



**GeoCivics Lesson: Understanding Puerto Rico &
Modern US Imperialism**
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Teacher(s): Ariel Alford	Lesson Title: Understanding Puerto Rico & Modern US Imperialism	Course: African American Studies Grade Level: 9-12
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Notes: This lesson could potentially take 2 class periods.

Pre-existing Knowledge: Students will need some background knowledge of U.S. territories and of the history of the Transatlantic Slave Trade.

Overview of Content:

Common misconceptions about slavery within the Spanish-speaking Caribbean often illustrate a problematic notion of “happy” and “content” slaves that saw no need for resistance. However, professional and cultural historians have uncovered various examples of uprisings and failed conspiracies carried out by enslaved and free Africans throughout Latin America. Additionally, the process of enslavement within Latin America has often been juxtaposed against its manifestation within the United States as a more benevolent and mutually beneficial relationship. This has also led to belief that anti-Black racism is an “American phenomenon” and does not exist within a Latin American context. It is important to undo the erasure of African resistance within Latin America and the lasting legacy of chattel slavery and anti-Black racism within the region.

Purpose: *What students will learn:*

Students will strengthen their foundational knowledge about the history of enslavement in Puerto Rico and will learn about Africans trafficked through the international slave trade. Students will analyze the historical and contemporary barriers to justice experienced by the Afro-Puerto Rican community and highlight communal points of pride, African cultural resistance, and evolving socio-political movements. Students will conduct independent research on the legacy of Marcos Xirro and use what they've learned from the work of Guillermo A. Baralt to take on the role of historian.

National & State Social Studies Standard(s):**National Social Studies Standards:****C3 History:**

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

C3 Civics:

- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Social Justice Standards:

- JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
- JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

Washington D.C. State Social Studies Standard:

- Driving Concept 2: Convergence, Upheaval and Resistance (1400- 1750)
- WH2.15 Compare different forms of European colonization and enslavement, such as in plantation-based societies and economies across the Americas and the Caribbean, and resistance to such enslavement.

National & State Geography Standard(s):**National Geography Standards:****C3 Geography**

- Evaluate how political and economic decisions throughout time have influenced **cultural and environmental characteristics** of various places and regions.(*D2.Geo.5.9-12.*)

Washington D.C. Geography Standard(s):

- The Diversity of Human Cultures : Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization. Cultures develop because of forces within a society as well as external factors. Students who will live in an increasingly interconnected world need an understanding of the ways in which others live different lives, the processes that produce distinctive cultures and how those places change over time.
- Students will analyze multiple aspects of different cultures, gain an appreciation of the great diversity of human experience and expression, and analyze the similarities and differences across cultures

ELA Standards:

CommonCore Standards:

Reading Standards for Informational Text 6–12:

- Grades 9 & 10: 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Grades 11 & 12: 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ISTE Teacher and/or Student Standard:

Students:

- 1.3. Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively.
- **CONNECTIONS:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- Students will be able to explain the role of Puerto Rico in the transatlantic slave trade.
- Students will be able to describe the ways enslaved Africans resisted white supremacy and enslavement in Puerto Rico.
- Students will be able to analyze the ways Afro-Puerto Ricans have preserved culture and created community.

SIOP

SIOP Elements		
Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent

Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative

Students will work collaboratively to read through the 2 primary sources and work together to respond to Source 1 and Source 2 questions on the *Enslaved Africans in the Caribbean: Puerto Rico handout* (in Lesson Materials Document) and then will share-out their analysis with another group, and the teacher will make note of students' shared out responses for use as a formative assessment of student learning.

Summative

As a summative assessment, students will do research on Marcos Xiorro and use what they learn from their research as well as use the knowledge gained in today's lesson to create a brochure illustrating the legacy of Marcos Xiorro and the history of African resistance to enslavement in Puerto Rico. The brochure created will include sections that answer the following research questions:

- *What was Marcos Xiorro's origin story?*
- *How did Marcos Xiorro resist enslavement? What was Marcos' plan?*
- *What was the result of his plan?*
- *Why did Puerto Rico's Governor pass the Bando Contra La Raza Negra [Decree Against the African Race] in 1848?*

The teacher will assess student learning by using the Marcos Xiorro Brochure Rubric (in Lesson Materials Document) to grade students' brochures with a score of 18 or higher indicating mastery.

