Lesson 1
"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:

<table>
<thead>
<tr>
<th>Video</th>
<th>Chapter of <em>Aquí Me Quedo</em></th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I: (15 Minutes) — Introduction and Background, Early Migration</td>
<td>Introduction, Chapter 1</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>Part II: (15 Minutes) — Post World War II Migration and Settlement</td>
<td>Chapter 2,3</td>
<td>Lesson 3,7,8</td>
</tr>
<tr>
<td>Part III: (27 Minutes) — 1960s and Beyond, Current Issues, Diversity</td>
<td>Chapter 4</td>
<td>Lesson 8, 9</td>
</tr>
</tbody>
</table>
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?
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.
3. Students will compile a list of island characteristics based on their interpretations.
4. Students will practice mapping skills.
5. Students will practice using Themes of Geography, such as "location and place." 

Activities

- Students will read Aqui 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 Peréyó 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.

• 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.
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.

-Evaluation

-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.

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 Caguas/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?

- 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.
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 Lázú 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.

-Vocabulary Quiz
-Crossword Puzzle
-Student group work
-Newscast presentations
Lesson 6

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 AQUI ME Quedo, Chapter One.

• Have students define and discuss vocabulary found in reading.

• Define oral history [see AQUI ME Quedo, pp.19, 189]. Talk about AQUI 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.

-84-
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.
- 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.

- 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).
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.*
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

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.
<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>0-1</td>
<td>Old Plane brings Puerto Rican to the United States To Connect with Ricans in Connecticut</td>
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<td>1-3</td>
<td>What are some of the most important things we need to learn about the migration?</td>
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<td>3-5</td>
<td>What are some similarities and differences between Puerto Rico and Connecticut?</td>
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<td>5-6</td>
<td>How and why did different cultures blend in the Puerto Rican community?</td>
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<td>6</td>
<td>What kinds of crops did Puerto Ricans grow?</td>
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<td>6</td>
<td>Who were some of the earliest known Puerto Ricans?</td>
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**Introduction**

15 Minutes: Introduction and Background; Early Migration

**Part I: Puerto Rican Passages**
<table>
<thead>
<tr>
<th>NOTES</th>
<th>QUESTION</th>
<th>TIME</th>
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<tbody>
<tr>
<td></td>
<td>War Two affected by Operation Bootstrap? How was Puerto Rican migration post World War Two? What was Operation Bootstrap?</td>
<td>12:15</td>
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<tr>
<td></td>
<td>Puerto Ricans during World War Two? What会影响到Companies recruited Puerto Rican workers.</td>
<td>11:12</td>
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<td>When, where, and why did they come? Who were some of the early 20th century Puerto Ricans in early 20th century?</td>
<td>10:11</td>
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<td></td>
<td>Where did Puerto Ricans migrate to in this period, and what did they do in these new places? Who were some of the problems Puerto Ricans faced on the island in the late 1900s and early 2000s?</td>
<td>10:10</td>
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<td>What were the effects of United States rule in Puerto Rico?</td>
<td>6:10</td>
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<td></td>
<td>When, how and why did the United States acquire Puerto Rico? From whom?</td>
<td>6:10</td>
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<td>Difficulties on Island - beginning of migration - Spain and the United States - change of power between</td>
<td>6:10</td>
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<td>21:24</td>
<td>18:21</td>
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**Notes**

- What are some examples of chain migration in Connecticut?  
- What is chain migration?  
- Why did Puerto Ricans in New York move to Connecticut?  
- Why did Puerto Ricans come to live in Connecticut?  
- How did Puerto Ricans come to live in Connecticut?  
- How did Puerto Ricans move to Connecticut?  
- Where did Puerto Rican agricultural workers go to live in Connecticut?  
- Where did Puerto Rican agricultural workers come to live in Connecticut?  
- What was the life like for Puerto Rican agricultural workers in Connecticut?  
- What were the challenges they faced?  
- How did they interact with local residents?  
- How did they get along with people from other ethnic groups?  
- What are some factors that contributed to the settlement of Puerto Ricans in Connecticut?  
- What impact did their settlement have on the local community?  
- How did their settlement contribute to the diversity of Connecticut?  
- What lessons can be learned from the experience of Puerto Ricans settling in Connecticut?  
- How can we ensure that future immigrants are welcomed and integrated into society?
<table>
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<tr>
<th>TIME (in Minutes)</th>
<th>TOPIC</th>
<th>QUESTION</th>
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</thead>
<tbody>
<tr>
<td>29-30</td>
<td>Roles of Puerto Rican women in Connecticut</td>
<td>Who was Maria Sanchez and what did she do? Are some of the important roles played by Puerto Rican women in Connecticut? According to Laura Kroll-Twomey, what were creating churches? What were some of the problems they faced in establishing churches by Puerto Ricans? What were the different kinds of churches that Puerto Ricans established? How were they achieved? Were some of the main roles played by Puerto Ricans in establishing community development? How did good jobs help the Puerto Rican community develop? How did they find their jobs? What were some of the types of residences Puerto Ricans worked in Connecticut? What were some of the types of residences Puerto Ricans created in their new Connecticut homes?</td>
</tr>
<tr>
<td>28-29</td>
<td>Puerto Rican churches</td>
<td></td>
</tr>
<tr>
<td>27-28</td>
<td>In Mendon for other activities, especially jobs provide economic base</td>
<td></td>
</tr>
<tr>
<td>26-27</td>
<td>Jobs provide economic base</td>
<td></td>
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<tr>
<td>24-26</td>
<td>-Puerto Rican work in occupations across the state</td>
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<td></td>
<td>-Puerto Rican institutions</td>
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**NOTES**
<table>
<thead>
<tr>
<th>NOTES</th>
<th>QUESTION</th>
<th>TIME</th>
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</thead>
<tbody>
<tr>
<td>27 Minutes: 1960s and Beyond, Current Issues, Diversity</td>
<td>- What was the War on Poverty? - Why did the Farm Worker Program decline? - What was it in Bridgeport? - Who were the Young Lords? - How did it affect ConneCtural's Puerto Rican Commnunity? - Urban Renewal - Second Home? - Why does Alex Lopez refer to Scowlls as his - How did factory shutdowns affect ConneCtural's - “Sombras en los desiertos” meaning what he says - What does Frank Bonilla mean when he says “- Puerto Rican Passages”</td>
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| 34-37 | 33-34 | 32-33 | 30-32 |

