

**TEACHING ENGLISH THE PUERTO RICAN WAY: DEVELOPING ESL
MATERIALS THAT MIRROR THE SOURCE CULTURE FOR THE
PUERTO RICAN ELEMENTARY ENGLISH CLASSROOM**

By

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Abstract

In Puerto Rican English classrooms students are mainly exposed to English texts which are heavily laced with strong “American” referents and cultural values. This makes it difficult for language learners to apply their cultural background knowledge and experiences when encountered with higher order thinking skills in English. In the early stages of second language acquisition, students need to be able to draw from their own experiences, making the language learning process less constraining. ESL textbooks and materials which are culturally relevant will provide language learners the opportunity to apply their background knowledge in all four language skills (reading, writing, speaking and listening). This thesis provides evidence in favor of the need for the development of culturally relevant material for the Puerto Rican English classroom. Furthermore, it presents an original sample textbook unit, which draws from multiple perspectives and materials on Puerto Rican histories and cultures, intended to serve as a resource for third grade English teachers.

Resumen

Los cursos de inglés en Puerto Rico utilizan textos y materiales que reflejan principal sino exclusivamente los rasgos y valores de la cultura dominante “Americana”. Por ende, los estudiantes que están aprendiendo inglés en Puerto Rico no tienen oportunidad de utilizar los conocimientos y trasfondos culturales que poseen cuando se enfrentan a ejercicios de pensamiento crítico en inglés. En las primeras etapas de adquisición de un segundo idioma es vital que los estudiantes puedan referirse a sus propias experiencias para que así el proceso de adquisición y aprendizaje sea menos restrictivo e intimidante. Los materiales y libros de texto para estudiantes de inglés que incluyen componentes con relevancia cultural proveen la oportunidad de capitalizar las experiencias, conocimientos y trasfondos del estudiantado cuando éste practica las destrezas de lectura, escritura, expresión y comprensión oral en su segundo idioma. Esta tesis presenta evidencia a favor de la necesidad de desarrollar materiales para la enseñanza del inglés en Puerto Rico que estén informados y reflejen las culturas e historias de estudiantes locales, y provee una unidad de muestra para cursos de inglés al nivel de tercer grado.

I dedicate this thesis to my daughter...Anahí
You are my little ray of sunshine. ¡Te adoro, beba!

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I.

Introduction

Since the first establishment of a school system on the island during the Spanish-American War, English education has taken a political hue. With every new change in government administration, came a new English language learning policy. Because of the inextricable ties between politics and language in Puerto Rico since the country became a US territory in 1898, language policies have been issued and revised in the absence of a clear and consistent philosophy of education. As a result, English teaching and learning in Puerto Rico has been a persistent source of tension. The goal has sometimes been to enforce English education and other times to promote English and Spanish bilingualism on the island. However, to this day only a small fraction of the population is fluent in English.

English Proficiency in Puerto Rico

The Department of Education in Puerto Rico has more than 1,500 public schools and nearly 600 private schools. Following Department regulations, English is offered in all these schools from first grade to twelfth grade as one of the required curricular subjects. Less than ten percent of the existing private schools use English as the sole or main language of instruction. After years studying Math, Science and History in English, students are expected to become fully bilingual. However, this is hardly the case for the vast majority of Puerto Rico's students, who attend either public schools or private schools that use Spanish as the main language of instruction.

Over the past decades scholars and policy makers have tried to measure and examine the level of English competence and bilingualism of the Puerto Rican

population. Most of the data gathered regarding Puerto Rican’s English competence is based on self-rankings and thus provides a better indication of how the individuals perceive their English abilities than of their actual abilities. Nonetheless, it is worth considering these rankings because they suggest that, despite the population’s exposure to English education, most Puerto Ricans do not regard themselves as fully bilingual.

Roamé Torres (2002) compiled data to illustrate how the percentage of the Puerto Rican population who speak English varied from 1910 to 1990. He used the information provided by the United States (US). Census Bureau of 1953, 1963, 1973, 1984 and 1993. Respondents answered affirmatively when asked if they spoke English. Table 1 summarizes the data.

Table 1: Population Percentage-Self Rankings of Ability to Speak English in Puerto Rico (1910-1990)

CENSUS YEAR	POPULATION	POPULATION %
10 years and older		
1910	781,600	3.2%
1920	904,423	9.9%
1930	1,093,423	19.4%
1940	1,373,163	27.8%
1950	1,526,154	26.1%
1960	1,670,084	37.7%
1970	2,053,859	42.7%
1980	2,505,081	45.6%
1990	2,904,455	50.5%
5 years and older		
1980	2,855,868	42.0%
1990	3,219,765	47.4%
16 years and older		
1980	2,168,288	48.1%
1990	2,497,078	52.7%

Source: U.S. Bureau of the Census (1953, 1963, 1973, 1984, 1993, 1994)

As Table 1 shows, English proficiency levels are at their lowest from 1910 through 1950 even though English was the official language of public instruction during part of that period¹. In 1948 Spanish was adopted as the main language of instruction and English was taught as a required subject in school. While English proficiency levels increased dramatically in the decades that followed, it is clear that, at least on the basis of self-rankings, half of the population does not consider themselves fluent in English.

Data gathered by the US Bureau of the Census for the years 1980 and 1990 shows how respondents ranked their English speaking abilities, choosing among the following options: “speak English with ease,” “speak English with difficulty” or “do not speak English.”

Table 2: Self Rankings of Ability to Speak English in Puerto Rico (1980 and 1990)

	1980	1990
POPULATION (5+ YEARS OLD) who speak Spanish	2,805,444	3,162,310
% speak English	42.2	47.7
% speak English with ease	19.3	23.6
% speak English with difficulty	23.0	24.1
% do not speak English	57.8	52.3

Source: U.S. Bureau of the Census (1984,1993).

It is important to note that the results were similar in both years and as Table 2 indicates, more than 50% of the respondents reported that they do not speak English at all. Unfortunately the data does not offer information on other English skills (i.e., listening comprehension, writing or reading).

¹ As stated by Algrén de Gutiérrez (1987) there were seven principal policy changes regarding the English language in Puerto Rico from 1898 until 1949. English was the main language of instruction for all grades until 1917 (excluding a brief period between 1900 and 1903 when Spanish was used at the elementary level). From 1917 to 1937, English was used partially at the elementary grade level, but remained and the medium of instruction at the high school level until the 1940’s when Spanish started to become the language of instruction at the elementary level with English as a preferred subject. Finally, in 1949 Spanish became the medium of instruction at all levels with English as a subject.

Donato Cuadrado Rodríguez (in Pousada, 1999) conducted his graduate research on bilingualism among professionals in 1993. The participants were from various professional fields including education, social services, industry, health and business administration from the eastern area of Puerto Rico. The scope of his research included determining if English on the island was regarded as important and if Puerto Rico could be considered a bilingual country. This data collected presents the percentage of the professionals that considered themselves receptive or passive bilinguals;² which languages the participants believe should be official in Puerto Rico and which English language skills were mastered.

Cuadrado Rodriguez's findings state that the majority of those polled do not master all of English skills: reading, writing, listening and speaking. Only 26 % of the participants claim to have command over all four skills. The skill most often mastered was reading (69% of the sample reported being proficient English readers. Most of participants felt that their oral English was poor. Only 30% considered their oral abilities to be excellent or good. About 40% of the respondents regarded themselves as proficient in English listening and writing. This points once again to the frequency of receptive rather than productive skills. (p. 42).

Similar findings are reported by Joan Fayer (2000). She compared data from 1976, 1987-88, and 1996 which showed that although respondents' self-rankings improved over time, reading and oral comprehension self-evaluations are consistently higher than speaking and writing ones. Despite the comparatively high rankings given to

² Receptive/Passive Bilingual is anyone who can communicate in more than one language through the receptive skills of listening and reading

English reading and comprehension abilities in the 1996 study, as Table 3 shows more than a third of the respondents do not feel competent in these areas.

Table 3: Self-Rankings of Ability in English Skills (1967, 1987-88 and 1996)

ENGLISH SKILL	1976:%	1987-88:%	1996:%
Speaking			
Excellent	08	14	16
Good	29	30	26
Average	39	30	31
Poor	11	19	21
No ability	14	08	06
Reading			
Excellent	14	19	26
Good	39	37	43
Average	30	25	24
Poor	06	13	07
No ability	11	06	01
Comprehension			
Excellent	20	20	26
Good	37	36	38
Average	30	26	26
Poor	03	13	10
No ability	10	06	01
Writing			
Excellent	13	11	19
Good	30	33	34
Average	32	31	32
Poor	11	15	12
No ability	14	09	03

Source: Fayer (2000)

More recent data on Puerto Ricans' English language abilities was recorded for the 2000 population census by the US Census Bureau (2000). Table 4 summarizes some of the relevant results:

Table 4: Self-Ranking Ability to Speak English (2000)

POPULATION SEGMENT BY LANGUAGE SPOKEN AT HOME AND ABILITY TO SPEAK ENGLISH POPULATION (5+ YEARS OLD)	N= OF RESPONDENTS	%
	3,515,228	100.0
Speak only English	506,661	14.4
Speak a language other than English	3,008,567	85.6
Spanish	3,001,286	100.0
Speak English "very well"	477,611	15.9
Speak English "well"	538,000	17.9
Speak English "not well"	629,911	21.0
Speak English "not at all"	1,355,764	45.2
Ability to speak English POPULATION (5+ YEARS OLD)	3,515,228	100.0
Speak a language other than English	3,008,567	85.6
5 to 17 years	682,217	19.4
18 to 64 years	1,968,160	56.0
65 years and over	358,190	10.2
Speak English less than "very well"	2,527,156	71.9
5 to 17 years	609,733	17.3
18 to 64 years	1,604,458	45.6
65 years and over	312,965	8.9

Source: U.S. Census Bureau, Census 2000 Summary

The recent census results indicate that the vast majority of the families who speak Spanish at home consider themselves unable to speak English well. These results are consistent to what the majority of the population has been expressing for over nine decades in terms of their English proficiency. Even though Puerto Ricans have been exposed to English since the last century, the greater part of the population living on the island still struggles with the language.

Of particular concern for educators is the fact that most students entering universities in the island obtain low scores on their college entrance exams and placement exams in English skills and often need to enroll in remedial courses. Appendix A illustrates scores from the *College Entrance Examination Board* between 1996 and 2002.

The data collected and reported by the Puerto Rico *Center of Commercial Investigation and Academic Initiatives* (2004) exhibits a tendency of decline in all the scores during the reported time period (479 in 1996 decreased to 469 in 2002) in the Academic Performance Test in English for the College Entrance Exam. The minimum and maximum scores do not demonstrate a significant variation throughout the time period shown, yet the average score or arithmetic mean decreases as the years progress.

When compared with the four other tests in the College Entrance Exam (See Appendix B: Verbal and Math Aptitude Tests, and Math and Spanish Academic Performance Tests), it is evident that students tend to obtain the lowest scores in the English Academic Performance Test.

Besides the consistently lower scores in English aptitude, the statistics show that the relative variations within the students who took this exam increased (as measured by the coefficient of variation or CV %). The lowest measure of this variation (24.03%) was higher than any of the other CV% obtained for the other four tests. This shows the highest inconsistency in terms of performance in English skills among the students than in any of the other areas of the exam. This measure also shows evidence that students who are performing satisfactory in English are polarizing those, the majority, who are doing poorly.

