

The background is a teal color with a faint world map. Two large, dark teal hands are positioned on the left and right sides, palms facing each other. In the bottom left corner, there is a detailed compass rose. In the bottom right corner, there is a white airplane with a blue and yellow tail. Several small icons of anchors and sailing ships are scattered across the map.

Centering Black Voices in Puerto Rico

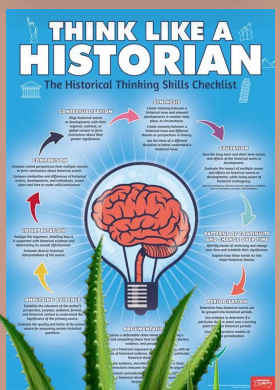
Lesson #1 Day 1

9-12 African American Studies Elective

Ms. Alford
asalford@fcps.edu

Af-Am	In Class (Agenda)
Special Topic	<ul style="list-style-type: none">-Opening: Do Now & Attendance (15min)-Words Matter: Knowledge Hunt-See-Think-Wonder Source Analysis-US Imperialism in Puerto Rico Jigsaw-Close Out: Announcements/Reflection

Check Schoology assignment calendar regularly!

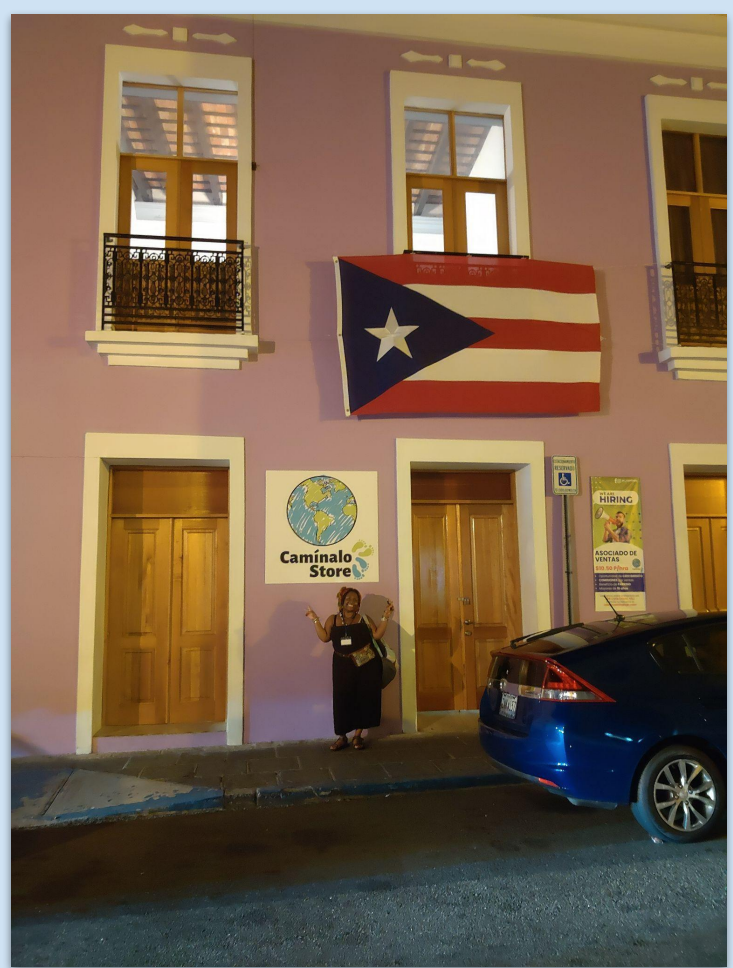


Do Now

How is the island of Puerto Rico connected to the United States of America?

This is a “**brain dump**”!

List words, phrases, or ideas that come to mind



Students, write your response!