*IN MINUTES*
<table>
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<tr>
<th>QUESTION</th>
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<td>What causes these problems?</td>
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<td>Puerto Ricans in Connecticut?</td>
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<td></td>
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<td>What are some of the social problems faced by</td>
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<td>Puerto Ricans in Connecticut?</td>
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<td>Steve &amp; Mary say about how Puerto Ricans</td>
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<tr>
<td>What do Willie, Lewis &amp; Fergenzo &amp;</td>
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<tr>
<td>What are Puerto Rico's political status options?</td>
<td></td>
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<tr>
<td>What is a Commonwealth?</td>
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<td>Why is it controversial among Puerto Ricans?</td>
<td></td>
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<tr>
<td>Why is bilingual education?</td>
<td>41-47</td>
<td>41-47</td>
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<td>Commonwealth's smaller cities and towns?</td>
<td></td>
<td></td>
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<tr>
<td>Why might Puerto Ricans have migrated to</td>
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<tr>
<td>Why did Puerto Ricans come back to 01</td>
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<tr>
<td>Why did Puerto Ricans go back to the island?</td>
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<td>What are reverse and circular migration?</td>
<td>37-39</td>
<td>37-39</td>
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<tr>
<td>- gangs, drugs, violence</td>
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<td>- lack of opportunity and</td>
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<tr>
<td>- Commonwealth</td>
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<tr>
<td>- smaller cities and towns</td>
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<td>- migration to Commonwealth</td>
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<td>- reverse and circular</td>
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<td>- school problems</td>
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<td>TIME</td>
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<tr>
<td></td>
<td>What makes them different from each other?</td>
<td>55.57</td>
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<td>What are some examples of different types of connections Puerto Ricans have? Are they similar or different?</td>
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<td>What do John Solo and Father John Blackwell believe are the keys to improving their communities? Besides volunteering, how else do Puerto Ricans work to improve their communities?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why does Carmen Lopez refer to Volking as a national sport?</td>
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<td>Why do Volking rules compare among Puerto Ricans in Connecticut and those on the island? How do Volking rules compare among Puerto Ricans in Connecticut and those on the island?</td>
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<tr>
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<td>According to Volking Vargas, why do middle class Puerto Ricans come to Connecticut? According to Teresa Cadena, do Puerto Ricans want to be on welfare? According to Teresa Cadena, do Puerto Ricans want to be on welfare? According to Milton Cadena, do Puerto Ricans want to be on welfare?</td>
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<td>According to Milton Cadena, why do middle class Puerto Ricans come to Connecticut?</td>
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<td>According to Volking Vargas, why do middle class Puerto Ricans come to Connecticut?</td>
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Time: 24c
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 cemfs — to drive away evil spirits and ensure a good harvest.

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 yucayeques.

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-

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

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

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

Credit: Caribbean Connections: Puerto Rico. Deborah Menkert and Catherine A. Sunshine, eds. (Network of Educators on the Americas, 1990)
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, 83 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
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 Western Caribbean, Puerto Rico has 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, 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 with 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.

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. (Will Puerto Rico Be Free? Within the Limited Range of Options Acceptable to Washington, Puerto Ricans May Finally Be Given the Opportunity to Decide What the Future of Their Homeland Will Be.)