Educational Factors Affecting English Teaching and Learning in Puerto Rico

Educators, ideologues and researchers attribute the apparent failure to advance English proficiency in Puerto Rico to a wide array of factors which include individual, institutional, political, economic, and most importantly, educational ones (Rodríguez Bou, 1966). With regards to this latter category, educators and researchers agree that one

of the obstacles faced in English education in Puerto Rico is the fact that the teaching materials generally used are inadequate and irrelevant for our national learning communities. This was criticized in the first systematic study of textbooks conducted in Puerto Rico by the International Institute of Teacher's College, Columbia University in 1926. The report stated that the textbooks reflected the "continental culture" of the US (p. 185), and recommended that the textbooks be modified in order to reflect the context of the Island since the environment presented in the content of these books was foreign to Puerto Rican students. Four decades later, in an extensive report written for the US-Puerto Rico Commission on the status of Puerto Rico, Dr. Ismael Rodríguez Bou indicated that since the beginning of the 1900's the tendency for textbooks and classroom materials used in Puerto Rican classrooms has been to copy, adapt and imitate American texts (p. 185). In the 1940's and 50's more materials were developed but they still failed to reflect the Puerto Rican context in their content.

The inadequacy of the teaching materials for the Puerto Rican context is further complicated by their grade-level designation; textbooks designed for certain grade levels in the US will not be suitable for those same grade levels in Puerto Rico. In a report published in 1961 titled "Study of the Educational System", as cited by Rodríguez Bou (1966), the following deficiencies with the textbooks being used were identified:

- The situations, experiences, activities presented are scarcely related to the Puerto Rican environment.
- Most books are not written for Puerto Rican children.
- The vocabulary, according to grade placement, is too difficult for our children.
- The topics, when books are placed in lower grades, result in very little interest for children.

- Similar shortcomings are found in books assigned to the intermediate and high schools-in science, social studies, history, etc.

(p. 186- 7)

Comprehensive studies of the teaching materials used in English classrooms in Puerto Rico have not been conducted in the recent past. In efforts to gather some recent data on the status of the situation, I conducted informal interviews with elementary-level public school teachers from the Western part of the island in the Fall semester of 2006. The seven teachers with whom I spoke stated that the Department of Education (DE) does not provide them with a list of textbooks to be used for their English classes; instead it supplies the teachers with various English grammar textbook samples, and it is up to the teacher to decide which book to use if any at all. Most of these textbooks are published in the US and are targeted to the continental U.S. culture. Teachers indicated that the common practice among them is to pull sections and chapters from various sources in efforts to meet the needs and interests of their students. This is a challenging task for English teachers, most of whom are native Spanish speakers as their students, because they lack culturally-relevant and locally-situated materials to use in their classrooms.

The inadequacy of the materials provided or recommended to be used in English education in Puerto Rico stems from a second problem. As the Department of Education's English Program Curriculum Framework explains,³ English as a Second Language generally entails learning to speak English in an English speaking country. But in the case of Puerto Rico "Second" is redefined as sequential, referring to English as the

³ The Department of Education's English Curriculum Framework is a document in that states the parameters of references aligned with the content of the English program and educational reform developed by the Department of Education in Puerto Rico. (p. 3)

“second” language to be spoken in a country where Spanish has been conventionally, if not always “officially,” the first language. The term EFL, which refers to English as a Foreign Language, better fits the particular English language learning situation in Puerto Rico, where English is taught as a subject in school, but is not the vernacular. As Dayton and Blau (1997) conclude, English in Puerto Rico bears resemblance to an EFL society in the degree of informal English learning and the informal domains of use. But, according to the Curriculum Framework, the term ESL is preferred to establish the order of acquisition aiming to tone down the political, social and psychological connotations (p. 8). However, because the ESL definition used in the framework does not fit the general ESL paradigm, the existing ESL models of teaching and the materials used in them may be inadequate for our English education setting. For the purpose of this project, the term ESL is used to refer to the English language learning situation in Puerto Rico following the tenure used by the Department of education.

Statement of Research Problem

This thesis seeks to respond to two problems regarding English education in Puerto Rico. On one hand, the fact that ESL education in Puerto Rico fails to achieve proficient English language production and has been ineffective in meeting the expectations and objectives set forth by the Department of Education English Program. On the other hand, as I will further discuss below, since the early twentieth century, researchers have indicated that the textbooks being used to teach English on the island “are inadequate for the Puerto Rican context.” Today, this continues to be the case since there has not been a significant effort or initiative to provide teachers with adequate

textbooks and they continue to use materials that were designed specifically for teaching English in the U.S.

Justification

Considering the evident need to improve English education in Puerto Rico, I believe it is imperative to address the need for teaching materials that better fit the status and practice of English in Puerto Rico. Informed by the literature on second and foreign language teaching, my project is founded on the conviction that language and culture are intricately related.

Researchers contend that when teaching a foreign language the objective is not for students to merely master another subject of academic study, but rather offer them the opportunity to learn a new means of communication. Communication is grounded on culture and cultural knowledge (Cortazzi and Jin, 1999). However, researchers do not always agree on the kind of cultural knowledge and learning that should be pursued when teaching a foreign language.

The scholarly literature about the development of teaching materials for ESL/EFL education in levels 1-3 raises a debate that could be characterized as the antagonism between two positions. At one end of the debate are those researchers and educators who contend that the best way to teach and learn a foreign language is by employing cultural codes and knowledge based on the *target culture*⁴; at the other end are those who contend that it is more effective to capitalize on and develop materials which reflect the *source culture*,⁵ or the knowledge students already have of their own cultural milieu and expand it in the process of teaching and learning a foreign language. Applied to the case of

⁴ Target Culture is the culture where the principal language or main language is used as a first language (Cortazzi and Jin, 1999)

⁵ Source Culture refers to the learner's own culture (Cortazzin and Jin, 1999)

English education in Puerto Rico the question would be, then, whether the educational materials should reflect the reality and experience of “American” or U.S. culture which is, for geographic, political and historical reasons the *target culture* generally associated with English on the island, or whether these materials should draw from the wide repertoire of Puerto Rican cultures.

While the reciprocal relationship that exists between language and culture is an irrefutable fact in the literature on language acquisition, some critics have condemned the ways in which this relationship plays out in language teaching books based on the host culture. Researcher Eli Hinkle (1999), for instance, contends that these books often “offer a very rudimentary perspective on cultural factors in teaching and learning, if they are dealt with at all, and culture is often identified by an occasional reference to the folklore and custom’s of the learner’s native culture (p. ix). Despite the suggestions made by the previously mentioned report conducted by Columbia University in 1926, this crucial relationship has not been dutifully researched on the island.

The aforementioned studies suggest that English education in Puerto Rico is not producing the expected results of generating a bilingual population. Another study conducted in 1992 by the Ateneo Puertorriqueño, as reported by researcher Dr. Alicia Pousada might shed some light into the underlying reasons for this apparent failure of the educational system. Using the same thorough sampling framework as the federal population census, respondents were asked questions orally in Spanish or English, depending on their preference. The results of the study indicated that 97% of the sample members preferred that the government communicate with them in Spanish; 96% preferred that street names be in Spanish; and 95% favored Spanish for instructions on

official forms. Only 21% of the respondents considered themselves to be bilingual and only 11% reported using English at work frequently. One interesting finding was that 93% of the sample answered that they would never give up the Spanish language even if the island became a state and/or English were established as the sole official language. Of those polled, 91% considered themselves to be Puerto Ricans first and Americans second. Another 87% claimed to feel strong patriotic attachment to the Puerto Rican flag, and 95% of subjects felt a strong attachment to the island (Del Valle, 1993 quoted in Pousada, 1999).

Both the design and results of this study call to mind the antagonistic relationship that exists in Puerto Rico between English and Spanish, which are often regarded as markers of “foreign” or “American” identity and “national” or “Puerto Rican” identity, respectively. This antagonism is often not eased but further complicated by the educational system because it has not properly developed and implemented an English education program that responds to the particular historical, social and cultural context the Puerto Rican students inhabit. As noted above, preliminary interviews conducted for this research with seven public school teachers indicate that for the most part the Department of Education in Puerto Rico does not assign or provide a list of textbooks for teachers to use, and most use materials developed for the US educational context.

The objective of this project is to discuss and define the two rationales that determine the development of culturally relevant material, and support the argument that material based on native speaker’s culture best fits the unique language learning setting in Puerto Rico. Another objective of this research is to make inroads towards developing ESL teaching materials that better fit the particular scenario of English language learning

in Puerto Rico. It is grounded on the conviction that textbooks and other second-language teaching resources should include material that has direct relevance to the learning community that will be using them. This resource challenges the view of a definable Puerto Rican culture which is often endorsed by one singular and subjective view. The materials I have developed incorporate current trends that are embedded in our culture so that students can become aware of themselves as cultural beings and achieve communicative competence skills in English during the process. This material can serve as a model for teachers to generate and expand their own ESL resources and help their students engage in discussions that are pertinent to their reality and their surroundings.

In the next chapter I will discuss the scholarly work that informs my project along with the goals and objectives established by the Department of Education English Program. Chapter III presents the conceptual and methodological guidelines for the development of the sample unit detailing and justifying the structure and format of the activities. Chapter IV presents the sample unit with its chapters and activities. Finally, Chapter V presents the conclusion which includes the limitations and suggestions for future research and creative work.

II. Literature Review

Considering the evident need to improve English education in Puerto Rico and foment a less antagonistic relationship between English and Spanish, my project hopes to make a contribution that could pursue the various educational goals defined by the Department of Education's English Program Standards of Excellence. These goals are intended to achieve effective communicative competence in all four strands of language which include (1) Oral/Aural Communication, (2) Written Communication, (3) Reading Comprehension and (4) Literary Appreciation. The revised Standards of Excellence (2000) specify that cultural awareness should be developed in all four content standards (p. 20).

As stated in the previous chapter, the Department of Education in Puerto Rico does not have a defined policy on textbook use for teachers and students. Moreover the materials that are provided for the teachers as well as those they acquire on their own are generally designed for the US educational context. In an effort to address the frustration experienced by many English teachers who find the available resources irrelevant and unappealing to most students, I developed an ESL textbook sample unit for the (1-3) elementary level, specifically third grade level that draws from various aspects of Puerto Rican culture, history and codes.

I opted for targeting the educational materials at a primary school population because it is at this point when Puerto Rican students are first exposed to formal English education and thus when they begin to develop a relationship with that language. As Jimenez, García, & Pearson, 1996 (quoted in Echevarría, Voght, & Short 2000) explain,

children who are exposed to material that reflects the target language culture may struggle with understanding the text because their background knowledge does not match the cultures represented in the text.

On the other hand, my decision to create a sample unit that draws from Puerto Rican culture, history and codes is informed by scholars who argue for the value of culturally relevant material in second language education. As the reviewed literature suggests, giving students a chance to first experience the English language as a means of expression that represents situations, experiences, places and people that are familiar to them and/or relevant to their processes of identity definition will positively influence their attitude toward learning that language.

Furthermore, the content included in this project targets all four language skills, as well as research skills that students will develop to study and better understand their socio-cultural reality. As stressed by *the International Institute of Teachers College in their Survey of the Public Educational System of Porto Rico* [sic]: “ The Puerto Rican people have a unique personality that should be preserved and their culture should be developed and passed on through a curriculum peculiar to it... This uniqueness has been denied in the past and is still denied by some historians and social scientists” (quoted in Rodríguez Bou, 1966, p.152). This “uniqueness” should not be understood today as the existence of a *singular* Puerto Rican culture, history or code. As any contemporary society, Puerto Rican society is stratified by class, race, gender, religion and other dimensions of identity and thus represents a plural collectivity. Furthermore, the Puerto Rican diaspora, especially in the United States, is also a heterogeneous cultural formation that enriches the character of our collective histories and identities. Thus, any attempt to

develop educational materials based on the source culture” of Puerto Rico should take these multiple experiences and cultural productions into consideration.

In the following sections I contextualize my project, inscribing it both in the Curriculum Framework of the Department of Education English Program and in the scholarly debates about the culture(s) that should be represented in the materials used for second language education.

The Department of Education English Program Curriculum Framework

The Department of Education does not have a clearly defined strategy for the proper use of textbooks or materials in the English language classroom. However, it has established goals and objectives for its English program. These objectives, in my view, justify the concerted effort to develop educational materials that are culturally relevant to the students so that they may develop a positive and productive relationship with the English language.