Pear Deck Interactive Slide
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Objectives

- ❖ I can...Analyze and explain the historical and contemporary impacts of US imperialism on Puerto Rico
- ❖ I can...Describe at least two ways Puerto Ricans have organized themselves to resist US imperialism
- ❖ I can...Create a resource guide with supplemental sources about Puerto Rican responses to imperialism



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Words Matter: Knowledge Hunt

Research the definitions of these words. Consider how these words might connect to the relationship between the United States and Puerto Rico

Imperialism

Resistance

Main Idea

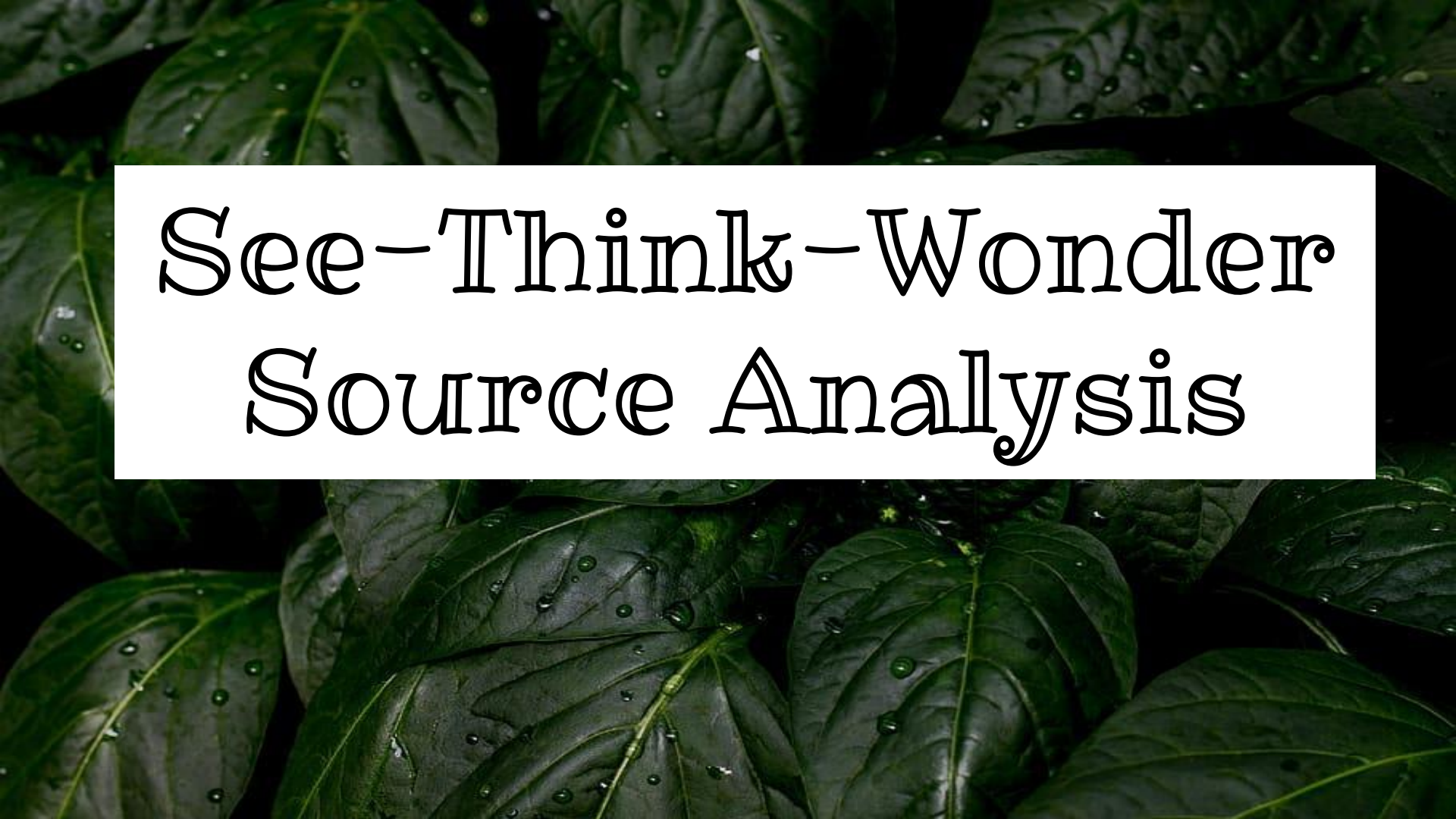
Commonwealth

COINTELPRO



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
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See-Think-Wonder Source Analysis

Source #1

Washington Post Cover Nov.1950 (link)

I SEE...

→What are three things you notice or observe in this source?

Which makes me THINK...

→What are two things you think about when analyzing this source?

→Create two questions

So now I WONDER...

→What is one thing you wonder about Puerto Rico and the United States?