Further Reading on Puerto Rican History


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


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


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


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


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<td>Stamford</td>
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<td>Waterbury</td>
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(Source: United States Census)
Population of Puerto Ricans
According to Census

Población de Puertoriqueños Según el Censo

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<td>853</td>
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<td>1,372</td>
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*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

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<td>76.1</td>
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<td>74.7</td>
<td>72.7</td>
<td>70.2</td>
<td>72.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
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<th>Jul</th>
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<tr>
<td>°C</td>
<td>-3.6</td>
<td>-2.2</td>
<td>2.8</td>
<td>8.8</td>
<td>14.8</td>
<td>19.7</td>
<td>22.7</td>
<td>21.7</td>
<td>17.2</td>
<td>11.1</td>
<td>5.6</td>
<td>-0.9</td>
<td>9.8</td>
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<td>42.1</td>
<td>30.4</td>
<td>49.6</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
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<th>Mar</th>
<th>Apr</th>
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<td>43.4</td>
<td>72.2</td>
<td>140.7</td>
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<td>4.3</td>
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<td>11.4</td>
<td>9.6</td>
<td>3.1</td>
<td>67.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
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<td>74.9</td>
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<td>63.2</td>
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<td>3.4</td>
<td>3.7</td>
<td>4.4</td>
<td>2.5</td>
<td>40.1</td>
</tr>
</tbody>
</table>
# Temperature Observation Sheet

## Temperature

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Puerto Rican City</th>
<th>Your City</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

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

\[
\frac{7}{7} = \text{average temperature, Puerto Rico}
\]

\[
\frac{7}{7} = \text{average temperature, }
\]
Bar Graph

Dates: __________________ through __________________

Day: 1 2 3 4 5 6 7 8

Average
A = Puerto Rican City
B = Your Own City =

*Taken from Building Bridges of Learning and Understanding*
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 Raul Avila and Tomas 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 Avila 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 shout out: "WE WANT TO LIVE! JOVENES PRESENTE! ATTENTION!"
The story of Puerto Ricans in Connecticut

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, “Aquí Me Quedo.”

“Aquí 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. 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. Marinaro 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 Ricans 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 “Aquí 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 “Aquí Me Quedo,” which is printed in both Spanish and English.

Stores that carry “Aquí 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:


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 5, 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 on 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
VOCABULARY QUIZ

Puerto Rico and Its People

Place the letter of Column B that defines the word in Column A.

COLUMN A

1. ___ concentration
2. ___ advocate
3. ___ spectacular
4. ___ migration
5. ___ chaos
6. ___ misconception
7. ___ escort
8. ___ tribute
9. ___ heritage
10. ___ tainted
11. ___ procession

COLUMN B

a. movement of people or animal from one place to another
b. something passed down by your ancestors
c. a march or parade
d. large group of people or things in one place
e. to do something in honor of someone or something
f. to support someone or something
g. spoiled, ruined
h. to accompany someone or something
i. something grand
j. problem, disorder, as in a riot
k. a wrong opinion about something
Que Bonita Bandera

Vocabulary

ACROSS
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

DOWN
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
**Que Bonita Bandera**

Vocabulary

**ACROSS**

1. movement of persons or animals from one place to another.
2. something grand or sensational
3. Something passed down from your ancestors
4. To support a person, place, or thing
5. spoiled
6. an incorrect opinion of something
7. A high number of persons or things in an area
8. something done to honor a person or thing
9. to accompany
10. total disorder

**DOWN**

1. Migration
2. Spectacular
3. Concentration
4. Tribute
5. Chaos
6. Heritage
7. Score
8. Picture
9. Composition
"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.
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.

______________________________

______________________________

______________________________

______________________________
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.
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.
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?
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 Aquí 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 Ciria (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

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Possible Points</th>
<th>Student Points</th>
<th>Teacher Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How well did you complete your interview? Do you have your responses?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
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</tr>
<tr>
<td>4. How well written is your oral history? [grammar, spelling, and punctuation]</td>
<td></td>
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<tr>
<td>5. How well did you research additional information and collect artifacts to make your story more interesting?</td>
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<tr>
<td>6. How good are the artifacts of the first oral history? Do they relate to the oral history narrative and are they meaningfully labeled?</td>
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<tr>
<td>8. How neat and presentable is your finished product?</td>
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<tr>
<td>9. How timely was your project? Was it in class the day it was due?</td>
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</tbody>
</table>

**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 jíbaros, 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 jíbaros, 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 Rodriguez 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
Puerto Rican Workers in Connecticut

Agriculture
Boricua
Community
Cultivate
Factory
Foundry
Immigrant

Industrial
Mainland
Migrant
Pewter
Pionero
Restaurant
Textile

Tobacco
Traditional
Unemployment
Upheaval
Wages
PUERTO RICAN WORKERS IN CONNECTICUT

Agriculture
Boricua
Community
Cultivate
Factory
Foundry
Immigrant

Industrial
Mainland
Migrant
Pewter
Pionero
Restaurant
Textile

Tobacco
Traditional
Unemployment
Upheaval
Wages
Please see Puerto Rico / 4

On July 25, 1898, during the Spanish-American War, the United States of America invaded Puerto Rico. This invasion was the beginning of Americanized Puerto Rico.

Tourists walk near the 16th century fort called El Morro in San Juan, Puerto Rico.

Associated Press

The establishment of the United States in Puerto Rico has led to significant changes in the island's culture and economy. The island's unique status as a commonwealth of the United States has allowed for the preservation of its Spanish heritage, while also integrating elements of American culture.

A unique culture, a unique status. After 100 years, Puerto Rico is divided.
Puerto Rico: Not a nation, but not a state

Form 4741

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