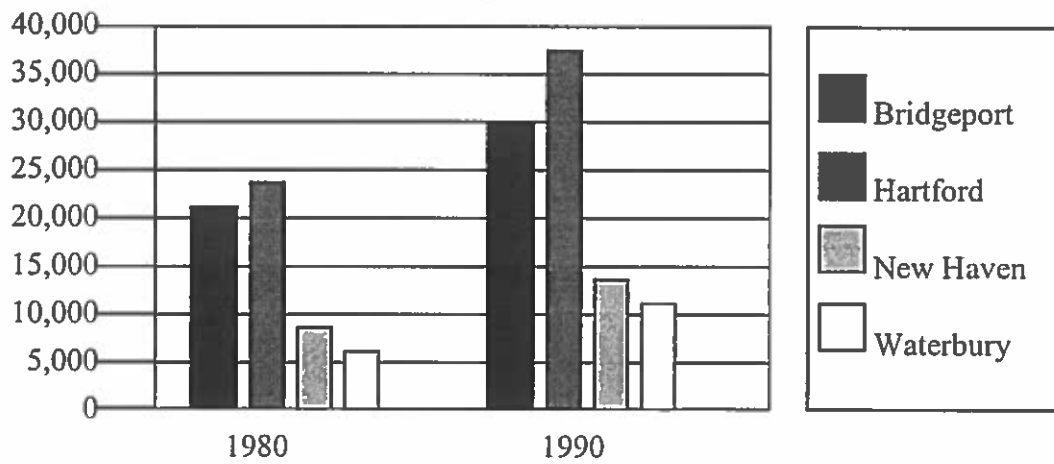


Credit: Marla E. Perez-Selles and Nancy Carmen Barra-Zuman, Project Coordinators, Adapted from: Building Bridges of Learning and Understanding: A Collection of Classroom Activities on Puerto Rican Culture (Andover, MA: Regional Laboratory for Educational Improvement of the Northeast and Islands, New England Center for Equity Assistance, 1990)

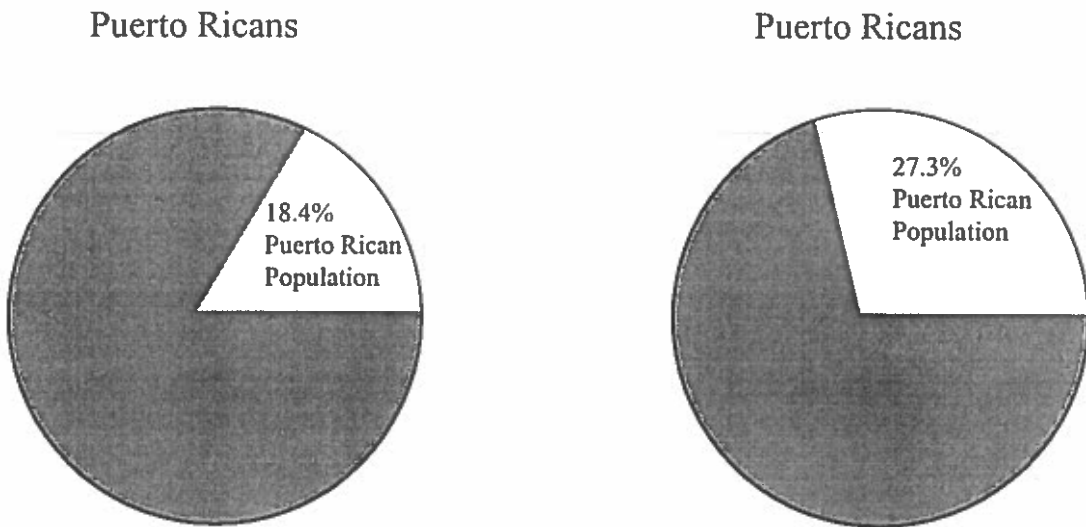
*Taken from Building Bridges of Learning and Understanding

2. Examples of Graphing Data.....

Bar Graph: Puerto Rican Population in Tens of Thousands



Pie Chart:



Vocabulary:

Concentration

tribute

advocate

escort

Procession

heritage

chaos

Spectacularize

migration

misconceptions

tainted

“Que Bonita Bandera”

(What a Nice Flag)

introduction

On a sunny Saturday morning in May of 1995, a group of Puerto Rican youths took to the streets of New Haven. Dozens of teens and children marched the miles from the Hill to Fair Haven, forming a human bridge between the two New Haven neighborhoods of greatest Puerto Rican concentration. The march ended with a rousing rally and picnic.

New Haven aldermen Raúl Ávila and Tomás Reyes were two participants who were impressed by this activity. They later wrote:

Six weeks of planning and the day was finally here... The young organizers... called themselves Youth Alive, and the event which they organized centered around the recent death of a friend, Apolinar (Moyo) Cirino and the many young people in New Haven who died as a result of guns, violence, crime, drugs and neglect. For the organizers this was more than just a tribute to Moyo, it was a tool that would be used to help young people appreciate their lives by advocating for life.¹

The young leaders escorted Cirino's mother on the long march through the New Haven streets. As Ávila and Reyes watched:

A young person picks up a microphone and begins to chant: “Youth Alive!” Then: “We will live!” Suddenly the group begins to see more people joining them as some of their African American brothers step in to march. We listen to hear ‘Oh When the Saints’ and as the procession makes its first turn we see Danny out of breath running to join his peers with a hero's cheer for making it. As they enter downtown they shout, they sing, they cry out: “WE WANT TO LIVE! ¡VIVENOS PRESENTE! ATTENTION!”

Meriden Record Journal, Sunday, January 4, 1998

"Aqui Me Quedo: Los Puertorriqueños en Connecticut," meaning "I'm here to stay: Puerto Ricans in Connecticut," embraces the breadth of the Puerto Rican experience in the Nutmeg State.

The story of Puerto Ricans in Connecticut

Meriden Record Journal, Sunday January 4, 1998

It's a matter of community vs. 'urban renewal'

By Maria Garriga
Record-Journal staff

The plan to tear up and rebuild Meriden's seedy Lewis Avenue could well be a chapter in historian Ruth Glasser's latest book, "Aqui Me Quedo."

"Aqui Me Quedo: Los Puertorriqueños en Connecticut," meaning "I'm here to stay: Puerto Ricans in Connecticut," embraces the whole breadth of the Puerto Rican experience in the Nutmeg State. She singles out certain topics for exploration, such as migrant workers, bilingual education and urban renewal.

Glasser argues that urban renewal has a history of destroying Puerto Rican communities in Connecticut.

Puerto Ricans built up communities, ethnic stores, restaurants, clubs, newsstands with Spanish-language papers, and churches, then watched yellow bulldozers crush everything they had painstakingly created.

"Urban renewal tore the economic heart out of the community," Tom Rodriguez, a Waterbury resident, states in the book.

"The bulldozers which 'cleaned up' neighborhoods often destroyed the emblems of a whole way of life slowly and painfully built up by these immigrants," Glasser writes. Urban renewal hit New Haven in the '50s, and other Connecticut cities throughout the '60s and '70s.