In its Curriculum Framework,⁶ the Department of Education states that its English Program sets out “to develop communicatively competent students in English and to prepare students to function effectively in our socio-cultural environment” (p. 22). Included in the Curriculum Framework is the objective of the Literary Appreciation Standard for elementary grade levels. It states that students are required to “draw from personal experience” to be able to interpret texts, using their own background knowledge (schema), reality and experiences. In the early stages of learning in Puerto Rico a significant part of the students’ schemata⁷ is influenced by their own native language and

⁶ The Department of Education’s English Curriculum.

⁷ Schemata, as explained by Mc Neil (1992), “are the reader’s concepts, beliefs, expectations, processes-virtually everything from past experiences-that are used in making sense of things, and actions. In reading,

culture. As I mentioned above, the Framework also establishes cultural awareness as one of the goals of the elementary school sequence. In the lower elementary level (1-3), the Framework targets the understanding of cultural development through children's literature, although it does not provide specific materials, methods or approaches for doing so since the one of the goals of the framework is to avoid prescriptivism.

Cultural awareness skills are presented in each of the four content standards (Standards of Excellence English Program, 2000) Based on the Framework's scope and sequence, K-6 students are asked to "use the language arts to comprehend, interpret and critique imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, recognizing the social, historical and cultural features of the text" (p. 27). It is precisely in this component of the Framework that the contradiction between the stated objective and the learning outcomes becomes evident. Based on this standard, elementary school students should be able to understand texts by relating their content to their own experiences and contexts and by identifying and understanding the cultural inscriptions in the texts that are used in the classroom.

It seems unlikely that teachers could comply with this objective at the first to third grade level if the materials they use are based on codes, histories and experiences that are foreign to most students and teachers. Culturally relevant material, on the other hand, could offer students multiple opportunities to draw from personal and collective experiences in the process of interpreting texts at such a young age and at the same time provides an incentive to learn a second language.

schemata are used in making sense of text; the printed work evoking the readers associated experiences, and past and potential relationships" (p.19)

My initiative to develop teaching materials for English education in levels 1-3 in Puerto Rico is informed by an ongoing debate in ESL and EFL education. Between those researchers who contend that a second or foreign language should be taught and learned in relation to the target language culture and those who others argue that the learner's application of their cultural knowledge could prove beneficial to second or foreign language learning. Applied to the case of English education in Puerto Rico the question would then be whether the educational materials should reflect the reality and experience of "American" or US culture (which is, for geographic, political and historical reasons the target culture generally associated with English), or whether these materials should draw from Puerto Rican cultures.

As my discussion of the Department of Education's Curriculum Framework suggests, the Department has not adopted a clear position on this debate. Indeed, the stated goals and the actual practice seem to be at odds with each other. In order to justify my recommendation that the source cultures become the basis for the development of English teaching materials, I proceed to discuss the propositions, limitations and possibilities of each side of the debate.

The Rationale for Privileging the Target Culture in Second/Foreign Language Education

Authors who emphasize the integral relationship that exists between language and culture strongly advocate for privileging the target language culture in second language learning. Though none of them addresses the specific cultural and educational situation of Puerto Rico, their arguments are relevant to our particular context.

Several authors have rendered their perspectives on the use of either target culture or source culture in the English language learning classroom. Stewart (1972) presents the argument that a person's cultural views are so shaped by their own context, they refer to their native culture when learning a new foreign language, and this provides no real benefit. In an attempt to examine both perspectives Martin Cortazzi and Lixian Jin (in Hinkle, 1999) engaged in a study of materials used in the EFL classroom in order to examine how culture comes into play in textbooks. They reviewed two books that are produced at the national level in Venezuela and Turkey, which are based on the respective source culture and are designed specifically for English learners in those countries. The authors object to the cultural content in these textbooks, arguing that students will not learn anything new about the target language country, and that the content of the book is already familiar to the learners, therefore serving no educational purpose.

After reviewing a number of textbooks that reflect the opposite approach, Cortazzi and Jin steadfastly endorse privileging the target culture in foreign language textbooks. They point out, however, that these books should be used as *resources* and not, as they often are, as the singular tool for teaching. Despite their belief in the effectiveness of texts that focus on the target culture, Cortazzi and Jin recognize that the

country of origin of the textbook plays a role in cultural politics in the inclusion (or exclusion) of social, historical, political and economic factors presenting a defined cultural reality. Furthermore, a large number of these books are influenced by commercial values and thus their content is subjective and favors the dominant views of the target culture.⁸ “The views and decision makers who choose a book can be important factors leading to changes in cultural content,” that affect the source culture (p. 200). In light of this recognition and criticism, they note, many independent countries have begun to develop their own textbooks and recent EFL textbooks have begun to include material designed to promote awareness of race, gender and environmental issues in order to avoid narrow notions of the target culture.

In the case of Puerto Rico, most of the textbooks used in the English classroom are published by American companies. Despite the fact that, as Kim (2002) has noted, the English language “may not necessarily be inextricably tied to one particular culture” (p.31) the content of the books used in Puerto Rico is predominantly based on the target culture of the United States. If we were to endorse the view that educational materials should be based on the target culture we would need to carefully consider which *version(s)* of so-called “American culture” would be treated and taught. With the myriad of subcultures in the United States, how does one define the specific aspects of the “American” culture that should inform ESL teaching and learning in Puerto Rico? Should language learning in Puerto Rico be molded based on the dominant White Anglo-Saxon Protestant culture of the United States? Would the African American culture be more

⁸ This too can occur with source culture based materials if the cultural views and historical perspective are subjective

appropriate? The Native American culture? The so-called Latino/a culture? The Puerto Rican diaspora culture? Can we speak of any of these in singular terms?

. In my view, privileging the target language culture would be limiting in the case of English language learning in Puerto Rico. As previously mentioned, even though the term ESL is used to refer to English learning in our country, our language situation resembles an EFL society in that English is not the language of informal use. Therefore, drawing from the source cultures to develop materials for the Puerto Rican English classrooms will prove relevant to our students, and might also reap motivational benefits.

The Rationale for Teaching the Source Culture in Second/Foreign Language Education

Many ESL teachers and researchers agree that traditional approaches to second language education, such as the grammar-translation method where drilling and memorization is used, are unappealing to students and that learning and practicing language in contexts that are meaningful and relevant to them will render better outcomes. What, then, makes a context meaningful? According to Ausubel (1968) (quoted in Omaggio 1993) “for material to be meaningful, it must be clearly relatable to existing knowledge that the learner already possesses” (p. 131). That is, if a student encounters content in a text that relates experiences which he or she has never encountered before, it is very difficult for the student to engage comfortably in the discussion of the text.

This is why countries such as Japan, Venezuela and Turkey among others have proceeded to create their own EFL textbooks which mirror their own cultures (Cortazzi and Jin in Hinkle, 1999). They are motivated by the belief that it is important that learners

of a foreign language can talk about their culture and become aware of their own cultural identity. Freeman's (2000) research supports this perspective. She compared the retelling outcomes of ESL students who read both a source culture based book and a target culture based one. Freeman found that students produced better retellings with the culturally relevant story. Her findings suggest that materials which draw from the learners' own culture are more likely to produce higher learning outcomes than materials based on foreign cultural codes.

Olmedo's (1993) research, though not focused on English-language learning, supports Freeman's argument about the pertinence of culturally relevant materials for language acquisition. Olmedo proposes using oral history with ESL students in the social studies classroom. She contends that "all good pedagogy is based on the assumption that new concepts should be built on what the student already knows... Oral history can strengthen the learning of new concepts by creating a context..." (p. 20). As an example, she suggests that students can relate the U.S. colonial period to the experiences their own families went through when coming to the United States. Concepts such as religious persecution, political issues and cultural shock can be more comprehensible if examples can be developed from student's own experiences (p. 21). Olmedo also focuses on how this approach can help the student develop oral communication, literacy and research skills that effectively complement their language and history learning processes.

Learning a second language poses many hurdles to students and, as Valdes (1986) contends, exposure to a new culture also makes most people apprehensive. If the learner faces the study of a new language in tandem with exposure to a new culture, he or she is faced with two unknowns simultaneously. Valdes contends that the learners must first

become aware of themselves as cultural beings; once they “recognize that they are, truly, products of their own cultures, they are...willing to look at the behavior of persons from other cultures and accept them nonjudgmentally, if not favorably” (viii).

Along similar lines, Kramsch (1993) claims that learners have to become aware of their own culture before trying to attempt to understand a foreign culture. Indeed, she argues that the understanding of one’s own culture can serve as a basis for cross cultural application and analysis. She examined how language and culture were perceived by foreign language learners when exposed to different media texts that carried “American” values and “traditional” codes. In one case she presented an American television commercial to Russian learners, and recorded their responses. The learners “identified several aspects of the story as being totally incomprehensible....” pinpointing concepts, rather than the words themselves (p. 217). They compared aspects of the content of the commercial which were distinctive of “American” characteristics with their own culture. To be able make this analysis, however, the Russian learners had to be aware of their own cultural world views. Thus, in integrating the learner’s native culture in second language learning, the students can enhance their understanding of their own culture and employ it to apprehend and come to understand other cultures.

Focusing his attention on the figure of the teacher, Prodromou (1992) also argues in favor of using the source culture as the basis for teaching. The author contends that since most teachers will be more familiar with the native culture, focusing on it will be a more effective teaching and learning process than turning exclusively to the target language culture. In the case of Puerto Rico, Prodromou’s premise seems pertinent due to

the fact that most ESL teachers are native Puerto Ricans and share a general cultural background and history with their students and communities of reference.

Stephen Krashen's Affective Filter Hypothesis helps illuminate this argument. He identifies a number of affective variables that play a role in second language acquisition; these include: motivation, self-confidence and anxiety. Krashen (1988) claims that learners with "high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition" (p. 27). Low motivation, low self-esteem, and debilitating anxiety can combine to raise and form a mental block that prevents comprehensible input from being used for acquisition. Hence, in order to motivate students, enhance their self-confidence and self-image and assuage their feelings of anxiety when learning a new language, it is important that the curricula validate their identities and shared history and includes materials that recognize and strengthen the students' individual and collective experiences. This premise supports Olmedos's research as well.

In addition to affective variables, research has shown that factors such as age determine a person's chances of acquiring a second language with native-like fluency. According to the Critical Period Hypothesis, developed by neurologist Wilder Penfield and Lamar Roberts (1959), learners who are exposed to a second language before their teenage years are more likely to acquire the language with native-like fluency. Though most Puerto Rican students are not immersed in English, they are all exposed to English when they enter Kindergarten around the ages of 4 and 5 years old. Thus, making that early exposure a positive, relevant and grounded experience for the young learner might greatly increase his/her chances for attaining proficiency in the future.

As Strohmeier (1999) argues, social factors are just as important as psychological ones in learning a new language. The situations, settings and interactions through which we learn a second language, in particular the natural and the classroom situations, are thus determinant factors. In contemporary Puerto Rico, young learners are exposed to English language media (cable television, DVDs, music, computer games, the Internet, etc.) from a very early age. However, research on the type and extent of English learning that takes place in these extracurricular contexts is still limited, although it is beginning to produce significant scholarship. Mazak (2005) conducted an ethnographic case study that explored the English literacy practices of a rural community in Puerto Rico. The aim of this study was to determine how participants negotiated English literacy practices. Mazak concluded that participants were able to accomplish their communicative goals outside of the classroom setting using their substantial knowledge of both Spanish and English building on each other's knowledge and resources to achieve these goals. Until more data becomes available about extra-curricular English learning in Puerto Rico we are bound to focus on the situations that characterize English education in the classroom where too often the focus is on what Krashen (1987) calls the "extensive use of conscious grammar rules" and the "tedious drill. He contends that there are two systems of second language performance: the learned system⁹ and the acquired system¹⁰. Employing culturally relevant materials in the ESL classroom in Puerto Rico could be a way of cross-fertilizing these two systems by following a conscious process of classroom language learning based on *meaningful* interactions between a community of learners and between the learners and their individual and collective experiences.