Key vocabulary:

- **Transatlantic** - crossing or extending across the Atlantic Ocean
- **Conspiracy** - a secret plan by a group to do something unlawful or harmful
- **Uprisings** - an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power
- **Chattel slavery** - the enslaving and owning of human beings and their offspring as property, able to be bought, sold, and forced to work without wages, as distinguished from other systems of forced, unpaid, or low-wage labor also considered to be slavery.

Materials:

- Overview of the Slave Trade Out of Africa Map: (link in Sources below)
- *Teacher Resource: SEE, THINK, WONDER Strategy:* (Link in Sources below)
- See, Think, Wonder Reflection Questions: (in Lesson Materials Document)
- *Teacher Resource: What are Pear Deck Slides?* (Link in Sources below)
- Student access to laptops/computers to respond on Pear Deck and to analyze Slave Trade Out of Africa Map
- *Copies of Enslaved Africans in the Caribbean: Puerto Rico - one per student* (in Lesson Materials Document)
- Online article: Slavery and Remembrance: Caribbean: (Link in Sources below)

- Video: *Ponce de Leon & Puerto Rico African Slaves* (4:26 min.) (Link in Sources below)
- Online Primary Source Images: *Source 1: African slaves processing sugar cane on the Caribbean island of Hispaniola, 1595* (Link in Source below)
Source 2: Puerto Rican Planter with House Slave, ca. 1808 (Link in Source below)
- Timer
- Online article: Book Review: *'Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795 - 1873'*: (Link in Sources below)
- Teacher Resource about Popcorn Reading Strategy: *What is Popcorn Reading?* (Link in Sources below)
- Book Review Reflection Questions for *'Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795 - 1873'*: (in Lesson Materials Document)
- Teacher Resource: Online Article to support your learning: *Slavery Ended in Puerto Rico 150 Years Ago. Examine the Island's History from Former Spanish Colony to US Territory*: (Link in Sources below)
- Marcos Xiorro Brochure Rubric ([Summative Assessment Rubric - in Lesson Materials Document](#))
- List of Summative Assessment Brochure Questions: (in Lesson Materials Document)
- Teacher Resource: PowerPoint Example Lesson: (PP lesson attachment)

Sources:

- Overview of the Slave Trade Out of Africa Map: [Overview of the slave trade out of Africa 1500-1900 \(Slave Voyages\)](#)
- Teacher Resource: SEE, THINK, WONDER: [See Think Wonder](#)
- Teacher Resource: What are Pear Deck Slides? [What are Pear Deck Slides?](#)
- Online article: Slavery and Remembrance: Caribbean: [Transatlantic Slave Trade : The Caribbean](#)
- Video: Ponce de Leon & Puerto Rico African Slaves: [Ponce de Leon & Puerto Rican enslaved Africans](#)
- Online Primary Source Images: *Source 1: African slaves processing sugar cane on the Caribbean island of Hispaniola, 1595*: [1595 engraving by Theodor de Bry with modern watercolor](#)
Source 2: [Puerto Rican Planter with House Slave, ca. 1808](#)
- Online article: Book Review: *'Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795 - 1873'*: [Book Review: 'Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795-1873' by Guillermo A. Baralt](#)
- Teacher Resource link: *What is Popcorn Reading?* : [Popcorn Reading and Struggling Students](#)
- Teacher Resource: Online Article: *Slavery Ended in Puerto Rico 150 Years Ago. Examine the Island's*

History from Former Spanish Colony to US Territory: [Slavery Ended in Puerto Rico 150 Years Ago. Examine the Island's History from Former Spanish Colony to US Territory](#)

Engage

Teacher Will:

1. Project the [Overview of the Slave Trade Out of Africa Map](#). (without title or context) [Overview of the slave trade out of Africa 1500-1900 \(Slave Voyages\)](#) on the board to engage students' prior knowledge about the Transatlantic Slave Trade. The teacher will then use the critical-viewing strategy: **SEE, THINK, WONDER**, to guide students' analysis of the visual media.