"Urban renewal programs razed storefronts and low-rent-housing, especially in city centers. They were usually replaced with retail and entertainment facilities; offices, hospitals and housing for elderly, middle- and upper-class people."

Urban renewal, coupled with highway construction, kept uprooting Puerto Ricans who were trying to settle down. "Hilario Huertas's family moved three times, always one step ahead of the bulldozers," wrote Glasser of one Waterbury man.

Glasser, a Yale-educated historian based in Waterbury, said in a recent interview that she is well aware of the Lewis Avenue project, in which Meriden's mayor, Joseph J. Marigan Jr., proposed to demolish some of the homes and redevelop the area. She said that Puerto Ricans often lose their homes to urban renewal because they don't have the influence necessary to protect themselves from encroachment.

"It is always a matter of who has the most political clout versus who has the least," she said. "My next book is going to be about urban renewal specifically." She suggested rehabilitation as an alternative.

Glasser's hefty tome traces the arrival of Boricuas to Connecticut. (Boricua is a term for Puerto Rican, from the indigenous name for Puerto Rico, Borinquen or Boriquén.)

From farm to factory

The Puerto Ricans began arriving in the mid-1800s. Their families, and subsequent migrants, helped build the strong, sometimes struggling communities in Norwalk, Hartford, New Haven, Waterbury, Danbury and Meriden.

Glasser describes a history of ruthless exploitation of Puerto Ricans by Connecticut's tobacco farmers. When Puerto Ricans were able to escape the farmers, who kept them in subhuman conditions and cheated them out of most of their wages, they turned to the factories.

Factory jobs were unionized and paid well. For many, the factories opened the door to the American Dream. But the collapse of manufacturing in Connecticut left many Puerto Ricans stranded without jobs.

Glasser calls the state's first Puerto Rican pioneers. In some ways, she is a pioneer herself.

There is little documentation and written history about Puerto Ricans in the state. Glasser frequently relies on newspaper articles and interviews with individuals, each telling his or her own story. Two Meriden residents, Magali Kupfer and Rafael Collazo, shared the story of the Puerto Ricans in Meriden.

The Connecticut Humanities Council published 1,000 copies of "Aqui Me Quedo." Half have been sold. The book is still hard to find. Glasser said she hopes people will ask local bookstores to carry the "Aqui Me Quedo," which is printed in both Spanish and English.

Stores that carry "Aqui Me Quedo," which costs \$19.95, include The Howland-Hughes Co. (The Connecticut Store), the Mattatuck Museum Shop, and the Davis Gift & Record Shop, all in Waterbury.

Truth, or nothing

Editor:

I'm looking at the Sunday paper, January 4, 1998, and I came upon "Perspective". I wish you would print this article I'm about to write.

Ruth Glasser's story about Puerto Ricans in Connecticut is well written, however, she's overlooking a lot. She writes about good, respectable, honest Puerto Ricans holding a job, and living the good way everyone is supposed to. I'm sure there are a lot of good Puerto Ricans, in fact I know a lot of them myself. Now, there are bad Puerto Ricans, just look in the arrest report in any paper. You can tell just by their names. Look at the prisons. That has got to tell you something. Now, I'm sure when Ruth Glasser reads this, I'm sure, she will have a million excuses, but the fact remains, they are not all good people. She's trying to make the Puerto Rican people look like a million dollars, when they are not like that at all. Speak the truth or not at all.

ART KRAMER

Get the facts straight

Editor:

Re: Art Kramer's letter on January 8, 1998. Mr. Kramer, your advice, to Ruth Glasser to "Speak the truth or not at all." You should take your own advice.

You stated that there are bad Puerto Ricans, to just look at the arrest report in any paper, you can tell by their names.

Well, I do look at the paper and being Puerto Rican myself, I can't tell whether they are Puerto Ricans, Mexicans, Cubans, Spaniards. So do me a favor and don't assume that because they have a Hispanic last name that they are Puerto Ricans. So my advice to you is "Speak the truth or not at all," and get your facts straight.

DARLENE GONZALEZ HUNTER

Meriden

Homework is strongly suggested

Editor:

In response to the letter dated January 8, 1998, written by Art Kramer of Southington, who obviously doesn't know that Hispanic surnames aren't all Puerto Ricans. South America, Central America, and the Greater Antilles also have Hispanic surnames.

I suggest for Mr. Kramer to do his homework first before he starts "accusing" all Spanish surnames in the police blotter as Puerto Ricans. I am from Puerto Rico and very proud to have served in the armed forces for my country. I received an honorable discharge.

I am proud to say that I have been a resident of Meriden for over 34 years: I'm also a homeowner and taxpayer. I have seen many different surnames on the police blotter but that does not mean that I have come to the conclusion that they are all criminals or undesirable citizens.

Mr. Kramer unknowingly is passing to the community at large the wrong information with the only intent to discredit others in the community for a positive, accurate, well intended documentary about our Puerto Rican heritage, which he probably knows nothing about.

Mr. Kramer knows, and we all know, that there is bad and good in all nationalities. No one is perfect. Mr. Kramer owes an apology not just to the Hispanics but to the community in general for misinformation. I feel like a million dollars plus and I hope every one else should feel the same way. It does not matter what nationality you are. Let's build, not destroy!

CRISTOBAL VISBAL
Meriden

Name _____

Date _____

VOCABULARY QUIZ

Puerto Rico and Its People

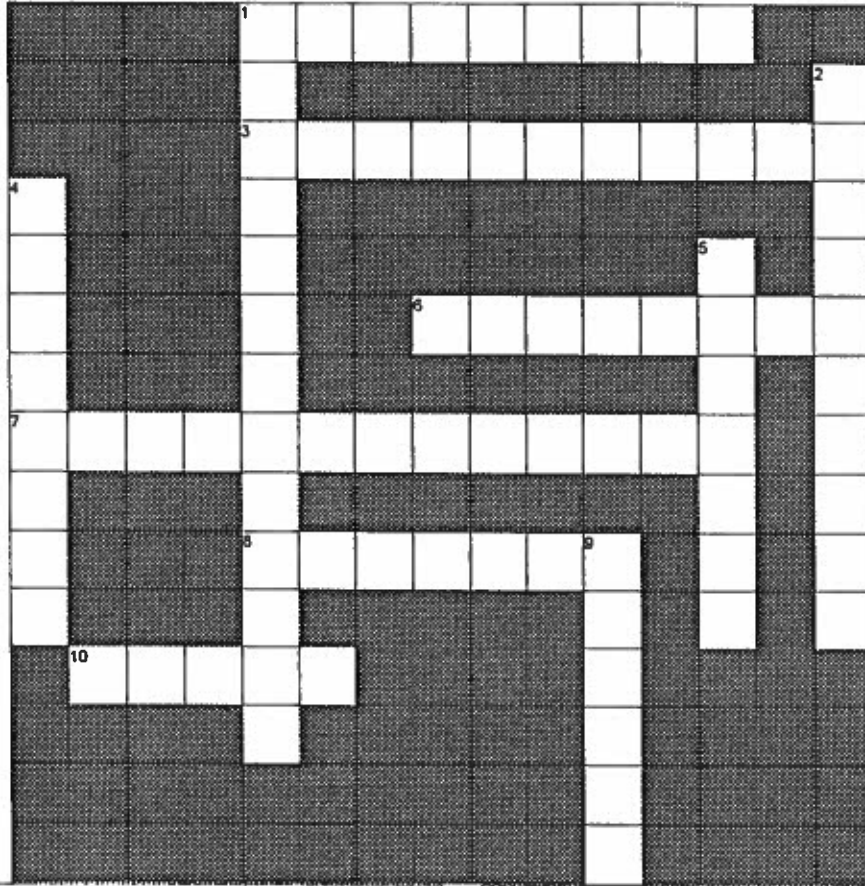
PLACE THE LETTER OF COLUMN B THAT DEFINES THE WORD IN COLUMN A.