⁹ Conscious process together with formal instruction.

¹⁰ Subconscious and includes meaningful interaction.

Ausubel's contention that learning must be meaningful in order to be effective also validates the need to develop host-culture based English materials. He stressed that teachers need to provide devices that activate relevant background knowledge to facilitate the learning and retention of new material (in Omaggio 1993, p. 131)

Omaggio (1993) indicates how background knowledge can have an impact specifically on second language acquisition. In the second language comprehension process, at least three types of background knowledge are potentially activated: (1) *linguistic information*¹¹ (2) *knowledge of the world*¹² and (3) *knowledge of discourse structure*¹³(p.131).

Transposing Ausubel's and Omaggio's formulations to the practice of English education in Puerto Rico, I reiterate that forming basic communicative discourses that draw from the student's cultural knowledge facilitates students' English language learning process, while concurrently helping them affirm and regard their cultures and identities. Materials that are ingrained in the learners' cultures can motivate students to examine, study and analyze their surroundings.

The literature discussed in this section suggests that students, who are in the early stages of language learning are simultaneously becoming aware of their own culture. Providing source culture content in ESL teaching materials in the Puerto Rican classroom might be a more appropriate course of action towards achieving the English language

¹¹ Linguistic information is the first type of background knowledge. It is the knowledge that the learner has about the second or target language code. This background knowledge is activated when the language practice is limited to processing the linguistic form and low proficiency students often try to process the language "word for word".

¹² Knowledge of the world is activated with activities that provide relevant context. Activating this type of background knowledge can facilitate their understanding of the language as well as help them compare other world views to their own.

¹³ Knowledge of discourse structure is the background knowledge a learner possesses about how the natural language situations and general types of discourse are organized.

learning goals and the academic objectives stated by the Department of Education's standards; it could facilitate the progression to higher language proficiency levels and consequently help students transition to understand, analyze, compare and negotiate the target culture. As Robert Lado (1957) has contended, cultural systems in the native culture could be compared with those in the target culture and serve as a source of transfer and interaction in second language learning.

As I noted in Chapter I, the argument in favor of using teaching materials that mirror the host culture is in tandem with the Department of Education's Curriculum Framework (2003). The Focuses and Features section the Framework establishes that "The English teacher is not only concerned about his/her students' acquiring the English language, but also about their positive attitudes towards L2 language and culture" (p. 17). Developing that positive attitude towards the target language and culture can hardly result from passively consuming alienating reading materials that represent, the target (US) culture. Furthermore when both teacher and learners are aware of their own identity, cultural values and beliefs, teachers can begin to set the stage for examining these values intellectually, and then in a later stage of language acquisition, they can learn to scrutinize these beliefs and compare the parallels, or lack thereof, to other cultures, such as the target language culture.

Defining the "Source" Culture in Puerto Rico

Taking into consideration the psychological, cognitive and social factors examined in the scholarship cited above, as well as the educational objectives defined by the Department of Education, it seems that formal English education in Puerto Rico could be improved with the use of textbooks and teaching materials that mirror and examine the

source culture. However, given our diverse and complex geographical, political and social histories, how are we to define the contours of our “source” culture?

Kramsch (1991) notes that in many language classrooms culture is frequently reduced to “foods, fairs, folklore and statistical facts” or the four F’s (quoted in Hinkle 1999 p. 5). In order to move away from this limiting view of culture, the source culture represented in teaching materials cannot be narrowly defined. Puerto Rican culture is rich, diverse, dynamic, and it expands across nations. For teaching material to be culturally relevant, the cultural references included in the texts must reflect the contemporary reality of the students and acknowledge that culture is the product of everyday life. Culture can be examined, taught and learned through exercises such as reading current news events and headlines in English and help-wanted advertisements, cuisine list of options in popular restaurants, studying poetry, listening to popular songs and examining the traces of bilingualism in their lyrics among other activities. Such exercises help delineate the extent of the impact of culture on student’s linguistic and interactive behaviors, and they can serve as springboards to more in-depth discussions (Hinkle, 1999). Also, these strategies could contribute to exposing students to a contemporary definition of culture that deals with their current social milieu and is not limited to a congealed definition of culture grounded on an allegedly shared past history. As Rosaldo (1984) notes, culture is “more than a mere catalog of rituals and beliefs”; it derives from the world in which people live and the reality that they construct (p. 150).

The unique political situation of Puerto Rico has facilitated a circular migration from island into mainland U.S. and vice versa that greatly influences Puerto Rican identity and culture. Hernandez (1997) brings forth insights of the hybridist identity that

many Puerto Ricans living in the US experience in her book Puerto Rican Voices in English. Her interviews to various Puerto Rican writers enlightens discussion about the negotiation that occurs between two cultural settings (PR and US) and how Puerto Ricans often speak about a sense of not belonging to either culture. The predicament of acceptance or rejection and the sense of absence have been articulated in cultural products, especially in the *Nuyorican*¹⁴ literary movement. The most obvious mark of this new literature is the language; the switch from Spanish to English and bilingual writing. For Puerto Ricans learning English in the U.S, these texts become a “literature of recovery and collective affirmation” (Flores, 2000). My project sets out to include literary excerpts from this literary movement so that students can come in contact with a broader range of cultural views that are intertwined with their own reality as a Puerto Rican community that expands across borders. Furthermore, my project both recognizes the diversity of cultures that coexist within Puerto Rico and gives students and teachers the opportunity to learn from and about them in the English classroom.

In this chapter I have discussed the literature that presents the debate between privileging target culture based materials or source culture based materials in the Puerto Rican language classroom. I have argued that based on the goals and objectives of the Department of Education English Program along with the scholarship presented the best outcome for effectively reaching the communicative goals set out for English language learning is attained by using material that is based on the learner’s native language culture. In the following chapter I will present the conceptual framework that informs the

¹⁴ The term “Nuyorican” refers to Puerto Rican descendents living in New York, though it is informally used to refer to the diasporic Puerto Rican community in the US. The Nuyorican literary movement began in the 1960s and, according to Flores (1993) became distinguished among the American minority literatures, spanning two national literatures and hemispheric perspectives: Puerto Rican literature and North American literature)

material I have developed in order to offer a model for source culture based English education in Puerto Rico.

III. Conceptual and Methodological Guidelines for the Development of Source Culture Based ESL Teaching Materials

As my discussion in Chapter II demonstrates, there is significant evidence in the literature on language education and pedagogy to suggest that student learning is facilitated and advanced when teachers employ materials that are relevant to the students and draw from their life experiences. Using connections and associations from the learner's cultural milieu serves three central pedagogical purposes: (1) it validates the students' knowledge base; (2) it foments their cultural awareness; and (3) it psychologically facilitates their immersion in a new language. Textbooks can be difficult semantically and syntactically for students learning English, therefore teachers need appropriate texts and materials for English-language learners (Echevarría & Ganes 2003). Culturally and linguistically responsive teaching entails developing lessons that take into consideration the historical, social, intellectual and creative environment of the community of learners. My project is grounded on this principle and on the conviction that content based teaching can improve English language learners' motivation and comprehension. Thus, the textbook sample unit I have developed is organized as a thematic unit that includes culturally and academically relevant content that will enhance the students' second language learning experience.

In an effort to address the educational system's failure to advance English proficiency on the island as addressed in Chapter I, this project sets forth to target one of the main resources used in language classrooms. It is a textbook sample unit designed for English language courses at the third grade level. My efforts have been guided by several approaches that have proven to be effective in ESL environments, taking into

consideration the established definition of ESL in Puerto Rico. This chapter presents the rationale for the methodologies used in the development of this sample unit.

The Content-Based Approach

The content-based language approach originates from the communicative approach,¹⁵ viewing the grade-level curricula as relevant and meaningful content for English language learners. Content-based instruction is "the integration of a particular content with second language aims It refers to the concurrent teaching of academic subject matter and second language skills" (Brinton et al, 1989). In content-based ESL, content from multiple subject areas (i.e., math, science, social studies) is often presented through thematic instruction.

According to Krashen (1987), in content-based instruction students can acquire the content area of the subject matter with comprehensible input, and simultaneously increase their language skills. Krashen explains that this approach focuses on the authentic and meaningful input rather than on the grammatical form. This will achieve the intended outcome of improving language skills so long as the English level used is comprehensible to the students. Krashen and Terrell (1998) note that the level of complexity of the topic and texts should be parallel to the students' level of proficiency, so as to maintain their interest and increase their motivation for learning with meaningful and relevant content. In general, content-based ESL teachers seek to develop student's English language proficiency by incorporating information from subject areas that students are studying and coming to know outside of the English classroom.

¹⁵ Communicative language approach originates from the paradigm shift in focus of merely mastering structures of the language to a more extensive development of communicative proficiency

The *ESL Standards for Pre-K-12 Students* developed by the professional association Teachers of English to Speakers of Other Languages (TESOL)¹⁶ in 1997 also endorse the merits of content-based language instruction. Three of the nine standards promote that students use English to perform academically in all content areas. According to TESOL, students should be able to: (1) interact in the classroom; (2) obtain, process, construct, and provide subject matter information in spoken and written form; and (3) use appropriate learning strategies to construct and apply academic knowledge (TESOL 1997).

If we apply the objectives of content-based language education to the teaching of 1-3 level English in Puerto Rico we would need to bear in mind that in the majority of the schools English is taught as a subject matter and is not employed in the teaching of other subjects (such as math, science, etc.). This should not be construed as an obstacle for employing the approach but as an opportunity to turn the English classroom into a forum for subject area knowledge generation, application, and reinforcement, by addressing key topics found in grade-level curricula across disciplines.

There are two types of models in content-based instruction: the adjunct model and the theme-based model. The adjunct model integrates language and content. The expected outcome for the adjunct model is for the student to learn the content while achieving academic language proficiency. The theme-based model is language driven. The goal of this model is to help students develop second language skills and proficiency, and the themes are selected based on their potential to contribute to the learner's language growth. Learning content becomes secondary to language learning (Brinton et al, 1989).

¹⁶TESOL- is the acronym that refers to a professional association of educators of English. It is also used to refer to the profession of teachers of English to non-speakers of the language, as well as the field itself.

From these theme based topics, ESL/EFL teachers extract language activities which follow naturally from the content material. For example, a primary grade teacher can select the topic of farm animals and while students engage in a variety of language learning activities such as vocabulary building (learning the names of animals) and grammar instruction (learning adjectives, verb tenses and sentence formulation), they also integrate mathematical elements such as solving addition and subtraction problems; literary exercises such as analyzing poetry, characters and setting, science components such as learning the food chain; and develop artistic appreciation and skills by singing animal songs and drawing picture stories. This approach integrates learning objectives in language arts, mathematics, science and art. In my project I followed the theme-based model because it provides the opportunity to incorporate the theme of Puerto Rican historical and cultural concepts in the ESL setting making it relevant to our students' background.

Literary texts were also incorporated into the unit to give students the opportunity to learn how to express their thoughts through language. In order to effectively teach academic subject matter and foreign language skills, teachers must integrate content-based instruction and relevant literature. Brinton et al (1989) lists several benefits of incorporating content based instruction with relevant literature such as: students will gain knowledge of vocabulary, grammar, and paragraph structure as well as interactive communication skills, and will become exposed to various types and styles of writing. Abulhaija (quoted in Shang 2006) agrees that language and literature cannot be separated because each has something important to offer in the development of a well-rounded student. Literature teaches idiomatic language and cultural context; it can also improve

reading and comprehension skills, promote correctness in speech and writing, and encourage students to read for enjoyment. According to Fitzgerald (1993), literature can become a medium to improve students' overall language skills. It can "expose students to a wide variety of styles and genres" (p. 643). The teaching of literature is can aid the development of English proficiency because students can engage in discussion of the topics and issues presented in the text, thus using language as a means to convey their thoughts. "Foreign language learning can be enhanced by adopting this kind of holistic approach to language education" (Goodman, 1986 and Smith, 1971 in Shang 2006).