(NOTE): *SEE-THINK-WONDER is a critical-viewing strategy to guide students' analysis of any visual media. By prompting students to slow down their thinking and simply observe before drawing conclusions and asking questions, you can help them engage more deeply with and analyze more thoughtfully the media they are viewing. (See Teacher Resource Link: [See Think Wonder](#) for information about using this strategy.)*

2. Direct students' attention to the SEE-THINK-WONDER reflection questions and encourage them to record their responses on the [Pear Deck slide](#) for (2)mins. (See Teacher Resource Link: [What are Pear Deck Slides?](#) for information about using these.)
 - *What do you see?*
 - *What do you think is going on?*
 - *What does this make you wonder?*
3. Review the SEE-THINK-WONDER process with the whole class, and have students respond to the following tiered reflection questions in Pear Deck:
 - *SEE: Jot down (3) observations you make from this map.*
 - *THINK: What historical event does this map represent?*
 - *WONDER: What do you notice about the role of the Caribbean in this map?*Allow (3) minutes for students to analyze the map and record observations in [Pear Deck](#).

Student Will:

1. Observe and reflect on the [Overview of the Slave Trade Out of Africa Map](#).

(Grouping; Whole class) (Preparation: Linking to past learning)

2. Engaging their prior knowledge, students will reflect on the SEE-THINK-WONDER process presented by the teacher and record their reflections on a slide in Pear Deck.

(Grouping: Independent) (Preparation: Linking to past learning) Application: Meaningful/Promotes engagement) (Integrating Processes: (Listening/Writing)

3. Share out their observations with the whole class, and then analyze the map further and respond to questions asked by the teacher by recording their observations in Pear Deck. Students can also use their laptops/computers to view and study the map using the link provided and when done, can share out their responses to the whole class.

(Grouping: Independent/Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking/Reading/Writing (Application: Hands-on/Meaningful/Promotes engagement)

Provide students with sources and links below to zoom in/out during analysis if needed. and encourage them to record their responses on the Pear Deck slide for (2)mins. (See Teacher Resource Link: [What are Pear Deck Slides?](#) for information about using these.) [Overview of the slave trade out of Africa 1500-1900 \(Slave Voyages\)](#)

(Scaffolding: Guided Practice)

(NOTE): The teacher will strategically partner students to provide language and/or learning support for ELLs/SPED and Gifted students as needed. After (3) minutes of analyzing and recording their responses on Pear Deck, direct students to turn and talk to their partner about their observations and questions for (2)minutes. The teacher will also provide the class with the following sentence stems to support them in sharing their observations with their partners.

- *I SEE...(What are three things you notice or observe in this source?)*
- *Which makes me THINK...(What event in history might be connected to this map?)*
- *So now I WONDER...(What is one thing you wonder about the Caribbean on this map?)*

4. The teacher will then ask at least one student pairing to share out their observations with the whole class.

Teacher Considerations...

- *Summarize student WONDERS as a transition into Explore.*
- *Activity can be written or oral.*
- *Circulate to prompt on-task behavior.*
- *Reinforce the use of sentence stems as a support.*

4. Meet with their partner to share out their observations and questions. Students can use the sentence stems provided by the teacher to support their sharing of their responses when needed.

(Grouping: Partners) (Integrating Processes; Listening/Speaking/Reading)

Explore

Teacher Will:

IQ 1# “What role did Puerto Rico play in the transatlantic slave trade?”

1. To transition into the next activity, display the

Students Will:

map's title (Overview of the Slave Trade Out of Africa) from the Engage activity.