The Washington Post **FINAL**
 THURSDAY, NOVEMBER 2, 1950
 WTOP AM (1300 PM) (M) TV CH. 91 STA. FIVE CENTS

Assassin Slain, Another Shot at Truman's Door; Puerto Rican Terrorists Kill Guard, Wound 2; President Glimpses Battle's End From Window

Yank Force Surrounded As Chinese Battle Allies

Situation Turned 'Very Serious', Reds Push Back Troops Driving Near Border

BEIJING, (China), Nov. 2 (AP)—United States Commanders (AP) are heavily attacking Chinese forces near the border between China and North Korea, U.S. officials said today. The Chinese government said the American planes were attacking the Chinese border.

Master of Drama Death Takes G. B. Shaw In 95th Year

George Bernard Shaw, the English dramatist, died today at the age of 95.

40 Divisions For Europe Held '53 Aim

U.S. Army plans to hold 40 divisions in Europe by 1953, according to a report from the Joint Chiefs of Staff.

The Fallen in Wild Blair House Gun Battle

Photographs show the aftermath of a gun battle at Blair House, where a guard was killed and two others wounded.

Plotters Felled By Blazing Guns At Blair House; Third Man Held

Three men were arrested in connection with the assassination attempt on President Truman at Blair House.

Yank Force Surrounded As Chinese Battle Allies

Continuation of the report on the Chinese attack on the border.

George Bernard Shaw In 95th Year

Continuation of the report on the death of George Bernard Shaw.

40 Divisions For Europe Held '53 Aim

Continuation of the report on the U.S. Army's plan for Europe.

The Fallen in Wild Blair House Gun Battle

Continuation of the report on the gun battle at Blair House.

Plotters Felled By Blazing Guns At Blair House; Third Man Held

Continuation of the report on the assassination attempt.

Yank Force Surrounded As Chinese Battle Allies

Continuation of the report on the Chinese attack.

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Continuation of the report on the death of Shaw.

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Continuation of the report on the U.S. Army's plan.

The Fallen in Wild Blair House Gun Battle

Continuation of the report on the gun battle.

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Continuation of the report on the U.S. Army's plan.



Students, write your response!

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Source #2

Free the Five Poster (link)

I SEE...

→What are three things you notice or observe in this source?

Which makes me THINK...

→What are two things you think about when analyzing this source?

→Create two questions

So now I WONDER...

→What is one thing you wonder about Puerto Rico and the United States?

Free the Five Puerto Rican Nationalists



Demonstrate: Nov. 13 - United Nations, N.Y.C.
San Francisco, Calif.

Oct. 30 - Springfield, Mo.

National Coordinating Committee to Free the Five, c/o P.O. Box 319, Cooper Station, New York, N.Y. 10003



Students, write your response!

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Source #3

Palante, Volume 3, Number 3 ([link](#))

I SEE...

→What are three things you notice or observe in this source?

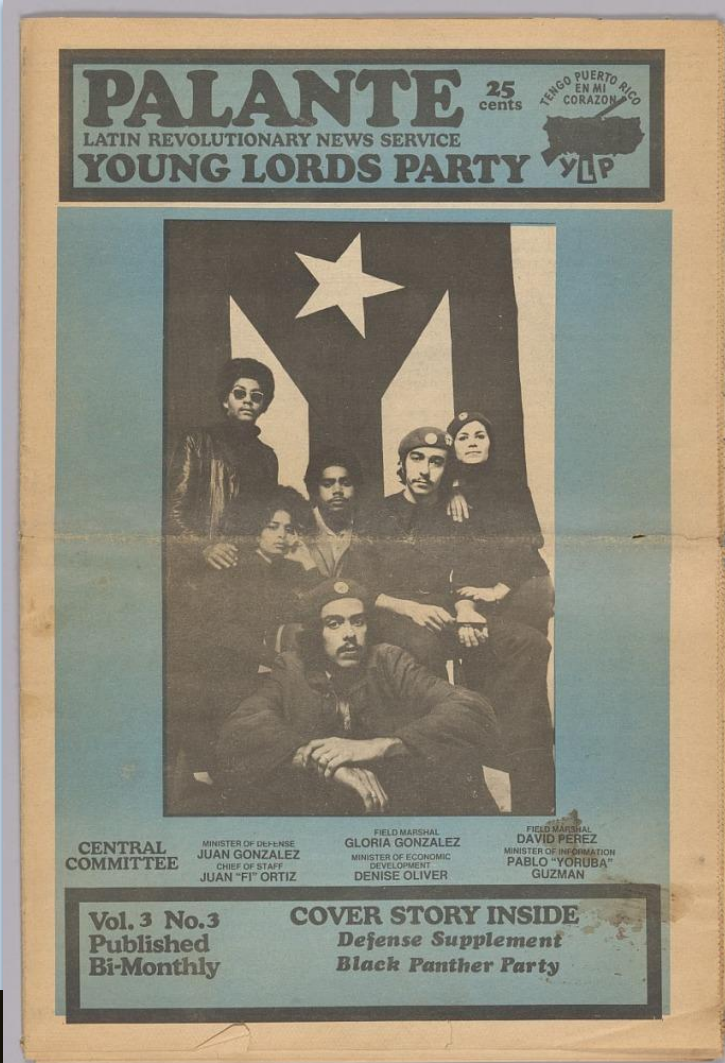
Which makes me THINK...