- | COLUMN A | COLUMN B |
|------------------------|-----------------------------------------------------------|
| 1. _____ concentration | a. movement of people or animal from one place to another |
| 2. _____ advocate | b. something passed down by your ancestors |
| 3. _____ spectacular | c. a march or parade |
| 4. _____ migration | d. large group of people or things in one place |
| 5. _____ chaos | e. to do something in honor of someone or something |
| 6. _____ misconception | f. to support someone or something |
| 7. _____ escort | g. spoiled, ruined |
| 8. _____ tribute | h. to accompany someone or something |
| 9. _____ heritage | i. something grand |
| 10. _____ tainted | j. problem, disorder, as in a riot |
| 11. _____ procession | k. a wrong opinion about something |

Name _____ Date _____

Que Bonita Bandera

vocabulary



ACROSS

DOWN

- 1. movement of persons or animals from one place to another.
- 3. something grand or sensational
- 6. Something passed down from your ancestors
- 7. A high number of persons or things in an

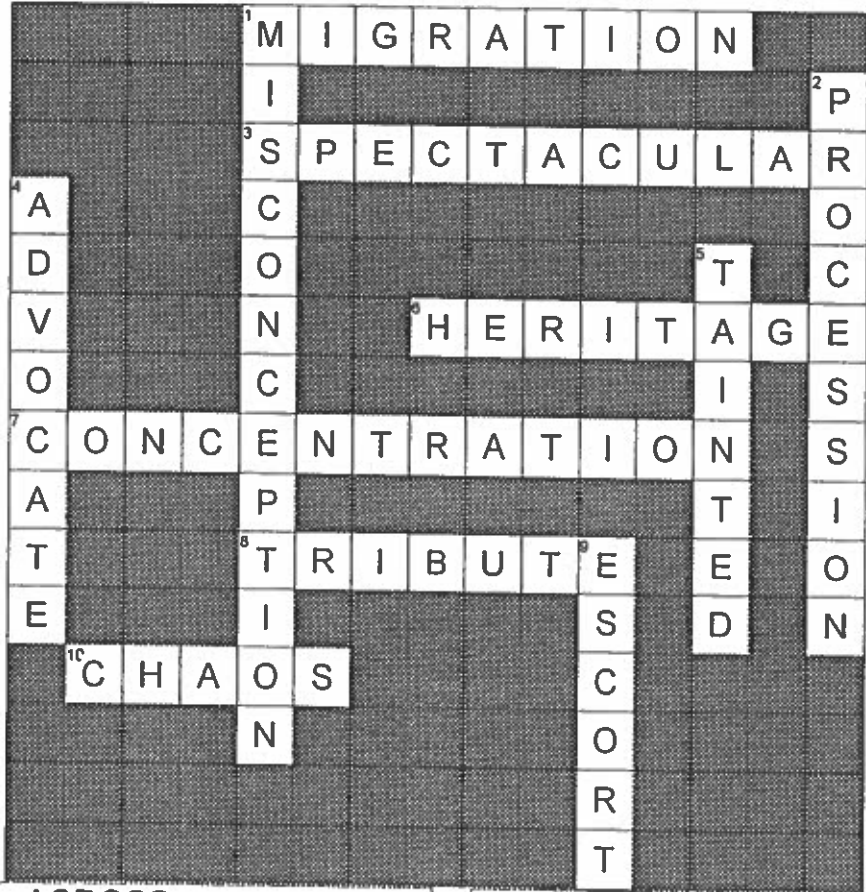
- 8. something done to honor a person or thing
- 10. total disorder

- 1. an incorrect opinion of something
- 2. a group of people marching
- 4. To support a person, place, or thing
- 5. spoiled
- 9. to accompany

Name _____ Date _____

Que Bonita Bandera

Vocabulary



ACROSS DOWN

- 1. movement of persons or animals from one place to another.
- 3. something grand or sensational
- 6. Something passed down from your ancestors
- 7. A high number of persons or things in an area

- 8. something done to honor a person or thing
- 10. total disorder

- 1. an incorrect opinion of something
- 2. a group of people marching
- 4. To support a person, place, or thing
- 5. spoiled
- 9. to accompany

Qué Bonita Bandera

¡Qué bonita bandera!
¡Qué bonita bandera!
qué bonita bandera
es la bandera puertorriqueña!

Azul, blanca, y colorada
y en el medio tiene una estrella;
qué bonita, señores,
es la bandera puertorriqueña.

Todo buen puertorriqueño
es bueno que la defienda;
qué bonita, señores,
es la bandera puertorriqueña.

¡Qué bonita, señores, es,
qué bonita es ella,
qué bonita, señores,
es la bandera puertorriqueña!

What a Beautiful Flag

What a beautiful flag!
What a beautiful flag!
what a beautiful flag
is the Puerto Rican flag!

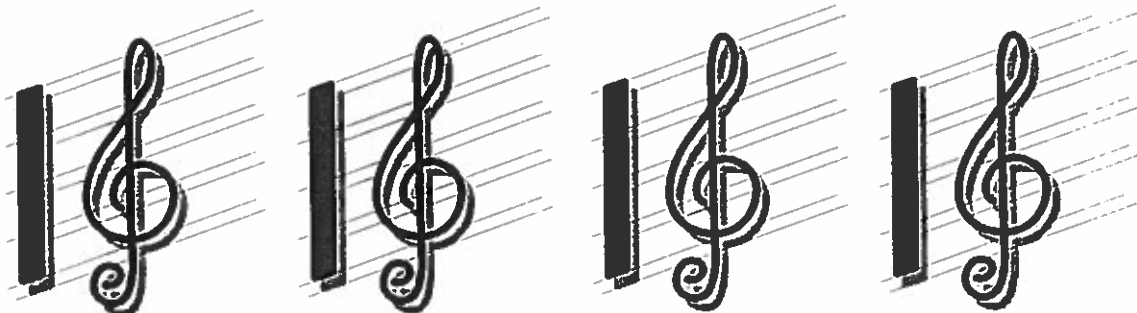
Blue, white, and red
and in the middle it has a star;
how beautiful, señores,
is the Puerto Rican flag.