- [Overview of the slave trade out of Africa 1500-1900](#) and present Inquiry Question #1 to the class: **“What role did Puerto Rico play in the transatlantic slave trade?”**

Explain to students that Puerto Rico is located in the Caribbean region of the map and this lesson will explore the experiences of enslaved Africans in the Caribbean with a focus on experiences in Puerto Rico. Lastly, emphasize that understanding the role of slavery is essential to analyzing historical and contemporary topics within the region and on the island.

2. Provide students with a copy of the classwork handout: *Enslaved Africans in the Caribbean: Puerto Rico* (in Lesson Materials Document) and then guide the class in a read-aloud of the following article from Slavery & Remembrance
 - [Transatlantic Slave Trade : The Caribbean](#)
3. After the whole class read-aloud, direct students to review the video analysis questions for the video, “*Ponce de Leon & Puerto Rico African Slaves*” on the handout. Read each question aloud before viewing the video so students can focus their attention on specific information during the video.

Questions:

- *Knowledge Hunt: Find a historical image of Ponce de Leon. Paste the image in the box below*
- *Video:*
- *Explain three key details about the impact of Spanish colonization on the Taino people*
- *Why did Ponce de Leon turn to enslaved Africans for labor instead of continuing the enslavement of Tainos?*
- *When did the first shipment of kidnapped and enslaved Africans arrive in Puerto Rico?*

1. View the map title, thinking about how it relates to their observations of the map. Reflect on the inquiry question presented by the teacher and think about what they know about Puerto Rico and about the transatlantic slave trade.

(Grouping: Whole class) (Preparation: Linking to past learning)

2. Engage in a class read aloud of article “Transatlantic Slave Trade: The Caribbean”, and reflect on how what was read relates to the inquiry question and question viewed on the handout they have been given.

(Grouping: Whole class) (Integrating Processes: Listening/Reading)

3. Follow along with the teacher as he/she reads the video analysis questions on their handout aloud and think about what they will pay attention to in the video begin shown in order to answer each question.

(Grouping: Whole class/Independent) (Integrating Processes: Listening/ Reading)

- *When was sugarcane introduced in Puerto Rico? How did this impact enslaved Africans?*
- *List three additional cash crops (other than sugarcane) that were profitable for Puerto Rico.*

4. Model and guide students in answering question #1 -Knowledge Hunt - by directing them to use their internet browser to search for an image of Ponce de Leon, the key colonizer discussed within the video.

Question #1: Knowledge Hunt: Find a historical image of Ponce de Leon. Paste the image in the box below

(Scaffolding: Modeling/Guided Practice)

5. Play the [Ponce de Leon & Puerto Rico African Slaves](#) video: [Ponce de Leon & Puerto Rican enslaved Africans](#) 2x for students.
6. When done:
Option #1 - Have students pair and share their answers to the video questions. Select student volunteers to share their findings. or
Option #2 - Give students a collaboration moment after the first viewing to compare their findings with a classmate. Play the video a second time and review answers as a whole class.
7. The teacher will then present Inquiry Question #1 to the class again **“What role did Puerto Rico play in the transatlantic slave trade?”** and have the students discuss and share out what they have learned in response to the question.

4. Work with the teacher to answer question #1 on their handout by using the internet browser on their computer or laptop to find an image of Ponce de Leon and copy it, print it out, and paste it onto their handout.

(Grouping: Whole class/Independent) (Integrating Processes: Listening/Speaking/Reading) (Application: Hands-on/promotes engagement)

5. Watch the video shown by the teacher and reflect on what they learn that connects to the questions on their handout.

(Grouping: Whole class) (Integrating Processes: Listening/Reading) (Application: Meaningful)

6. Work with a partner to pair/share their answers to the video questions, and write their answers onto their handouts. Then share out their responses with the whole class. Listen to the answers shared by others and think about which answers are the most accurate for answering each question. If needed, they can add to or correct any answers they have written down based on what they hear.

(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)

7. Reflect on what they have learned that relates to the inquiry question and engage in a class discussion, sharing out their thoughts for how to answer the question and collaborating with fellow students to come up with the best answer to the question.