In light of these arguments, I have developed a textbook sample unit that integrates the theme based model of the content based approach with literature in order to promote simultaneous learning of academic content, cultures, English language skills, and higher order thinking abilities. In the specific case of Puerto Rico, ESL instructors could greatly improve the efficacy of their teaching by designing content-based language classes that incorporate literary texts from various disciplines in order to meet the needs of their students.

Goals and Objectives

Following the guidelines of the theme based model of the content-based approach I have developed a textbook sample unit intended for English classes at the 1-3 grade level in Puerto Rico. The unit seeks to develop students' English language abilities and higher order thinking skills using relevant content that mirrors the students' source cultures. The sample unit could be used as a guide for teachers to develop their own curricular materials. Furthermore, my contribution could lay the groundwork for the subsequent development of an English textbook that could more adequately address the

needs of teachers and students in the Puerto Rican English classroom (as these were identified in the preceding two chapters).

The objectives that guided the development of my sample unit are informed by scholarship on source-culture based foreign language education (discussed in Chapter II) and the content-based approach outlined above. Drawing from Shang (2006) Curriculum design of content based collaboration, these objectives are:

- To build on students' backgrounds and personal experiences as well as on their collective Puerto Rican histories and cultures.
- To help students integrate knowledge from various disciplines as they are learning the English language.
- To enhance students' higher order thinking skills.
- To foment students' interpretation of literary texts while simultaneously developing their reading, listening, writing and oral English skills.

In order to meet these objectives the textbook sample unit includes five chapters. The activities in each chapter follow a format designed for students to learn vocabulary, discover questions, evaluate evidence individually and in group discussions, form judgments based on synthesis and analysis, and develop a coherent argument in support of a position. The activities also draw on content from other subject matters (such as art, science and math) to pursue the goals of content-based English education. The literary texts contain specific topics that are intended to be relevant and meaningful to students' cultural contexts and are appropriate to their English proficiency level. Furthermore, the material takes into consideration the student's culture, reading levels, and interests.

Guidelines for the Design of the Sample Unit

Because language processes (i.e. reading writing, speaking and listening) develop interdependently, the lessons in the textbook sample unit I developed integrate these skills. The design and organizational structure of this material is based on content based instruction's theme based model.

Following the content-based approach, the grammar and vocabulary to be learned come out of the content material, which is in the case of my project, culturally relevant for contemporary Puerto Rican students. I have adapted Shang (2006) guidelines for curriculum design. Her guidelines and my application of each are summarized below:

- Build background knowledge: The sample unit provides activities and questions that help the students derive content from their background. The activities encourage students to think about their own experiences and locales in order to do written, oral and group exercises. There are activities that provide the opportunity to engage in class discussion building on student's prior or readily accessible knowledge.
- Teach new vocabulary: In each chapter there are various theme based reading selections from across the disciplines. Each reading section provides a list of vocabulary words. Some exercises allow, students to infer the meaning of words from context, using the dictionary if necessary, or perform other types of vocabulary building exercises.
- Arouse learning motivation and interest: Following the theme-based model, each of the five chapters in the sample unit provides suggestions for additional or supplementary materials and resources, as well as links to interactive websites that enhance students' interest in the content. The sample unit also

includes ideas for class fieldtrips that the students can participate in or visit with their families and take the lesson outside of the classroom.

- Enhance higher order thinking abilities: The textbook sample unit provides many activities that promote critical thinking skills. Each chapter has various critical thinking exercises for individual and collective work. After each reading selection, there are several exercises that persuade students to talk about the readings in a group discussion, share their feedback, or make comparisons with their own lives and experiences. These interactive exercises are designed to endorse the four language arts skills alongside higher order thinking skills. The exercises are titled *Read about it!*, *Think about it!*, *Write about it!* and *Talk about it!*
- Promote cooperative learning: Some activities are designed for cooperative learning. The sample unit provides students with the opportunity to participate in group discussion and activities with their own peers so that language learning becomes a shared experience. Some of the exercises aim to develop students' skills and motivate them to conduct collaborative research outside of the classroom.

Audience for the Sample Unit

I opted for targeting the educational materials at a primary school (1-3) population, specifically the third grade, because it is at this point when Puerto Rican students are first exposed to formal English education and thus when they begin to develop a relationship with that language. As I have suggested previously, it is preferable that students be exposed to source cultural based material in the early stages of second

language learning. When lower elementary students become exposed to a new language, they are at the same time becoming aware of themselves as cultural beings. This is why at this early stage students should have second language literature that is relatable to their own experiences and reinforces their cultural familiarity.

Students at the 1-3 level range from the ages 5-8. These students are just beginning to become informed about their own cultural background. The sample unit I have developed aims to motivate third graders to increase their own cultural awareness by allowing them to build on what they know and also motivate them to investigate their various cultural, local, individual and collective cultural contexts.

Creation and Selection of Readings

In ESL content based instruction authentic materials are often used to present content matter. Nunan 1989 (quoted in Erkaya 2005, p. 2) defines authentic materials as “those that have been produced for purposes other than language teaching.” By using texts that have not been edited or specifically created for teaching purposes, students can integrate linguistic and cognitive skills while enhancing interest and motivation.

For this project I chose various authentic texts which were not specifically designed for ESL learning such as excerpts from brochures and magazine articles about Puerto Rico written in English. Due to the limited number of translated texts about Puerto Rico that are suitable for elementary English language learners, I also created reading texts, translated information, adapted and adopted other *authentic* texts from various books, magazines and Internet sources. As stated above, one of the most important aims of this sample unit is to serve as a model for teachers to not only learn how to incorporate materials that are available, but to create their own.

As Taguchi et al (quoted in Echevarría, Voght & Short, 2000) discuss, in order to guarantee successful reading, schemata plays an important role in constructing meaning from text. Lin (2004) also demonstrates that through reading stories, students can link their personal experiences to the content of the stories, which becomes a positive derivative to their reading development.

Some of the texts used in this sample unit are presented in both English and Spanish. As Scarcella and Chin 1993 (quoted in Echevarría and Graves 2003) note, when a student's native language is included in the English classroom, students learn that their language is respected and valued; the students then tend to feel respected and valued because their native language and culture are recognized. By integrating the students' cultures and languages, this sample unit could motivate students and may lead to the successful comprehension of skills necessary for learning English. Native-language instruction has linguistic, cultural, cognitive-academic, and affective-psychological benefits to learning a new language. (Echevarría, Voght and Short, 2000)

Selecting the reading material included in the sample unit was a challenge. Although there is a vast list of readings appropriate for children between the ages of 5-8 written in English, there are a limited number of them that include culturally relevant content for Puerto Rican students and that are suited specifically for the design and content of this sample unit. As I have noted before, for this sample unit content I adapted some of the materials from various authentic texts and internet resources, as well as developed my own.

Organizational Structure and Format

Recent educational theory research contends that textbook design should focus on the development of higher order thinking skills (Wakefield 1997). The history of textbook design demonstrates that effective textbooks are those which mold themselves to the problems and situations of a given time and place. The educational problems that textbooks can help resolve are profoundly influenced by the social setting. “Failure to take into account the milieu or context for textbook design results in a textbook that could teach, but will not teach, because it is not perceived as a useful means to achieve contemporary goals” (p. 9).

The organization and format of the sample unit are structured to meet the objectives and guidelines stated above. Although the five chapters are not consistently outlined, each chapter contains activities and exercises that respond to the goals set forth in this project. Each of the activities in the sample unit draws from both the content and the student’s personal experiences to promote individual and collective interpretations of the topic. The exercises are designed with the objective to promote interaction between the students, teachers, peers and community to enhance communicative skills, motivate the students to expand their language learning experience as well as to come together in their cultural contexts.

This theme-based unit is informed by the concepts of Puerto Rican history, culture, and contemporary surroundings which are integrated in to the DE’s English Program Standard #4. The unit’s five chapters interest students in their country, their hometown, their government and their various “communities”. In each chapter there are reading selections which include the general theme. These reading selections are derived

from various disciplines, in tandem with the content-based approach. After the reading selection there are various activities and exercises such as critical thinking questions, reading comprehension questions, writing activities and group activities. Each activity intends to engage the students in constant and active learning. Learning theorists and researchers from many perspectives concur that active learning produces the greatest success (Woolfolk, 1996 in Echevarría and Graves, 2003). Successful learning enhances positive emotional feelings and self esteem. When a student is highly active, greater student involvement is even more crucial for maximizing learning opportunities (Henze & Lucas, 1993). A teacher can use the activities in this sample unit such as routine questioning, small group and class activities, partner and individualized sharing opportunities, and role-playing to keep students physically active and involved in their second language learning. The following is a description of the types of activities that have been integrated into the unit.

- Higher Order Thinking Activities and Language Skills:

The activity titled *Read about it!* exposes the student to a reading selection. In this exercise the student can read aloud, silently or listen while the teacher reads. After the reading exercise there are several activities for the student to carry out based on what they have read and also on their own experiences, relating to the text. The activity *Think about it!* is usually a question that leads the student to interpret or analyze the content of the reading selection and relate it to their own experience. The activities *Talk about it!* and *Write about it!* have a similar aim, but are designed to meet the language skills of oral and written abilities (productive skills). These exercises are meant to develop the student's intellectual skills of analysis, synthesis and evaluations which at these early

stages of learning are fundamental in the student's learning experience. In these exercises many questions may have various answers, depending on each student and their particular context. Approaches that promote asking many questions that do not have specific answers improve the language skills of learners and the comfort levels of students in school (Echevarría, Voght & Short, 2000). When students read or listen to a story they have the opportunity to reflect on their own life experiences, to question, connect and explore concepts. In discussions of these text they also develop oral fluency which is a key area targeted in second language learning. Writing and speaking are the productive skills that, as reflected by the self-rankings discussed in Chapter 1, need to be much improved.

- Interdisciplinary Knowledge Production

The content based approach is grounded on the argument that English language learners can develop their language skills focusing on a thematic unit and employ activities in various subject matters. Although this sample unit is focused on Puerto Rican historical and cultural concepts, it incorporates other disciplines (e.g., math, science, art) into the lessons to enhance the learning experience. As a result, students can learn academic language that is needed in their educational setting. The multidisciplinary activities in this sample unit are presented in the form of *links*. For example, a *literature link* presents several forms of literature such as short stories or poems that are related to the main theme of each chapter. These literature pieces allow students to reflect on their lives, learning and language as well as in the general cultural or historical concept that is being presented in the thematic chapter while simultaneously enhancing both literacy and oral development. Literature can open "horizons of possibility, allowing students to

question, interpret, connect, and explore" (Langer quoted in Shang 2006). The *cyber link* allows technology to be integrated in the language classroom by providing a website that is related to the topic being discussed in the chapter. These links often contain authentic texts that are not presented in the sample unit and also provide students with the opportunity to have a virtual and interactive experience of a park or museum in Puerto Rico.

- Key Vocabulary

One of the most important aspects of second language learning is vocabulary building. Vocabulary knowledge is important for developing oral English proficiency and academic achievement. To be most effective, vocabulary development needs to be closely related to subject matter (Saville and Troike, quoted in Echevarría & Graves 2003). Krashen and Terrell (1983) suggest that comprehension of new vocabulary is acquired through context and calls for students to infer meaning from the text. McLaughlin, 1992 (in Echevarría and Graves 2003) discusses an eclectic approach to vocabulary teaching, including both direct teaching and use of context, thus providing a more balanced approach. In the early stages of learning a second language, students can benefit from both explicit and implicit approaches of vocabulary building. The sample unit provides the opportunity for vocabulary development by both direct teaching of key words and inferring meaning from the text. In the reading selections there are key words or concepts presented in bold font that are meant for vocabulary building. In several activities there are also terms presented for direct teaching and dictionary use. The terms can be defined with both synonyms and Spanish meaning.