→What are two things you think about when analyzing this source?

→Create two questions

So now I WONDER...

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Students, write your response!

Active Slide
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US Imperialism in Puerto Rico Jigsaw

US Imperialism in PR Jigsaw

Step 1 Access **Special Topics** folder in Schoology

Step 2 Select **“US Imperialism in PR”** document

Step 3 For this jigsaw activity **EACH STUDENT** will be assigned a group.

Jigsaw Expert Groups:

- Group 1 - Historical Context
- Group 2 - US Imperialism in Practice
- Group 3 - Resistance and Retaliation
- Group 4 - Contemporary (Modern) Connections

***Please wait for Ms. Alford to assign your groups!**



Step 4 Each expert group will explore the AJ+ story [How the US invaded Puerto Rico](#)

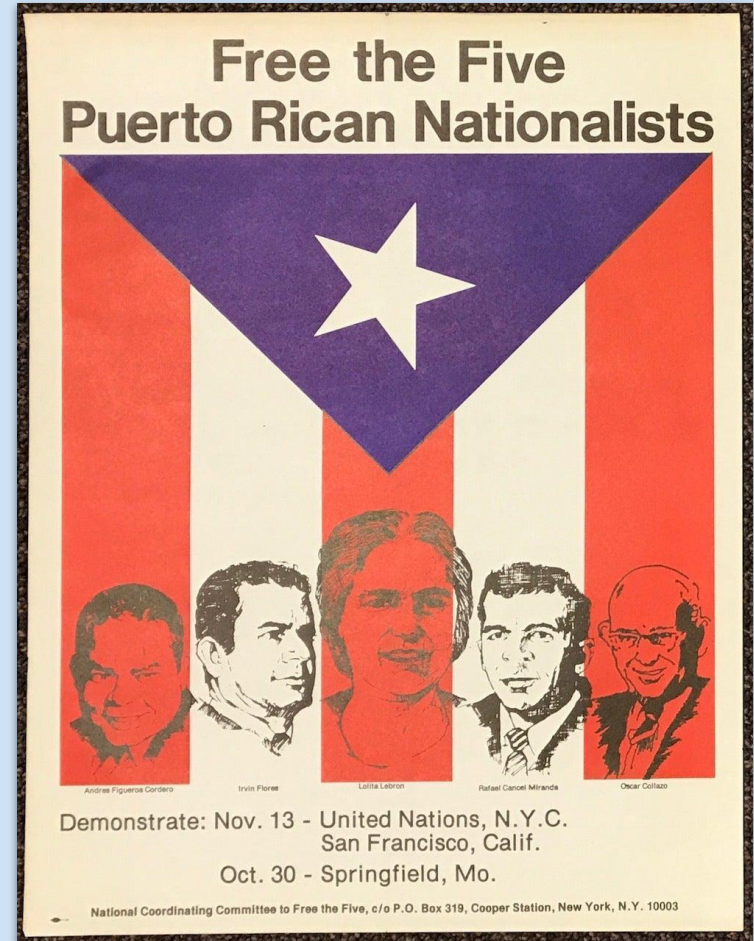
Click the link to open [the video](#) in another tab

Step 5 Use the AJ+ story to complete the analysis questions for YOUR GROUP

Record responses on the jigsaw document in Schoology

Step 6 Each expert group is will **PRESENT** their information to the class during our share out

*Ms. Alford will switch PearDeck to student-paced! Scroll to your groups analysis questions on the next slides





Group 1: Historical Context

→How is Puerto Rico connected to Spanish imperialism?