Every good Puerto Rican
it's good for you to defend it;
how beautiful, señores,
is the Puerto Rican flag.

How beautiful it is, señores
how beautiful it is,
how beautiful, señores,
is the Puerto Rican flag!

"*Qué Bonita Bandera*" is a *plena* composed by Florencio Morales Ramos, otherwise known as 'Ramito' or as 'El cantor de la montaña' [the mountain singer]. Ramito was born in 1915 and died in 1990. During his lifetime he wrote, performed, and recorded many songs in Puerto Rican folkloric styles.

The song "Qué Bonita Bandera" can be found on a Ramito CD entitled "Raices de Puerto Rico: Con Nieves Quintero," or "Roots of Puerto Rico: With Nieves Quintero." Nieves Quintero is a celebrated Puerto Rican *cuatro* player. This disk, label and issue Star 33, can be ordered through descarga.com.



Name _____

Date of Interview _____



Family Survey

1. What is your name?

2. Where were you born?

3. When were you born?

4. Where and when were the adults in your house born?

5. Where and when were their parents born?

6. Why did your family move here?

7. Where did your family live before they lived here?





8. Do you know where your family name comes from?



9. Have you lived anywhere else?

10. What languages do/did the people in your family speak?

11. Describe two special holidays or traditions that your family celebrates.

12. Tell me an old family story.

Add your own questions here.

Name _____ Date _____

Ethnic Holiday Celebrations and Customs



Many families follow traditions from a country, region of the United States, religion, or ethnic culture. These may be holidays or special events.



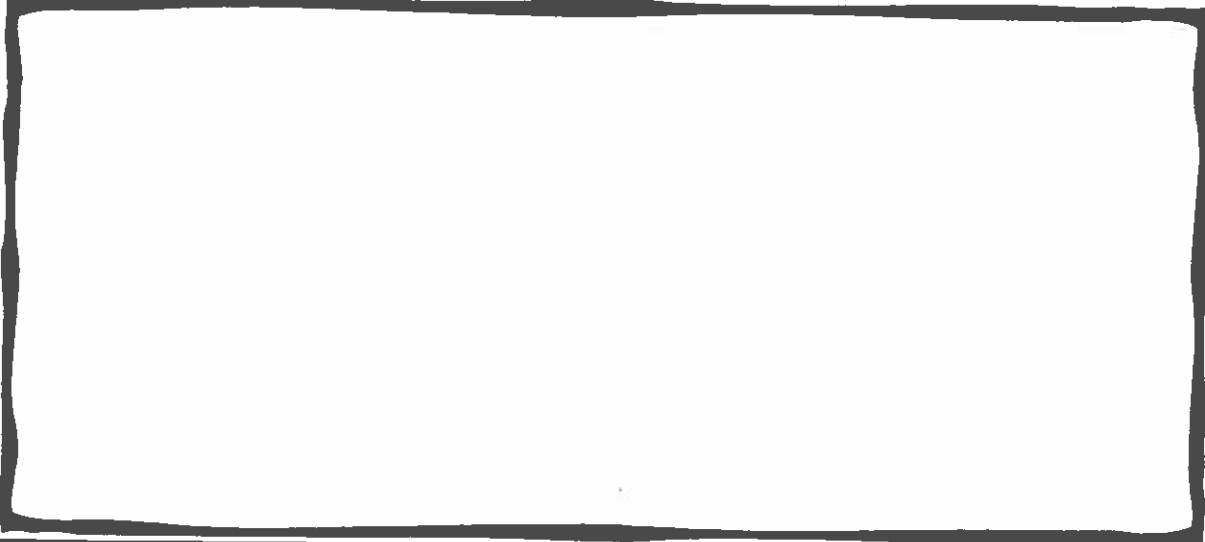
What special holidays and traditions do you have in your family?



Describe these events and tell why they're special to your family.



Paste in photos of your family's traditions and celebrations.



Name _____ Date _____

SPECIAL FOODS I EAT

People in other regions of the country, parts of the world, or from different ethnic groups or religions often eat different kinds of foods.



Does your family eat any special kinds of foods?



Why? Where does this kind of food come from originally?



Explain what those foods are, list all the ingredients, and say when they are eaten.



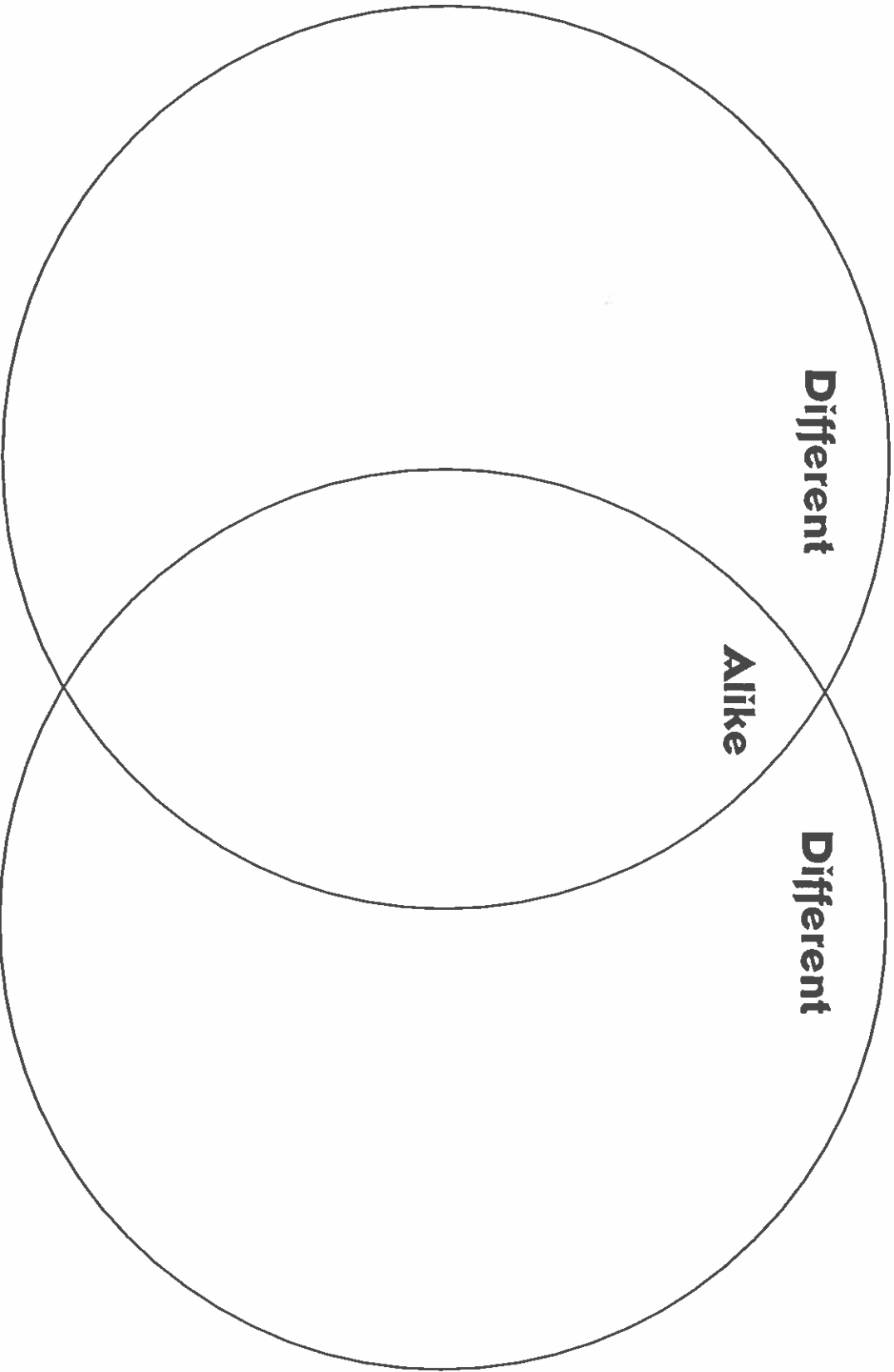
Draw pictures or paste in photos of your family's special foods.