(Grouping: Whole class) (Preparation: Linking to past learning)

Explain - Formative Assessment

Teacher Will:

Reinforce the knowledge students gained about enslavement in Puerto Rico and the larger Caribbean through an analysis of two primary source images.

- Source 1: [1595 engraving by Theodor de Bry with modern watercolor](#)
- Source 2: [Puerto Rican Planter with House Slave, ca. 1808](#)

1. Before releasing students to work collaboratively to view and read through the 2 primary sources, review aloud the source questions on the *Enslaved Africans in the Caribbean: Puerto Rico handout* to alert students to the analysis skills they will be applying.

Source Questions:

- *When & where was the source created?*
- *Who is the creator of this source?*
- *Why do you think this was created?*
- *Who is this created for?*
- *What activities are occurring in this source?*
- *How does the creator portray these activities? What feelings or attitudes are portrayed in this source?*

2. Direct students to form groups of 2-3 classmates to review each source and complete sourcing questions on their handouts.

(NOTE): The teacher will group students strategically to provide language and/or learning support for ELLs/SPED and Gifted students as needed.

3. Place 10 minutes on the timer for each source. When the timer sounds, alert student groups that they should begin moving to the next source.
4. Direct students to share-out their analysis with one other group. The teacher will make note of students' share outs for use as a formative assessment of student learning.

Students Will:

1. Follow along on their handouts as the teacher reviews the source analysis questions that will be utilized during the activity.

(Grouping: Whole class) (Integrating Processes: Listening/Reading)

2. Get together into their assigned groups of 2-3 students and prepare to begin viewing/reading through the 2 sources and the completion of the source questions on the handout.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)

3. Collaboratively explore the given sources while completing the source analysis questions as a group.

(Grouping: Small groups) (Integrating Processes: Reading/Writing/Listening/Speaking) (Application: Hands-on/Meaningful/promotes engagement)

4. After completing the assignment as a group, choose one other group to share their reflections with.

(Assessment: Group/Oral)

Elaborate

Teacher Will:

IQ #2: *What is the history of African resistance in Puerto Rico?*

1. Introduced Inquiry Question #2 to the class **“What is the history of African resistance in Puerto Rico?”** and direct students back to Pear Deck where they will take a deeper dive into the history of African resistance to enslavement in Puerto Rico. Inform students that all responses to guiding and reflection questions should be recorded within PearDeck. Begin by introducing the lesson vocabulary words to the class: Transatlantic, conspiracy, uprisings, chattel slavery, and engage in a discussion of the meaning of each word and have students write them down for future reference. Then use a popcorn reading or similar read aloud strategy to have the students collectively read and review the online article: [Book Review: ‘Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795-1873’ by Guillermo A. Baralt](#)

(NOTE): Popcorn reading is a technique where readers are asked to read aloud for a period of time and then say “Popcorn” and choose other students to read or respond to the text. (See the Teacher Resource link: [Popcorn Reading and Struggling Students](#) to explore popcorn and other reading strategies.)

2. Project the book review article above within Pear Deck, making sure to chunk the text over the span of at least five slides with corresponding Book Review: Reflection Questions attached - (Shown below and in Lesson Materials Document), and engage the students in reading through the book review and responding to the reflection questions on Pear Deck .

(NOTE): Chunking the text over multiple slides will help students slowly process the information as well as present the information in smaller sections for emerging readers.

Book review Reflection Questions:

- *Slide 1 Reflection:*

Students Will:

1. Reflect on Inquiry Question #2 and on the vocabulary words introduced. Make note of the meaning of each word, writing them down for future reference. Students will then prepare to collectively engage in a popcorn reading and review of the Book Review article online.

2. Participate in a whole class read aloud of the book review article for Guillermo A. Baralt’s *“Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795-1873”*. The students will follow along and actively engage in the collaborative read aloud and also record their responses to the reading reflection questions within the appropriate Pear Deck slide.

