

Enslaved Africans in the Caribbean: Puerto Rico

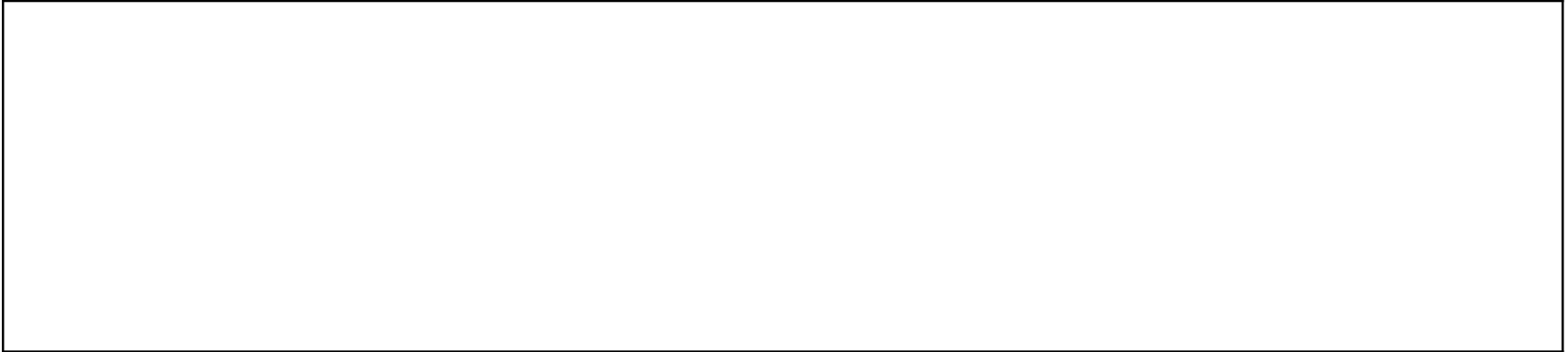
SEE-THINK-WONDER Reflection Questions

- What do you see? What details stand out? (At this stage, elicit observations, not interpretations.)
- What do you think is going on? What makes you say that?
- What does this make you wonder? What broader questions does this image raise for you?

Enslaved Africans in the Caribbean: Puerto Rico

Video analysis questions for the video, *Ponce de Leon & Puerto Rico African Slaves*:

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



2. Video: Explain three key details about the impact of Spanish colonization on the Taino people



3. Video: Why did Ponce de Leon turn to enslaved Africans for labor instead of continuing the enslavement of Tainos?

A large, empty rectangular box with a black border, intended for the student to write their answer to the question above.

4. Video: When did the first shipment of kidnapped and enslaved Africans arrive in Puerto Rico?

A large, empty rectangular box with a black border, intended for the student to write their answer to the question above.

5. Video: When was sugarcane introduced in Puerto Rico? How did this impact enslaved Africans?

6. Video: List three additional cash crops (other than sugarcane) that were profitable for Puerto Rico

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Source Analysis #1

[1595 engraving by Theodor de Bry with modern watercolor](#)

When & where was the source created?	→ →
Who is the creator of this source?	
Purpose - why do you think this was created?	
Intended audience -	

<p>who is this created for?</p>	
<p>What activities are occurring in this source?</p>	
<p>How does the creator portray these activities? What feelings or attitudes are portrayed in this source?</p>	

Source Analysis #2

<p>"Puerto Rican Planter with House Slave, ca. 1808", Slavery Images: A Visual Record of the African Slave Trade and Slave Life in the Early African Diaspora</p>	
<p>When & where was the source created?</p>	<p>→</p>

	→
Who is the creator of this source?	
Purpose - why do you think this was created?	
Intended audience - who is this created for?	
What activities are occurring in this source?	

<p>How does the creator portray these activities? What feelings or attitudes are portrayed in this source?</p>	

Book Review: ‘Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795 - 1873’: Reflection Questions:

[Book Review: ‘Slave Revolts in Puerto Rico: Conspiracies and Uprisings, 1795-1873’ by Guillermo A. Baralt](#)

● **Slide 1 Reflection:**

- *What common misconceptions did people believe about slavery in Puerto Rico?*
- *What did Guillermo Baralt’s research uncover?*

● **Slide 2 Reflection:**

- *What historical understanding does Baralt’s research give people about slavery in Puerto Rico?*
- *What motivated Puerto Rican enslavers to fear the African people they “owned”?*

● **Slide 3 Reflection:**

- *How did the Haitian Revolution impact the island of Puerto Rico? Provide two key details*

● **Slide 4 Reflection:**

- *Describe the purpose and significance of the Decree Against the African Race?*
- *How did this decree impact Black communities in Puerto Rico?*

- *Slide 5 Reflection:*
- *How did African resistance in Puerto Rico change after 1848?*

Summative Assessment Brochure 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?*

Marcos Xiorro Brochure Rubric

CATEGORY	4	3	2	1
Coverage of the Topic	Details on the brochure capture the important information about the topic and increase the audience's understanding. All question topics are answered	Details on the brochure include important information but the audience may need more information to understand fully. Most of the question topics are answered.	Details on the brochure relate to the topic but are too general or incomplete. The audience needs more information to Understand. Some of the question topics are answered.	Details on the brochure have little or nothing to do with the topic.
Use of graphics	All graphics are related to the topic and make it easier to understand. (4) required graphics are featured on the brochure	All graphics are related to the topic and most make it easier to Understand. Some required graphics are missing.	All graphics relate to the topic. Some required graphics are missing.	Graphics do not relate to the Topic. Most required graphics are missing.
Organization	Information is very organized with clear titles and subheadings.	Information is organized with titles and subheadings.	Information is organized, but titles and subheadings are missing or do not help the reader understand.	The information appears to be disorganized.

Layout and Design	All information on the brochure is neat, well organized, and can be easily viewed and identified	Most of the information on the brochure is neat, well organized, and the content easily viewed and identified	Most of the information on the brochure is neat, well organized, and the content is not easily viewed and identified	Much of the information on the brochure is unclear or too small.
Sources →Website →Title →Author	All sources are accurately documented on the back of the brochure. All (3) required sources are written and listed clearly	All sources are accurately documented, but there are a few errors in the format. Most of the required sources are written and listed clearly	All sources are documented, but information is incomplete or many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.