Write a favorite family recipe here.

Venn Diagram

Name _____ Date _____



DISCUSSION QUESTIONS

An Oral History of Puerto Rican Migration to Connecticut
Aquí Me Quedo

Adalberto Pereyo and Frank Juan (pp.33-39)

1. Who were Meriden's first Puerto Rican couple?
2. Where did this couple come from and why?
3. What effect did this couple's migration have on the Puerto Rican population in Meriden? Explain.
4. Why did Adalberto Pereyo and Frank Juan migrate to Connecticut?
5. How did Pereyo and Juan migrate to Connecticut?
6. According to Pereyo, how did others in Meriden perceive Puerto Rico and Puerto Ricans?
7. Why was Pereyo's and Juan's native language, Spanish, lost by the third generation?
8. Why do you think Pereyo's brothers changed their names?
9. What historical occurrences were identified in the reading?
10. What do you think was most interesting in this sample of oral history? Why?

María Morales (sidebars, pp. 37-39) [note video part I]

1. Where did Mrs. Morales grow up? What was this place like?
2. What was life like for Mrs. Morales as a child?
3. How did Mrs. Morales marry? Describe her courtship.
4. What type of work did Mr. Morales do?
5. What type of work did Mrs. Morales do to support her family?
6. How would you describe Mrs. Morales' life in Puerto Rico?
7. Why do you think Mrs. Morales migrated to Connecticut?
8. Identify various cultural descriptions included in María Morales' oral histories.
[improve]
9. What major historical occurrence was identified in the reading?
10. What do you think was most interesting in this sample of oral history? Why?

Note: Adalberto Pereyo and María Morales are also interviewed in "Puerto Rican Passages" [see part I]



Oral Histories — VOCABULARY

[Keyed to Introduction and Chapter One of *Aqui Me Quedo*]

- 1) migrate (pp.9, 21)
- 2) migrant (pp.9, 17, 19, 21, 31, 35, 39)
- 3) immigrant (pp.11, 13, 37)
- 4) descendant (pp.29, 37)
- 5) Canóvanas, Mayagüez, Ponce, Guayanilla, Naguabo, Bayamón, Juana Díaz, Puerto Rico (pp.27, 29, 31, 35, 37 [sidebar] locate on maps, Sheet # 31)
- 6) industrial town (p.37)
- 7) textile firm (p.35)
- 8) culture (pp.13, 15, 21, 37, 39)
- 9) brogue (p.37)
- 10) generation (p.7, 19, 39)
- 11) Americanized (p.39)
- 12) San Ciriaco (p.37 sidebar)
- 13) pittance (p.39 sidebar)

PERFORMANCE ASSESSMENT TASK

Oral Histories

Experiences of Migration

BACKGROUND

History is a narrative of events. It includes the story of people and their experiences. We can learn a great deal from the experiences of others. For this task, you will be interviewing individuals who have migrated or immigrated from Puerto Rico, another state or region of the United States, or another country. You will capture and record their experiences. Your finished product will be displayed for others to view.

YOUR TASK

Your task is to write and display the oral history of family and/or community members who have migrated to Connecticut. This task involves interviewing members of your family and/or community, analyzing your interview, and preparing oral histories. It also includes preparing a display of your oral histories that is neat and presentable.

YOUR AUDIENCE

Your audience is the students and staff of your school and outside members of the community.

YOUR PURPOSE

Your purpose is to document the experiences of migrants by presenting oral histories of family and/or community members who have migrated.

PROCEDURE

1. Identify interviewee.
2. Conduct the interviews.
3. Prepare the oral histories.
4. Prepare artifacts that correspond to the oral histories.
5. Prepare display with histories and artifacts.
6. Present to the class.

EVALUATION

See attached Oral Histories of Migration Assessment List (Sheet # 27b)

Oral Histories Experiences of Migration ASSESSMENT SHEET

ASSESSMENT ITEM

**POSSIBLE
POINTS**


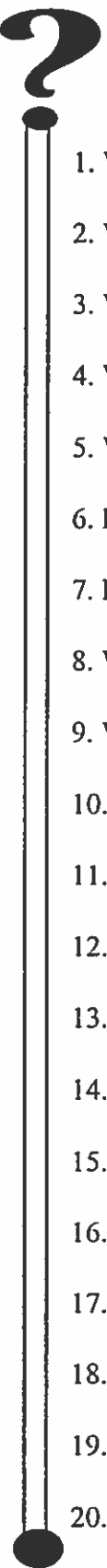
**STUDENT
POINTS**

**TEACHER
POINTS**

1. How well did you complete your interview? Do you have your responses?			
2. How well did you tell the story of the migration experience in your oral history? Was who, what, when, where, why, and how covered? Were significant events identified?			
4. How well written is your oral history? [grammar, spelling, and punctuation]			
5. How well did you research additional information and collect artifacts to make your story more interesting?			
6. How good are the artifacts of the first oral history? Do they relate to the oral history narrative and are they meaningfully labeled?			
8. How neat and presentable is your finished product?			
9. How timely was your project? Was it in class the day it was due?			

COMMENTS:

Middle School Interview Sample Questions

- 
- 
1. What is your full name?
 2. Where do you live?
 3. When and where were you born?
 4. When did you come here?
 5. Why did you come?
 6. Did you have friends or relatives living here?
 7. How did you get here?
 8. Who did you come with?
 9. Were you afraid?
 10. Did you want to come?
 11. Did all your family eventually come here?
 12. What was your family like?
 13. What was the occupation of your parents and family members?
 14. What was your childhood like?
 15. Did you speak English?
 16. Did your family share with other families?
 17. What was your first impression upon arriving to your new home?
 18. What did you think of the climate?
 19. What did you think of the people?
 20. When you arrived, what kind of work did you find?