- Review and Assessment Strategies

A variety of instruments can be used to assess student's English and content learning and to assess students' reading comprehension (i.e., written/oral tests, quizzes, word search, multiple choices, etc). To assess students' writing ability, various writing tasks could be assigned according to the learner's proficiency level. The assessment procedures provided in this sample unit include formal and informal assessment. Many of the activities in the chapters that promote interactive learning also provide the teacher with the opportunity to assess students' language learning progress. These activities measure students' productive skills and reading comprehension. Since not all students go through language development in the same way, it is necessary to have various assessment strategies in order to assess students fairly. This unit model includes assessment exercises at the end of each selection in the form of questions, multiple choice exercises, group activities and writing samples. As I have previously stated, this unit sample is meant to serve as a model for teachers to adapt and further develop.

- Visuals

Since this sample unit is intended for third graders who belong in the bracket level (1-3), many colorful visuals are included in the unit as well as hands-on activities. These contribute in making the lesson more comprehensible as well as meaningful for foreign language learners. A wide array of graphic depiction of texts, pictures, photographs, figures, charts, maps and drawings are included in the sample unit. These are intended to help students understand difficult texts. A map can be one of the most effective means of easily creating context, since many subjects relate to geography. Locations become more meaningful when shown on maps. These visuals are also connected to the

interdisciplinary links. For example, the art links gives the student the opportunity to create their own visuals that relate to the theme or topic and integrate them to the sample unit or as part of the lesson.

- Cooperative Learning

Student interaction is a measure of effective instruction. Furthermore, it is especially important for English language learners so that they can practice using the new language in a meaningful way. Typically, teachers dominate linguistic interactions in the classroom. Studies have revealed that there are not many opportunities for students to participate in meaningful discussions and question-answer sessions (Echevarría, Voght & Short, 2000). All the activities in this sample unit are intended to promote active interaction among students, especially the group activities. These exercises offer students the opportunity to share ideas, learn to work together as a team as well as assume leadership roles. They practice the language with each other in a non-threatening peer-to-peer situation, and clarify key concepts in their primary language as needed, which is extremely beneficial in the process of acquiring a new language.

Having thoroughly characterized the guidelines followed to develop the sample unit as well as its general structure, I proceed to include it in the following chapter.

IV. Source Culture Content Based Sample Unit

This sample unit consists of five chapters all integrated under the theme of “ My Community” with the main goal of building on students’ backgrounds and personal histories, experiences and cultures Chapter 1 is titled “My Country” and it provides content and activities based on historical notions and versions of the Puerto Rican archipelago. Chapter 2 is titled “My Hometown” and it provides content and activities relevant to the concepts of a Puerto Rican municipality or town. It motivates students to learn facts about each of the 78 *pueblos* and leads them to discover idiosyncrasies about their own municipality. Chapter 3 is titled “The Government” and provides students with information on how the government works and how the community plays a role in electing government officials. Chapter 4 is titled “Community Helpers” and it introduces students to the invaluable roles of community services and providers in our Puerto Rican communities. Finally Chapter 5, titled “My Community and I,” aims to present concepts such as recycling, volunteering and helping others in order to promote a sense of duty and cooperation among the students in relation to their immediate communities.

The idea of using the general theme of *My Community* in this sample unit was adapted from social studies curricula appropriate for the third grade level. However as I suggested in the preceding chapters, the structure of the unit is an original design.

Chapter 1 My Country

1A A Caribbean Island



READ ABOUT IT!

I live in an **archipelago** called Puerto Rico. An archipelago is a group of islands. An **island** is a body of land surrounded by water. Puerto Rico belongs to a group of islands in the Caribbean called the **Antilles**. There are two groups of Antilles. The *Greater Antilles* are Cuba, Jamaica, La Española and Puerto Rico. The *Lesser Antilles* include are Anguilla, St. Thomas, St. John, St. Croix, Guadeloupe, Trinidad and Tobago, and Martinique. Puerto Rico is the smallest of the Greater Antilles. It is surrounded by water with the Atlantic Ocean to the North and the Caribbean Sea to the South.

Key Words

Antilles
archipelago
island



SELECTION QUESTIONS:

What is an archipelago?

Which are the two groups of Antilles?



THINK ABOUT IT!

Why do you think it's good to live on an island? Think about fun places to go visit on the island.



TALK ABOUT IT!

What islands would you like to visit? Can you find them on the map?



WRITE ABOUT IT!

Make a list of places you like to go visit in Puerto Rico.

1. _____
2. _____
3. _____
4. _____
5. _____



A **noun** is a person, place, thing, animal or idea.

person- boy, girl, Juan, Karen

thing- land, water, ocean, sky

place- Puerto Rico, Jamaica, park, school

animal- coquí, parrot, dog, cat

idea- happiness, excitement, love, heaven

Nouns are very important in sentences. They answer "who" or "what."



Activity: Look at the reading above and circle all the nouns you can find. Write each noun and place them in the box that tells if the noun is a person, place, thing, animal or idea.

PERSON	PLACE	THING	ANIMAL	IDEA

1B The Origin of My Country



SCIENCE LINK

Puerto Rico did not always exist. Just like you and me, it was born one day. Before being born, it wasn't an island at all, but just ocean floor. Later this floor was lifted by a lot of force coming from deep inside the Earth until it appeared above the surface.

The island appeared one day after many earthquakes or movements of the earth. Also, there were a lot of volcanoes that exploded. Volcanoes are mountains that pour out great fires and smoke. After these things happened, the island grew a lot in just a few days.



<http://yacht-maiken.blogspot.com/2006/08/stone-sea-and-volcano.html>

Key Words

surface
earthquakes
volcanoes



TALK ABOUT IT! Look at the picture above. What do you see? Why do you think there is smoke coming out of the sea?



LITERATURE LINK

Instructions: Read the following story about the origin of Puerto Rico.

Key Words

Creation

In the beginning, Atabei created the heavens, the Earth and other celestial bodies. Atabei had always existed. Atabei was the original mother. Atabei was the powerful creator. But there was no life. There was no light. Everything existed as in a deep sleep. And so it was for a long time.

Atabei finally realized that something was missing. She had two sons whom she crafted out of magical, invisible elements. The two sons were named Yucajú and Guacar. Yucajú was preoccupied with the absence of light and life. Atabei was content because Yucajú could now finish what she had started.

And Yucajú created the sun and the moon to illuminate the earth. He took precious stones from the earth and placed them in the sky. These stones helped the moon illuminate the night. The earth was fertile, and from it grew plants and trees. Yucajú then created animals and birds to live among the plants and trees.

Then Yucajú decide to create something new, something different, a cross between an animal and a god. In this way, the first man and soul, or **jupía**, was created. He called the first man Locuo. Locuo was happy on earth, with all the beauty that surrounded him. He knelt before Yucajú to offer thanks.

Guacar looked with envy at all his brother had created. He stole away to a secluded place and did nothing for a while. But his envy overcame him, and he began to taint the creations of his brother. He changed his name, becoming the terrible god of evil, **Juracán**. Juracán carried the winds. Sometimes he carried them with such force that he destroyed what Yucajú had created. He uprooted trees and killed animals. Locuo's happiness turned to fear. He could no longer enjoy the beauty of nature.

In addition to sending powerful winds, Juracán made the earth tremble. This was one of his favorite games. During one of the most powerful quakes, the American continent divided in two. That is how the Antilles came to be.

But Locuo continued living on the earth, and Yucajú created other gods to help him. Locuo learned to create images of these gods, which he called **cemies**. Yucajú presented Locuo with fire, and he learned to cook his own food. He learned to make **cassava** from **yucca**. But Locuo lived alone on earth. One day, inspired by so much natural beauty, he pried open his belly button and gave way to two beings in his likeness: a man and a woman. The man was named Guaguyona, and the woman Yaya. The descendants of these two people populated the earth.

But the descendants of Guaguyona, and Yaya suffered immensely with the floods and the strong winds that Juracán sent. And he sent **maboyas**, or evil spirits, that caused problems in the lives of the people.

cemies

cassava

jupía

juracán

maboyas

yucca

-Excerpt from Stories from Puerto Rico by Robert Muckley and Adela Martínez Santiago.

La Creación

En el principio Atabei creó el cielo, la tierra, y los otros cuerpos celestes. Atabei siempre había existido. Atabei era la madre original. Atabei era la gran fuerza creadora. Pero no había vida. No había luz. Todo estaba como en un profundo sueño. Y durante mucho tiempo todo continuó así.

Pero Atabei por fin se dio cuenta de que algo faltaba. Y tuvo dos hijos que formó de elementos mágicos e invisibles del espacio. Los dos hijos se llamaron Yucajú y Guacar. Y Yucajú se preocupó porque no había luz ni vida en la creación. Atabei estaba contenta porque Yucajú podía ahora terminar su obra.

Y Yucajú creó el sol y la luna para alumbrar la tierra. Tomó piedras preciosas de la tierra y las puso en el cielo. Y estas piedras ayudaron a la luna a alumbrar de noche. La tierra fue fértil y en ella crecieron plantas y árboles. Yucajú creó entonces animales y pájaros para vivir entre las plantas y los árboles.

Entonces, Yucajú decidió crear algo nuevo, algo diferente, algo entre un animal y un dios. Y así formó el primer hombre y la primera alma, o jupía. Y llamó al primer hombre Locuo. Locuo se sintió contento en la tierra, feliz entre tanta belleza. Y se arrodilló para dar gracias a Yucajú.

Guacar vio con envidia toda la obra de su hermano. Se fue a un lugar oculto y durante, un tiempo, no hizo nada. Pero no pudo soportar la envidia y empezó a hacerle daño a la obra de Yucajú. Y cambió de nombre, convirtiéndose en el terrible dios del mal, Juracán.

Juracán movía los vientos. A veces los movía con tanta fuerza que destruían la obra de Yucajú. Arrancaban los árboles y mataban a los animales. Locuo ya no se sentía tan contento, pues tenía miedo. Ya no podía gozar tanto de las bellezas de la tierra.

Además de enviar vientos fuertes, Juracán hacía temblar la tierra. Esto era uno de sus juegos favoritos. En uno de los temblores más fuertes dividió el continente americano. Así se formaron las Antillas.

Pero Locuo continuó viviendo en la tierra y Yucajú creó otros dioses para ayudarlo. Locuo aprendió a hacer imágenes de estos dioses que él llamaba cemíes. Y Yucajú le dio a Locuo el fuego y así aprendió a cocinar sus comidas. Aprendió a hacer el casabe de la yuca. Pero Locuo vivía solo en la tierra. Un día, se sintió inspirado de tanta belleza que había en la naturaleza, y se abrió el ombligo, dando paso a dos criaturas que eran como él. Eran un hombre y una mujer. El hombre se llamó Guaguayona y la mujer, Yaya. Y los hijos y nietos de Guaguayona y Yaya poblaron la tierra.

Pero los descendientes de Guaguayona y Yaya sufrieron mucho porque Juracán mandaba inundaciones y vientos fuertes. Y mandaba Maboyas o espíritus malos que causaban problemas en la vida diaria de los hombres.

-Tomado de Stories from Puerto Rico escrito por Robert Muckley and Adela Martínez Santiago.



SELECTION QUESTIONS:

1. Who are the characters in the story?

2. Why did Guacar change his name to Juracán?

3. What did Juracán do to everything that Yucajú had created?

4. According to the story, how were the Antilles formed?

5. Find the meaning for they key word box and write them on the spaces below.

Cemíes-_____

Juracán-_____

Cassava-_____

Maboyas-_____

Jupía-_____

Yucca-_____



TALK ABOUT IT!

Look at the picture. What can you say about the picture?



<http://www.taniaguerrera.com/GalleryPastels/TainoQueen.jpg>



THINK ABOUT IT!

What do you think happened to Guaguayoan and Yaya?



WRITE ABOUT IT!

Write an ending to the story of the Creation



CYBER LINK

For additional information and activities about Puerto Rico you can visit *Time Magazine for Kids* webpage

<http://www.timeforkids.com/TFK/hh/goplaces/main/0,20344,702661,00.html>

1C The Taínos



www.santo-domingo.neo.net/img/taínos.jpg



READ ABOUT IT!