→Explain the significance of "Boriken"

→Describe how the United States acquired Puerto Rico.

→In what ways was the Puerto Rican flag criminalized?

→Explain the purpose and significance of the FBI COINTELPRO program?

Group 1 Historical Context



Group 2: US Imperialism in Practice

→ Provide (3) details about Puerto Rico's current status under US imperialism

→ In what ways does the United States control the economics of Puerto Rico?

→ How have the impacts of US imperialism affected migration patterns?

→ What is "la junta"?

→ How has this board impacted citizens on the island?

Group 2 **US Imperialism in Practice**



Group 3: Resistance and Retaliation

→How were "gag laws" used to control citizens on the island?

→How was the nationalist party significant in the movements to resist US imperialism?

→Describe major events in the 1950s that displayed the commitment to Puerto Rican independence?

→What were the goals of the FBI COINTELPRO program in Puerto Rico?

→What methods did the FBI utilize to disrupt resistance movements in Puerto Rico?

Group 3 Resistance and Retaliation



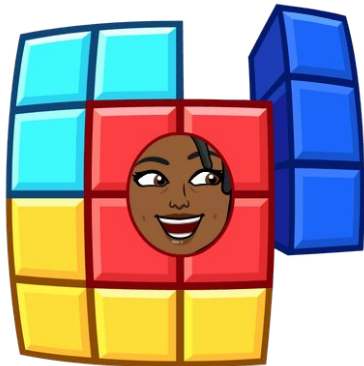
Group 4: Contemporary (Modern) Connections

- By modern estimates, how many Puerto Ricans inhabit the continental United States?
- How do the rights of Puerto Ricans change based on their geographic location?
- What argument is given to discredit the modern independence movement?
- List (3) details about the 2022 proposed bill concerning Puerto Rico's status

Group 4 Contemporary (Modern) Connections

Answer (1) Reflection Question

What is one thing you learned in this lesson?



One question that crossed your mind during today's lesson?



Reminders!

- Bring your laptop & charger EACH DAY!
- Bell Schedule [THIS LINK](#)
- Sign up for Remind messages using [CLASS CODES](#)

Have Questions?

Ms. Alford's Office Hours:

- After School Mondays 4:30-5:30pm (Virtual & In Person)
- SOAR 4 Rotations 9:40-11:00am (Virtual & In Person)
- By Appointment

**Message via Schoology or Email asalford@fcps.edu*

Students, write your response!

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Centering Black Voices in Puerto Rico

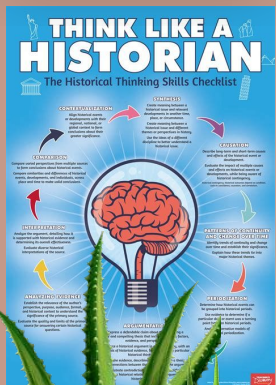
Lesson #1 Day 2

9-12 African American Studies Elective

Ms. Alford
asalford@fcps.edu

Af-Am	In Class (Agenda)
Special Topic	<ul style="list-style-type: none">-Opening: Do Now & Attendance (15min)-Jigsaw Presentations-Puerto Rican Resistance Resource Guide-October Current Event: Puerto Rico Edition-Close Out: Announcements/Reflection

Check Schoology assignment calendar regularly!



Do Now



Step 1: Jot down at least (3) key details you learn about Puerto Rico and DC from [VICE](#)

Step 2: Answer the reflection question to process any new knowledge you gained

Puerto Rico

District of Columbia

What new knowledge did you gain about the unique history and position of Puerto Rico & the District of Columbia?

Students, draw anywhere on this slide!

Pear Deck Interactive Slide
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Jigsaw Presentation



Group 1: Historical Context

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→Describe how the United States acquired Puerto Rico.

→In what ways was the Puerto Rican flag criminalized?

→Explain the purpose and significance of the FBI COINTELPRO program?