??	TIPS FOR INTERVIEWING
??	1. Ask questions that require more of an answer than a 'yes' or a 'no.'
??	
??	2. Ask one question at a time.
??	
??	3. Ask brief questions.
??	
??	4. Don't let periods of silence fluster you.
??	
??	5. Don't worry if your questions or answers are not as beautifully phrased as you would like them to be.
??	
??	6. Don't interrupt a good story.
??	
??	7. Interviews usually work out better if there is no one present except the narrator and the interviewer.
??	
??	8. Don't use the interview to show off your own knowledge, vocabulary, charm, or other abilities. Good interviewers do not shine; their interviews do.
??	
??	9. Keep the interview time short (no more than an hour and a half).
??	
??	10. Be polite!
??	
??	
??	

This is an example of a story made from oral history testimony, collected from a Waterbury man in 1986. What other sources of information might have been used to put together this history?

JOSE RODRIGUEZ

At the age of three, José "Joe" Rodríguez was one of the youngest pioneros [pioneers] of Waterbury's new Puerto Rican community. In 1952 he came here with his parents, Tomás and Genoveva Rodríguez.

Like many others who came from all over Puerto Rico in the 1950s, the Rodríguezes hoped Waterbury would provide them with good jobs and a peaceful place to raise their children. It did, but they had to work hard for what they got. Tomás went to the Uniroyal rubber factory every single day for seven weeks until the manager, tired of saying "no" to him, finally gave him a job. He worked in the factory for many years, often working other part time jobs on the side. Meanwhile, Genoveva raised twelve children and was active in establishing the first Spanish-speaking Catholic church in Waterbury. Both of Joe's parents founded and worked with many social and recreational programs which served Waterbury's growing Puerto Rican community.

Joe grew up in a busy but happy household. The family lived just north of downtown Waterbury and later in Berkeley Heights. From his childhood, Joe remembers many Puerto Rican customs which survived in Waterbury. One of them was the *parranda*, surprise musical visits during the Christmas season.

"During Christmas time you'd be sleeping and all of a sudden you'd hear this music coming at you and your folks would panic and say, 'Oh my God,' you know, trying to fix up the place and hoping they'd have some refreshments, some goodies to offer. They'd come and they're singing Puerto Rican carols, *aguinaldos* we call them."

Aguinaldos and other musical forms are part of a rich musical heritage dating back centuries in Puerto Rico. They were a way that country people, called *jibaros*, celebrated and commemorated what was happening around them. Surrounded by this music in Waterbury, Joe learned to play it on guitar and *cuatro*, and went back to the hills of Puerto Rico to learn how his ancestors used it.

"The *jibaros*, they were destitute people. They used to grow their own food. And these traditions were a form of communication. They exchanged information with *aguinaldos* and, believe it or not, they preserved historical facts. When I was in Puerto Rico I met some incredible people, old old people who could recite whole books out of the Bible in verse, who were singing verses about history, World War Two and things in Germany.

"You have workers who'd go out and pick coffee, or they're working in the fields, and when they work in the fields in the mountains it's not like here. When they say they have a farm, *una finca*, you know, they're talking about the side of a hill like 80 degrees-- it's incredible! The music was like a newspaper for the people up there, because they were illiterate, most of them, and even the ones that were literate had very little either time or literature to read."

Joe is proud of his musical and cultural heritage, and he has also done a lot to share it with members of other ethnic groups. From school days when he played in bands with African-Americans in Berkeley Heights, to his adulthood jamming with Cape Verdeans, French-Canadians, and others, Joe Rodríguez has been part of an ongoing musical exchange. He says that:

"Most people, they don't see that there's a lot to just remembering where you came from, and looking at how it's developing and maybe taking a look forward and seeing where it can go, how it blends in with your lifestyle and everything that's going on around you. An ethnic community brings into another community part of what they have and as time goes on they blend and that other community's enriched by whatever is brought over."



INTERVIEW WITH NESTOR MORALES

BY RUTH GLASSER, HARTFORD, CT 12/21/1991

Side A

009: Came in 1964 from Cataño, Puerto Rico. "It all started in Puerto Rico. The unemployment situation was really devastating, and I was married at that time, I got married in 1962." Had just come back from the army in September of 1962. Preparation for Vietnam, but he didn't go there. 1964 situation in PR no jobs, especially for people without education. NM had only gone up to 8th grade, had no chance at all. Supposedly period of economic miracle on the island, but economics always benefits those who have some educational background, some kind of profession, then whatever leaks is for the little guy, he was at the bottom. Went to unemployment office, already registered, had had 26 weeks of unemployment benefits from being a veteran. Through them trained to be a cook. But couldn't find a job as a cook. [Had taken advantage of veterans' course in area]

054: "So they were training people in areas where there was really no demand for it. The only thing that was open was, they had a big...sign in the employment office in Bayamon,...it said "farmworkers...as many as we can find." Needed so many that they went around the neighborhoods with bullhorns, announcing that there were jobs in the United States.

069: "You put yourself in those positions, you don't know where they're gonna send you. It could be Florida, it could be Chicago, it could be New Jersey. I wound up in Connecticut." Went with big group coming to Connecticut. At that time they made out some kind of contract with the farmers. Sent the workers over, the farmers would pay for the travel expenses, would then be deducted from workers' salary. Told ahead of time that money would be deducted from workers' paychecks, also minor meals deductions. Wound up over here, whole airplane of migrant workers from Puerto Rico. Knew before leaving, once in airplane, that going to CT to work in tobacco. Had various groups going over to different places.

101: "In fact, we didn't care where they sent us to. We just wanted to work." He spoke some English at the time, from the army, not as good as now. "See that was something you could not tell those people. They wanted strictly non-English-speaking people...If you didn't speak a word, better for them." When talked to the man, he asked if they spoke English, told farmers don't like that. Farmer had own interpreter, who would work for him. Recruiters were Puerto Ricans working for PR Dept of Labor, people hired for that purpose. Peak of season, late April. By now preparations made all over, they need thousands of workers. Cheap labor that American people not willing to do. Needed someone to do it, why not Puerto Ricans.

136: Arrived at Hartford/Windsor Locks airport. From there picked up in buses. Went to camp, thinks Camp Windsor, like concentration camp. They had guards and gates, [barbed] wire all over the place. Doesn't know who owner, that was distributing center. From there distributed those workers to different farms. He worked for Hathaway, big company among other big tobacco companies, all in the same area. Spread out throughout CT and MA. At this point NM didn't understand what was the connection between the distributing center and the other farms. Seems like a large operation from PR to distributing center to the actual farms. Must have been a lot of money involved. [Maybe Tobacco Growers' Association?] Later they threw him out of the farm, found out he spoke English.

Tobacco Valley | CHAPTER two

“If there’s a harvest, you’ve got Puerto Ricans working there,” observes Néstor Morales. Morales knows what he’s talking about—he first came to Connecticut from his native Cataño to work on a tobacco farm.

It was 1964. Morales was a veteran of the United States Army. He was a trained cook, but unemployment was high in Puerto Rico and he couldn’t find a job. So he went to his regional employment office. “They had a big sign in the office in Bayamón, it said, ‘farmworkers, as many as we can find.’” He quickly filled out an application, and waited to see what would happen.