Many years ago there was a community of people who lived in the island of Puerto Rico. They were called the **taínos**. The taínos were a very peaceful people who survived in the island by fishing and farming. The taínos called the island **Borikén** which means "*great land of the brave and noble lord.*"

The island was a **rainforest** from coast to coast. It was full of plants such as *ceibas*, *yagrumos*, *alelís*, and *ferns*. It was full of beautiful animals like parrots, lizards, crabs, manatees and even giant turtles called *careys*. And we can't forget the most important little creature of Puerto Rico, the beloved coquí, who sang every night while the little taíno children slept on their *hamacas* in the *bohíos*.

The taínos carved symbols in stones and they spoke a language called **Arawakan**. There are still a lot of taíno words that are used in Puerto Rico. Here is a small list of Spanish words that come from the taínos. Next to the words is the English meaning.

Ají - spice

Barbacoa- barbecue

Boricua- Puerto Rican (original meaning The Brave people of the Scared House)

Key Words

taínos

Borikén

rainforest

Arawakan

yucayeques

cacique

bohíos

Canoa- canoe

Carey- big turtle

Colibrí- humming bird

Hamaca- hammock

Huracán- hurricane

Iguana-lizard

Maraca- Maracas (musical instrument)

Piragua- snow cones (original meaning name for a small boat)

Tiburón- shark



Activity: Taíno Word Search. Find the Spanish words that come from the Taínos.

U	A	B	B	C	O	H	G	M	M	Aji
I	E	B	A	S	A	C	N	A	I	Barbacoa
A	I	N	B	M	N	A	O	R	C	Batey
N	O	I	A	I	A	U	R	A	G	Bohio
A	A	C	R	Y	U	T	U	C	B	Boricua
C	A	C	B	B	G	C	B	A	A	Canoa
A	U	G	A	R	I	P	I	I	T	Carey
M	Y	J	C	R	Y	L	T	A	E	Casabe
O	I	H	O	B	U	U	O	A	Y	Colibri
A	A	B	A	Y	A	H	C	C	A	Hamaca
C	A	R	E	Y	Y	B	M	A	A	Huracan



SELECTION QUESTIONS:

1. What was Puerto Rico like when the taínos lived here?

2. What does the word Borikén mean?



READ ABOUT IT!

Yucayeques

Tainos divided the island into small villages called **yucayeques**. Each yucayeque was led by a **Cacique** or chief. Below is a map showing each of the yucayeques with the name of their Cacique.

BORIKEN



http://www.taino.net/english/CULTURA_TAINA/tainomapa.htm



THINK ABOUT IT!

Look at the map. If your town was in a yucayeque today, which one would it be? Who would have been the cacique of your yucayeque?



Activity: Color these Taíno symbols. Cut them out and paste them on pieces of colored construction paper.

TAÍNO SYMBOLS



tree frog - *coquí*



snail - *caracol*



sun - *sol*



baby - *niño*

(<http://www.exitstudio.com/web-content/pages/tattooactivity.html>)



READ ABOUT IT!

Batey

Each yucayeque had a **batey**, which was an open area where the taínos spent most of their time. In the batey, the taínos had houses called **bohíos**. The bohíos were huts made of sticks, straws and palm tree leaves. The *caciques* lived in a house called **caney**. The *caney* was rectangular and larger than the bohíos. In the bateyes they would perform dances called **areytos** and play ball games.

Key
Words

areyto
batey
caney
indoor
outdoor



TALK ABOUT IT!

Where do you play ball? Where do people have dances now? Are they open areas? Are they indoors or outdoors?



GROUP ACTIVITY: Making a Bohío

Materials: crafts sticks, straws, construction paper, glue and scissors.

Directions: The class will divide into groups. Each group will use their materials to make bohíos. Choose a name for your bohío. Look at the list of taíno words for help.



SELECTION QUESTIONS

1. What is a yucayeque?

_____.

2. Who is the Cacique?

_____.

3. What language did the taínos speak?

_____.



WRITE ABOUT IT!

Imagine you were a taíno boy or girl living in a yucayeque. Write 3 things that you would do to have fun.

1. _____

2. _____

3. _____



CYBER LINK



FIELD TRIP

In Ponce, Puerto Rico there is an archeological park that you can visit to learn all about the taínos that lived on the island. You can visit the park with your teacher or your parents. You can also visit this webpage to learn more about the taínos:

<http://ponce.inter.edu/tibes/tibes.html>

You can also visit the Centro **Ceremonial Indígena de Caguana**, in Utuado. This national park has twelve *bateyes* and you can see many of the taíno paintings on the stones.



ART LINK

Make a Taíno Tattoo!

The taínos used to decorate their bodies with designs or tattoos. They would create clay seals engraved with symbols called *pintaderas* and dip them in red dye made from *achiote* seeds. The designs held spiritual significance and the dye acted as a natural mosquito repellent. You can make your own *pintadera* using a few simple materials.

SUPPLIES:

- Small potato
 - Pencil
 - Paring knife (the teacher will help you with this)
 - Washable ink stamp pad
1. Your teacher will cut the potato in half crosswise, creating a flat circular surface.
 2. Pick a symbol from the ones you drew in the last page or create your own symbol!). Using the pencil, draw on the potato half your symbol.
 3. After you finish, take it to your teacher to cut away the background around the symbol to a depth of about 1/4 inch, leaving the raised design.
 4. Stamp the potato onto the ink pad and then onto your arm or face or wherever!

*You can use an eraser instead of the potato or buy blank rubber stamps at a craft store.

These symbols can be used for other projects, like creating taíno wrapping paper, stationery, or greeting cards.

Adapted from (<http://www.exitstudio.com/web-content/pages/tattooactivity.html>)

1D

EXPLORERS



READ ABOUT IT!

An **explorer** is someone who searches for things. Explorers go on **quests** or trips to exciting places to find new and exciting things. Explorers have a lot of great adventures. Sometimes, if an explorer finds something new that nobody has ever seen, people say that the explorer **discovered** it. But sometimes the explorer is just learning new things about a place or thing that already existed but he or she did not know about it.

Key Words

explorer

quest

discover



TALK ABOUT IT!

Do you like to search for things? What interesting things have you found?



GROUP ACTIVITY: Let's Go and Explore!

With your classmates go around the classroom and explore. See what you can find. With your teacher, your class can also do this activity outside of the classroom in the school yard.



GRAMMAR LINK: Explore the Dictionary!



The dictionary is a book that has a list of all the words and their meanings. You can search for words in the dictionary and find out what they mean and how they are spelled. You can also find the meaning of an English word in Spanish with a special dictionary. With a Spanish-English dictionary you can find out how to say a Spanish word in English, or an English word in Spanish. Look up the following words and find out what they mean. Write their meaning next to the word.

Colonizer- _____

Explorer- _____

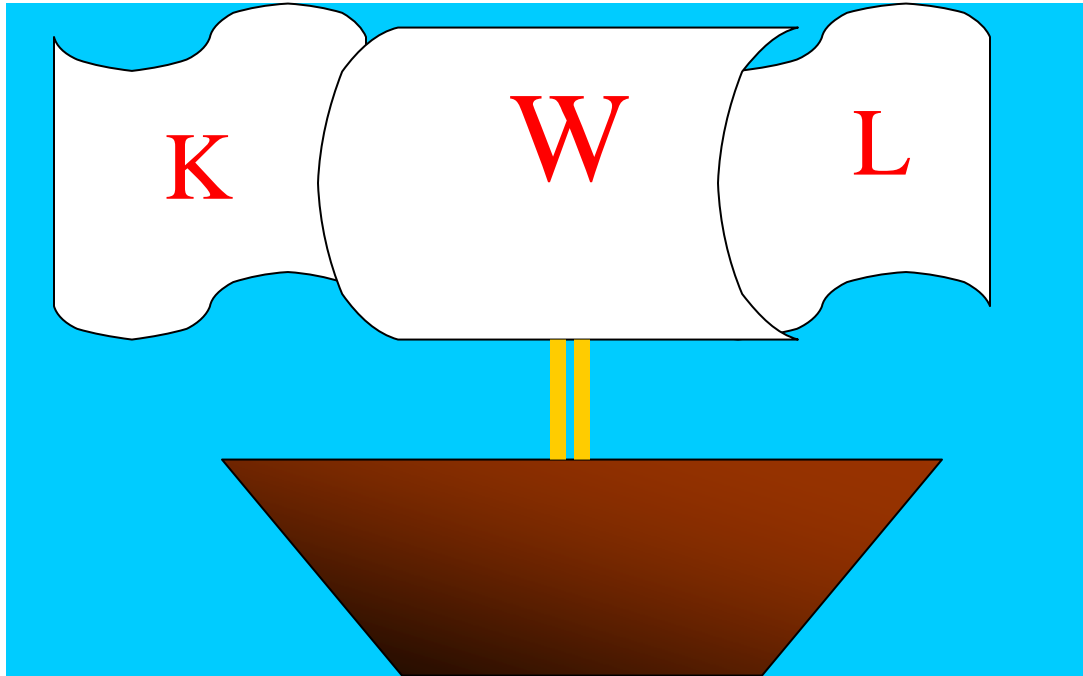
Navigator- _____

Settler- _____



TALK ABOUT IT!

What is the difference between an explorer and a settler?



WRITE ABOUT IT!

What things do you know about explorers?

What things would you like to learn about explorers?

Things I know:

Things I want to know:



www.nativeamericans.ChristopherColumbus.jpg



READ ABOUT IT!

Key Words

A Journey to a New World

It was the year 1492. A man named **Christopher Columbus** born in Geneva, Italy was very excited to begin an adventure. He believed that the world was round instead of flat as everybody else believed. He was convinced that if he sailed west from Europe through the Atlantic Ocean, he would arrive to the Indies in the coast of Asia. He wanted to go to the Indies for **spices** or herbs because at that time they were very important and many people wanted to buy and sell them.

He went to talk with the queen and king of Spain to see if they would help him pay for the trip. King Ferdinand and Queen Isabella of Spain granted his wish and agreed to help him with the journey. On August 3, 1492 he began his trip on his ship from Palos, Spain.



www.sailtexas.com/com/columbusships2.jpg

There were three **vessels** or ships in this expedition, *The Niña*, *The Pinta* and *The Santa María*. Over one hundred men traveled with Columbus. Two months later, in the morning of October 12, 1492 one of them yelled

Christopher Columbus
expedition
explore
indigenous
northern
shipwreck
spices
The Niña
The Pinta
The Santa María
vessel
west

¡Tierra! They had finally arrived! All three ships first came ashore to an island known as Guanahani. Columbus renamed this island "San Salvador." This island today is part of the chain of islands we know as the Bahamas.



On October 29, 1492 Columbus and his men arrived to another beautiful island. Today the island is known as Cuba. He explored the northern coast of the island for over a month and then set sail again. They arrived on the island we know today as the Dominican Republic on December 5, 1492.

The islands in the Caribbean had **indigenous** names or names given by the taínos before Columbus came.

Quisqueya- Dominican Republic

Cubanacan- Cuba

Xaymaca- Jamaica

Ayti- Haiti

Boriken- Puerto Rico

Laimuiga- St. Kilt

Alliouagana- Montserrat
Guanahani- Bahamas
Ayay- Guadeloupe
Madinina- Martinique
Hewannora- St. Lucia
Owaitoucoubouli- Dominica
Youlou- St. Vincent
Camerhougue- Grenada
I ere- Trinidad
Tavaco-Tobago



THINK ABOUT IT!

Why do you think that Columbus and his men changed the names of the islands?



LITERATURE LINK

Read the poem about Christopher Columbus



IN 1492

In fourteen hundred ninety-two
Columbus sailed the ocean *blue*.

He had three ships and left from Spain;
He sailed through sunshine, wind and *rain*.

He sailed by night; he sailed by day;
He used the stars to find his *way*.