Group 1 Historical Context

Audience: While listening to the presentations, write down the groups category and (4) key takeaways from the presentation

Answer the closing question: How does this group's presentation help you better understand the impact of US imperialism on Puerto Rico?



Group 2: US Imperialism in Practice

→ Provide (3) details about Puerto Rico's current status under US imperialism

→ In what ways does the United States control the economics of Puerto Rico?

→ How have the impacts of US imperialism affected migration patterns?

→ What is "la junta"?

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Group 2 US Imperialism in Practice

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Group 3: Resistance and Retaliation

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Group 3 Resistance & Retaliation

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Group 4: Contemporary (Modern) Connections

- By modern estimates, how many Puerto Ricans inhabit the continental United States?
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- What argument is given to discredit the modern independence movement?
- List (3) details about the 2022 proposed bill concerning Puerto Rico's status

Group 4 Contemporary Connections

Audience: While listening to the presentations, write down the groups category and (4) key takeaways from the presentation

Answer the closing question: How does this group's presentation help you better understand the impact of US imperialism on Puerto Rico?



Puerto Rican
Resistance
Resource Guide



**How have Puerto Ricans
organized themselves to
resist US imperialism?**

Puerto Rican Resistance Resource Guide

Step 1 Conduct **independent research on the internet to find (1) resource** that illustrates Puerto Rican resistance to US imperialism

Your resource could be:

video, article, primary source image, artwork, literature, website, poem, news report, podcast episode, biography of a key figure, etc.

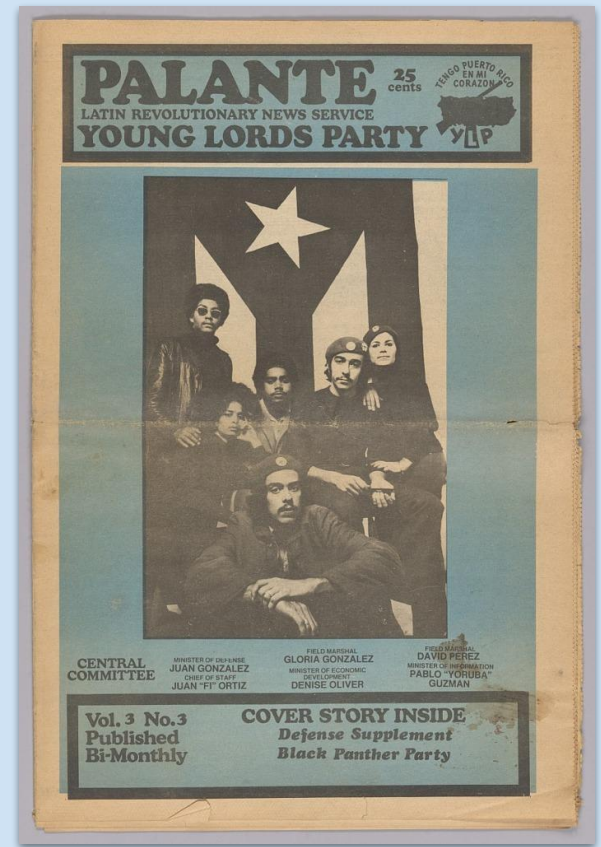
Helpful Tip: Research key terms that connect to this lesson:

- "Puerto Rican resistance to the US"
- "Young Lords Party"
- "Puerto Rican Independence"
- "US Imperialism in Puerto Rico"
- "Puerto Rican resistance"

Step 2 Join the [Padlet resource guide](#)

Step 3 Add your resource to the [Padlet](#)

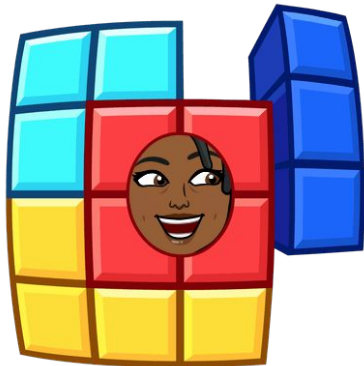
Step 4 Type a (3) sentence summary about how this resource illustrates/shows Puerto Rican resistance to US imperialism



Think about the different resources we explored in this lesson - newspaper clipping, video, poster, and a magazine cover

Answer (1) Reflection Question

What is one thing you learned in this lesson?



One question that crossed your mind during today's lesson?



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