Morales remembers that he didn’t know where he would be going until he was on the plane. “You put yourself in those positions, you don’t know where they’re going to send you,” he said. “It could be Florida, it could be Chicago, it could be New Jersey. I wound up in Connecticut.” But, Morales added, he and the other men selected were so desperate that “we didn’t care where they sent us to. We just wanted to work.”

Leaving in late April, Morales and other recruits from Puerto Rico arrived at the Hartford/Windsor Locks airport. Buses took them to a camp which operated as a distribution center, complete with armed guards and barbed wire. From there, Néstor and the other workers were sent to work on different tobacco farms. There they would remain until tobacco season ended in the fall.

Puerto Rican workers have played an important role in Connecticut agriculture. Future research may reveal a story of Puerto Ricans coming to Connecticut to do farmwork before World War Two and perhaps in the nineteenth century. But even now we know that tens of thousands of Puerto Rican farm workers came to the state in the post-World War Two era. They planted trees and cut tobacco, picked tomatoes, apples, potatoes and other crops.

Why did Néstor Morales and thousands of other Puerto Ricans feel a desperation that made them leave their homes, families and friends behind in Puerto Rico? Why did they go to work on large commercial farms, in orchards and nurseries throughout the eastern and midwestern United States? What was it like to be an agricultural contract worker in Connecticut?

In order to answer these questions, we must go back almost a century. We must look at the political and economic conditions that made people leave Puerto Rico, as well as the opportunities that lured them to try their luck in the United States. As the story of Connecticut's tobacco industry will show, there were often links between what was happening on the island and the mainland.

Agricultural Upheavals

Even before the Spanish-American War of 1898, most Puerto Ricans were small farmers or plantation workers who had to struggle to make a living. After the defeat of the Spanish and with the beginning of United States occupation of the island, the struggle became even harder. The small coffee farmers of the inland mountainous areas of Puerto Rico were not protected by United States tariff laws and could not compete against other coffee producers in the world market. When Hurricane San Ciriaco hit the island in 1899, it destroyed that year's crop and put many farmers over the edge.

Other branches of agriculture were even less accessible to most Puerto Ricans. The island's huge sugar industry, for example, was increasingly controlled by United States investors. Over the first half of the twentieth century, United States sugar companies expanded both their growing and processing operations. This meant that the sugar plantations swallowed up huge tracts of land that had formerly belonged to small farmers. As the big growers used more sophisticated machinery to cultivate, harvest and process the sugar, they

NÉSTOR MORALES: Something strange is happening on the island. There is an influx of migrants from the countryside to the large cities. Step one—they leave Comerío and they move to San Juan. Because there's no housing in San Juan, and housing is too expensive, they wind up in the *barriadas*. Now the *barriadas* were mainly composed of farmers who came seeking a better way of life and they couldn't find it. So the next jump was what? To come to the farms.

You're talking now late April. They need thousands of workers. This is cheap labor that the American people are not willing to do. So they need somebody to come and do it and why not Puerto Ricans?

Name _____ Date _____

PUERTO RICAN WORKERS IN CONNECTICUT

U N E M P L O Y M E N T B F D
 Y J L R E T W E P V S E G A W
 C L T S U P H E A V A L Y W A
 L A N O I T I D A R T I X P T
 V I A V R O L X U B W T K Z B
 E R R I X E R U P D W X M Y H
 E T U A W E N Y C E N E A R Z
 R S A U C I R O B I Y T I O C
 N U T V O I M M I G R A N T H
 H D S H I M Z Y K P D G L C Z
 J N E K U T Y C E R N G A A R
 G I R N Q P L X M G U L N F T
 P E I O V F A U N R O O D S T
 U T O B A C C O C O F L U A R
 Y M A D U R P Y C G R Z X N V

Agriculture
 Boricua
 Community
 Cultivate
 Factory
 Foundry
 Immigrant

Industrial
 Mainland
 Migrant
 Pewter
 Pionero
 Restaurant
 Textile

Tobacco
 Traditional
 Unemployment
 Upheaval
 Wages

Name _____ Date _____

PUERTO RICAN WORKERS IN CONNECTICUT

U N E M P L O Y M E N T B F D
 Y J L R E T W E P V S E G A W
 C L T S U P H E A V A L Y W A
 L A N O I T I D A R T I X P T
 V I A V R O L X U B W T K Z B
 E R R I X E R U P D W X M Y H
 E T U A W E N Y C E N E A R Z
 R S A U C I R O B I Y T I O C
 N U T V O I M M I G R A N T H
 H D S H I M Z Y K P D G L C Z
 J N E K U T Y C E R N G A A R
 G I R N Q P L X M G U L N F T
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After 100 years, Puerto Rico is divided A unique culture, a unique status

Editor's note: A century after the U.S. takeover of Puerto Rico, an Associated Press correspondent looks at a conflicted people torn between their national feelings and the allure of becoming the 51st state.

By Dan Perry
Associated Press

SAN JUAN, Puerto Rico — Emilio Figueroa remembers well the day Eisenhower died. He cried when Nixon resigned. He went to college in Cincinnati. He worked in Florida, Louisiana and Hawaii. He adored Sinatra.

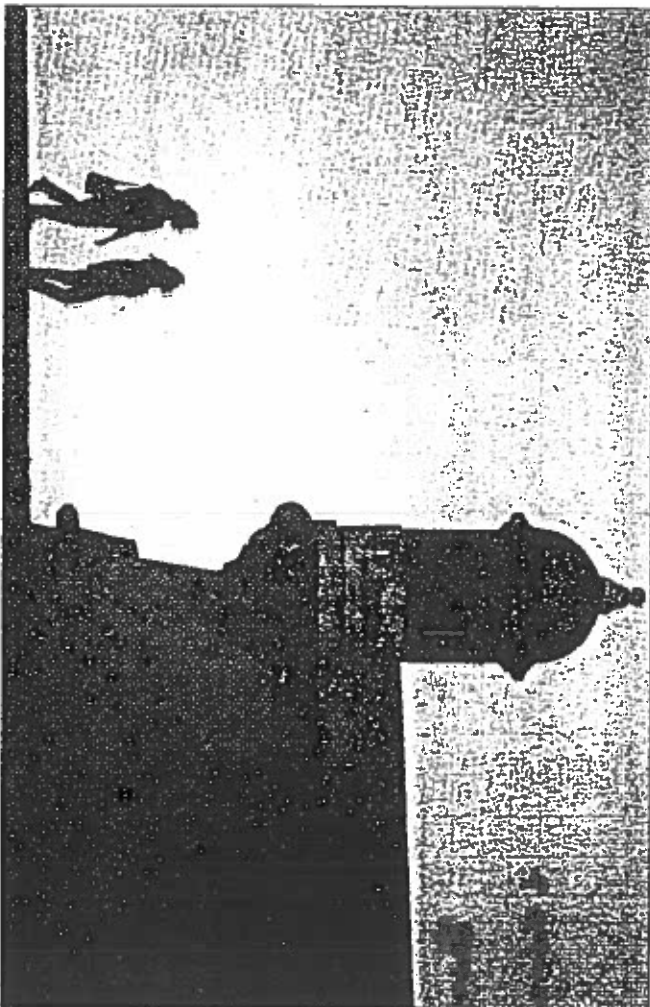
Like his 3.8 million island compatriots, he's a citizen of the United States.