**(Grouping: Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing)
(Application: Hands-on/Meaningful/promotes engagement/ Linked to Objectives)**

<ul style="list-style-type: none"> ○ <i>What common misconceptions did people believe about slavery in Puerto Rico?</i> ○ <i>What did Guillermo Baralt’s research uncover?</i> ● <i>Slide 2 Reflection:</i> <ul style="list-style-type: none"> ○ <i>What historical understanding does Baralt’s research give people about slavery in Puerto Rico?</i> ○ <i>What motivated Puerto Rican enslavers to fear the African people they “owned”?</i> ● <i>Slide 3 Reflection:</i> <ul style="list-style-type: none"> ○ <i>How did the Haitian Revolution impact the island of Puerto Rico? Provide two key details.</i> ● <i>Slide 4 Reflection:</i> <ul style="list-style-type: none"> ○ <i>Describe the purpose and significance of the Decree Against the African Race.</i> ○ <i>How did this decree impact Black communities in Puerto Rico?</i> ● <i>Slide 5 Reflection:</i> <ul style="list-style-type: none"> ○ <i>How did African resistance in Puerto Rico change after 1848?</i> <p>3. After the class collaboratively completes the book review and reflection questions, the teacher will briefly review information about the abolition of slavery in Puerto Rico as a transition into the summative assessment and engage the students in creating the class’s answer to Inquiry Question #2, and will have the students include the vocabulary words in the answer they come up with..</p> <p>(NOTE): The teachers can also use the following teacher resource Slavery Ended in Puerto Rico 150 Years Ago. Examine the Island’s History from Former Spanish Colony to US Territory to help support their own learning.</p>	<p>3. Listen and make note of the teacher’s review of information about the abolition of slavery in Puerto Rico and engage in a class discussion to collaborate on creating the class’s answer to Inquiry Question #2 that includes use of the vocabulary words discussed before..</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: promotes engagement)</p>
<p>Evaluate - Summative Assessment</p>	
<p>Teacher Will:</p> <p>1. As a summative assessment, students will</p>	<p>Students Will:</p> <p>1. Conduct their own independent research on Marcos Xiorro, and reflect on their learning</p>

create an informative brochure illustrating the legacy of Marcos Xiorro (Marcos Xiorro was a resistance leader in Puerto Rico during the era of enslavement) and the history of African resistance to enslavement in Puerto Rico.

2. The teacher will have students conduct their own independent research on Marcos Xiorro as well as use the knowledge gained in today's lesson to create sections within their brochure that answer the following research questions:

- *What was Marcos Xiorro's origin story?*
- *How did Marcos Xiorro resist enslavement? What was Marcos' plan?*
- *What was the result of his plan?*
- *Why did Puerto Rico's Governor pass the Bando Contra La Raza Negra [Decree Against the African Race] in 1848?*
- *What was the purpose of this document? How did it impact Africans trying to resist enslavement?*

The teacher will also present the **Marcos Xiorro Brochure Rubric** to the class and go over the grading criteria to help guide them in creating their brochure. When done with their brochures, the teacher will use the Rubric to grade the students' brochures with a score of 18 or higher indicating mastery.

When done with their brochures the teacher will have the students complete an Exit Ticket Reflection responding to the following question:
Why is it important to highlight Black history and Black resistance to slavery in Puerto Rico?

about African resistance to enslavement in Puerto Rico and use these to create an informational brochure with at least 5 sections, each answering one of the research questions and also using the Marcos Xiorro Brochure Rubric (Summative Assessment Rubric) to guide their work. After completing their brochure, students will turn them in to be graded and will then complete a written response to the exit ticket reflection question provided by the teacher.

(Assessment: Individual/Written)

Extensions:

Students can use their completed brochures to share their learning by posting their brochures within the school for others to read. They can also extend their learning about the history of *enslaved Africans in Puerto Rico* by being given an opportunity to interview some citizens/historians who live today in Puerto Rico, or have lived in Puerto Rico in the past.