Yet the 36-year-old owner of the Parrot Club bistro in San Juan is not entirely American — not in his eyes, at least.

"In Puerto Rican!" he says simply, caressing a Monte Cristo cigar. "We have a lot of heart, a lot of fight, a lot of tenacity!"

Emilio's hearty patriotism is shared by all here — from rural poor who depend on Washington's aid to a growing middle class that has embraced consumer culture with a startling vengeance to intellectuals who bemoan the megamalls and other signs of Americanization.

The resilience of national sentiment is



Tourists walk near the 16th century fort called El Morro, in San Juan. Saturday will mark the 100th anniversary of U.S. rule in Puerto Rico.

Associated Press

striking, considering Puerto Rico has never been an independent nation. It is probably the key obstacle to Gov. Pedro Rosselló's campaign to make Puerto Rico the 51st state.

Columbus claimed the island, inhabited by Taino Indians who soon were decimated, for Spain in 1493.

On July 25, 1898, during the Spanish-

American war, the United States invaded. U.S. troops were welcomed by many islanders, most descendants of Spanish colonists and African slaves who expected the Americans to give them independence.

Instead, Puerto Rico became the U.S.

Please see Puerto Rico / 4

□ Puerto Rico: Not a nation, but not a state

From Page 1
gateway to the Caribbean — a strategic gem, a sometime economic asset, and a bit of an embarrassment since colonists went out of style.

A century later, debate rages over the island's arguably subservient relationship with the United States, made more irksome by the master's seeming ambivalence.

Polls — and a non-binding 1993 referendum — indicate only about one in 20 Puerto Ricans actually wants independence. Most people credit the United States for giving them a living standard rarely seen in Latin America.

But ask whether they are Americans or Puerto Rican, and the ratio turns on its head.

"It is accepted by the great majority here that Puerto Rico is a nation," said Ricardo Alegria, head of the Institute of Puerto Rican Culture. "The great majority want to maintain our own culture, literature, language."

That raises a question as fundamental to the United States as to Puerto Rico: Can, and should, a proud, distinct and Spanish-speaking nation join the union?

A peculiar arrangement
Unconformable as a colonizer, the United States granted Puerto Ricans citizenship in 1917 — so they can travel freely to the U.S. mainland, where some 2 million now live.

Under a peculiar "commonwealth" arrangement agreed in 1952, Puerto Ricans pay social security taxes but no federal income tax, and receive federal aid of up to \$10 billion a year. They can not vote for U.S. president on the island — but can if they live on the mainland.

They have one non-voting delegate in Congress.
Puerto Ricans are eligible for the military draft, and tens of thousands have fought for the United States.

The United States gets naval and military bases at a maritime crossroads and a convenient market. Puerto Rico gets some symbols of sovereignty, like its own Olympic team and a much-revered flag.

But there is a growing feeling that change is inevitable. This was bolstered by Washington's decision two years ago to phase out tax incentives that helped attract American business operations, especially pharmaceutical plants.

The U.S. businesses posted annual per capita income to \$8,000 — one-third the U.S. average but five times higher than in nearby Dominican Republic.

Development also brought income gaps and one of the highest murder and drug abuse rates in the United States and its territories.

In some ways, Puerto Rico looks American, as in a generous scale out of synch with the reality of a crowded island. Gas stations lurve over three-acre plots; sports utility vehicles and spacious U.S. cars, often bearing a single driver, clog the web of "autopistas."

The acquisitive Spanish colonial homes of Old San Juan, in pastel spruce, green and blue, share streets with the filices of Hoover, McDonald's and the Hard Rock Cafe.

Both Spanish and English are official languages. Though "Spanglish" is everywhere — such as in the popular exclamation "Que nice!" — only one in four or five Puerto Ricans speak English

Both Spanish and English are official languages. Though "Spanglish" is everywhere — such as in the popular exclamation "Que nice!"

well. Some fear statehood could mean official imposition of English only, despite the failure of an earlier effort to teach in English in schools.
Radio plays mostly salsa, merengue and Spanish-language rock. The street tempo, like the dances and the music that blares from bars, cars, sidewalk cafes and apartment windows, is decidedly Latin.
Most towns have a patron saint whose annual "day" is a tremendous bash. San Juan's was June 23. Thousands — young fathers with infants, teen-agers waving Coors Lite and a few spy-retrievers — performed the traditional three backward walks into the Atlantic at midnight for good luck.
Gov. Rossello sees no contradiction between the dominant local culture and statehood. "Hawaiian culture and Hawaiian language were put up as an

obstacle to being admitted as a state of the union," he says.

A sidled debate
Commonwealth status has made Puerto Rico a "disfranchised ghetto," he has three sons. One of them is a resident of Massachusetts. He has all the rights just because he lives there. His two brothers (in Puerto Rico) don't have the same rights, and I don't think that's appropriate," the governor said in an interview.

Historian Luis Agrual likes commonwealth just fine.
"There's nothing in history that tells me that one has to be either a state or an independent nation," he said.

Statehood means "you could end up with an American Quebec," he warned, referring to the restive French-speaking Canadian province. Forcing the issue could bring violence, he added.
For now, there is little hatred between Puerto Ricans who disagree — but the status dispute is gradually seeping into other issues and becoming more strident.

When Rossello announced the sale of Puerto Rico Telephone Co. to GTE in June, workers went on strike and were swiftly joined by nationalists who changed he chose a U.S. firm to boost his statehood agenda. Statehooders, meanwhile, fretted the interest would scare manufacturers away from their cause.

Violence accompanied the creation of commonwealth, too. In 1950, two Puerto Rican radicals tried to assassinate President Truman, and four years later a band of four opened fire on the U.S.

House of Representatives, wounding five lawmakers.

In that same chamber this March, the House approved — by a single vote — a measure allowing a Puerto Rican referendum that could set the island on the road to statehood. The bill's supporters hope for a Senate vote before year's end.

In the 1993 referendum, Puerto Ricans voted for commonwealth over statehood by 49 percent to 46 percent. Polls say the narrow split persists — but Rossello's New Progressive Party is pushing hard. Often his supporters set statehood as a treasure chest of more federal aid.

For Ruben Berríos Martínez, head of the Puerto Rico Independence Party, such talk is a national indignity.
Statehood would merely be another form of dependence and subordination, he wrote in Foreign Affairs magazine. But his movement, which got only about 5 percent in the 1993 referendum, struggles.

Only a few hundred faithful showed up at a recent "independentista" rally marking the 100 years since the American bombardment of San Juan signaled the impending takeover.

Elderly men defiantly wrapped the Puerto Rican flag — five red-and-white stripes and a single star in a triangle — around their heads and then marched off down the old town's cobblestone lanes. They were alone.

Most islanders were inside, casually cheering a different national symbol: Joyce Kilmer, pride of the mountain village of Aguas Buenas, who was comely in the Miss Universe pageant.