A compass also helped him know
How to find the way to *go*.

Many sailors were on board;
Some men worked while others *snored*.

Then the workers went to sleep;
And others watched the ocean *deep*.

Day after day they looked for land;
They dreamed of trees and rocks and *sand*.

October 12 their dream came true,
You never saw a happier *crew*!

"Indians! Indians!" Columbus cried;
His heart was filled with joyful *pride*.

But "India" the land was not;
It was the Bahamas, and it was *hot*.

The Arakawa natives were very nice;
They gave the sailors food and *spice*.

Columbus sailed on to find some gold
To bring back home, as he'd been *told*.

He made the trip again and again,
Trading gold to bring to *Spain*.



Activity: A poem has words that rhyme. Find the words that rhyme and write them on the spaces below. Example: two

blue



GRAMMAR LINK

Beginning Vowel Sounds

A Short /a/ sound
Long /a/ sound

Land
Day

Sand
Way

Cat
Sail

E Short /e/ sound
Long /e/sound

Wet
Sleep

Bed
Deep

Head
Beach

I Short /i/ sound
Long /i/sound

Lip
Nice

Pig
Pride

Trip
Cried

O Short /o/ sound
Long /o/sound

Hot
Told

Not
Gold

Cot
Go

U Short /u/ sound
Long /u/sound

Sun
Blue

Up
Two

Jump
True



MUSIC!

Songs, like poems, have words that rhyme. This makes the song have rhythm. The beat of the song makes it fun and easier to remember so when you hear it again, you can sing along. Here is a song that has words in English that rhyme. It also has words in Spanish. Can you find the words in the song that rhyme? You can listen to the song here:

<http://solycanto.com/music/track3clip.mp3>

BANANA

All the nations like banana, all the races like banana.
All the nations like banana, all the races like banana.
Panamá like it, banana, and Puerto Rico like it, banana
and Zambia like it, banana, and Guatemala like it, banana
Yemen, you love it, banana, and Mexico like it, banana
and Chechnia like it, banana, but Jamaica, you love it, banana

All the nations like banana. . .

Oh, yes, Chicago like it, banana, San Juan like it, banana
New York like it, banana, La Habana like it, banana
[a Caracas le gusta](#), banana, Calcutta like it, banana
and Boston like it, banana, all USA like it, banana

All the nations like banana. . .

Oh, my mama like it, banana, my papa like it, banana
Rosi like it, banana, and I do too, banana
How 'bout you? Banana, I bet you do, banana,
'cause everybody like it, banana, everybody like it, banana

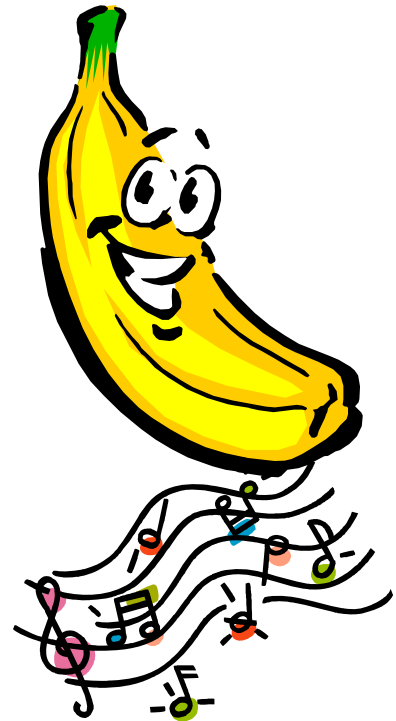
Rap:

Llegó el momento de hablarles de una cosa,
es una fruta amarilla y deliciosa,
de una carne suavcita y pulposa,
y minerales, que la hacen nutricional.

Banana por acá, banana por allá,
banana es una fruta que me gusta saborear.
Banana por acá, banana por allá,
banana es una fruta que se pela pa' gozar.

Es una fruta de familia distinguida,
de muchos miembros, muchos tipos de comida,
plátanos para acompañar carne cocida,
dulces manzanos de cáscara rosadita.

Banana por acá, banana por allá. . .



The fruit I'm talkin' 'bout, you know it's not a cherry,
not a papaya, pomegranate or strawberry,
it's not a kiwi or a lime or a blueberry,
it's a banana, then, in answer to your query.

Banana por acá, banana por allá. . .

It may seem silly that we sing this composition.
Please don't believe that we are lacking erudition.
Sometimes you can't explain the source of a tradition,
but this one has a peel, and so it reached fruition.

Banana por acá, banana por allá. . . All the nations like banana. . .



READ ABOUT IT!

Second Voyage

On January 4, 1493 Columbus decided to leave 39 crewmen in *La Española* and set sail to go back to Spain. In Spain he told the King and Queen about his **extraordinary** journey and brought back with him gold that he had come across on the islands, along with native animals and exotic fruits. The Spanish decided that he should go back to the island and bring more of the riches back to Spain. On September 25, 1493 he set sail again to go back to the new found lands.

The second trip across the Atlantic Ocean was different from the first journey. They had more ships and more people because they wanted to **colonize** or take possession of the new found lands in the name of the crown of Spain.

Many centuries before Christopher Columbus came to explore the "New World" in his first trip there were people already living there. When the King and Queen told Christopher Columbus to sail back, they also told

Key Words

Extraordi-
nary
claim
colonize
crewmen
journey
voyage

him to **claim** the land for Spain and for the natives to obey the Spanish crown and follow the Catholic religion. It was in this second journey that Puerto Rico was “discovered” by Columbus, on November 19 in the year 1493.



SELECTION QUESTIONS:

1. What were the names of the three ships that Columbus sailed on during his first voyage?

2. What were some of the items that Columbus brought back to Spain to show the King and Queen?



THINK ABOUT IT!

Who were the people that were living on the Caribbean islands before Columbus arrived?

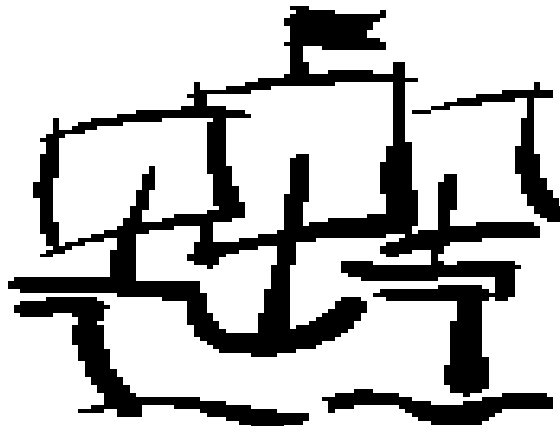


TALK ABOUT IT!

Do you think that Columbus discovered the islands?



Activity: Use crayons, colored pencils, watercolors or markers to color the ship.





<http://akva-net.hjem.orangenet.dk/regnskov.htm>



READ ABOUT IT!

Key Words

Borikén

On the second trip across the Atlantic, Columbus arrived in the shores of a beautiful island. Its residents, the taínos, called it Boriken, but Columbus renamed the island "San Juan" in honor of a Catholic saint named John the Baptist. Many men got out of the ship and started making themselves at home. They settled in a place that they called Puerto Rico which means "rich port". This place later became an important city. When other people on the trip went back to Spain, the names of the island and the city were switched by mistake. In Spain, the official name of the island became Puerto Rico, and the main city became San Juan.

behaved
mistake
residents
settled
shores

When the taínos first saw the Spaniards, they were surprised by the color of their skin and hair. The men were different from the taínos. They were also surprised by the objects they had brought with them, the way they spoke and the way they behaved. The taínos did not know that the Spanish had come to take over their land and force them to work for the Spanish Crown.

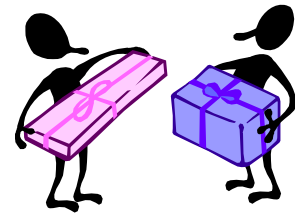


THINK ABOUT IT! *Imagine that one day a group of strangers moved into your home. They look different than you, they dress differently, they talk differently and they act differently than you? What would you do?*



TALK ABOUT IT!

What would you say to the people who came to your house? How would you communicate if you cannot speak their language and they cannot understand yours?



TRADING

The Spaniards began trying to **trade** or change objects that they had with objects that belonged to the tainos. Since the men from Spain had many things that the tainos had never seen before, they would often exchange very **valuable** things like gold for things that the natives did not want or need. Many times the trade was not **fair** because the **value** of the objects was not the same.

Key
Words

trade
valuable
fair
value



WRITE ABOUT IT!

Maybe at home or at school, you have an object that is very **valuable** to you. An object can be valuable not because it cost money, but also because someone special gave it to you. Do you have an object that is very valuable to you? Describe it below.



GROUP ACTIVITY: Let's Trade!

Ask your parents permission to bring an object from home or make something yourself. Exchange the object you brought with another student. This is called a **trade**.

***Make sure that the trade is fair!**



READ ABOUT IT!

The Spanish who began to come and live on the island brought many things that the taínos had not seen before, including animals like horses and cows and chickens. They brought tools and armor and other materials. One other thing that the men from Spain brought with them that was very bad for the taínos was **disease**. When a Spanish man got sick, the germs would be passed to the taínos and they were not used to the same types of sickness. It was very difficult for the taínos to survive the sickness and many died.



http://www.haiticulture.ch/images/hispaniola_indiens_tainos.gif

After that second journey, Columbus made two more trips to the New World. Many of the men he brought with him stayed to settle in the new continents they found. He died shortly after the fourth voyage in 1504, never realizing that what he thought were the West Indies was actually the Caribbean Islands and the Americas.



SELECTION QUESTIONS

Choose the best answer:

1. Christopher Columbus was from _____
a. *Spain* b. *Italy* c. *England* d. *Puerto Rico*
2. Columbus and his crew were trying to find _____
a. *The Indies* b. *The United States* c. *Spain* d. *The Atlantic Ocean*
3. The three ships that sailed on the first voyage were the Niña, the Pinta and _____
a. *The Santa Lucía* b. *the San Juan* c. *the Santa María* d. *the Queen Isabella*
4. Columbus discovered Puerto Rico in his _____ voyage.
a. *First* b. *Second* c. *Third* d. *Fourth*



THINK ABOUT IT!

If you were Christopher Columbus, what other name would you have chosen for Puerto Rico?



GROUP ACTIVITY: LET'S DO A PLAY!

Divide the class into two groups. One group makes believe they are the Spanish colonizers. The other group makes believe they are the tainos. What happens when the Spanish colonizers arrive in Borinquen? Feel free to imagine and create different possible stories.



CYBER LINK

To learn more about Christopher Columbus voyage visit and more activities:

<http://www.elboricua.com/BoricuaKids.html>

1D Africans



READ ABOUT IT!



www.kacike.org/ingenio.jpg

After the Spanish men began colonizing the islands, they made the taínos work very hard building new homes and finding gold for the men. They used weapons and force to make the taínos obey them. Many taínos died because they had to work very hard for long hours under the hot sun without resting. The caciques rebelled. They tried very hard to fight the Spanish men. The Spanish colonizers decided they needed to find more people to work.

In the year 1519, colonizers from Spain brought men and women from Africa as slaves. Slaves were people forced to work for others. The taínos

Key Words

colonize
free
rebelled
serve
servants
slaves
sugar plantation

were also forced to work, so now the colonizers had taíno slaves and African slaves who were forced to serve the Spanish living on the islands. Many of these slaves had already been forced to work in Spain as servants in the houses of the colonizers who came to the islands. The African slaves were forced to work in the gold mines. In the year 1522 the taínos that were left on the island and the African slaves were forced to work in the first sugar plantation in Puerto Rico. After many years of hard work, most of the taínos died. In Puerto Rico, the African slaves were freed between 1873 and 1876.



SELECTION QUESTIONS

True or False? On the space, write T if the sentence is true. Write F if the sentence is false.

- ____ 1. The men and women from Africa came to the island because they wanted to help the colonizers find gold.
- ____ 2. The taínos and the African slaves were forced to work in the sugar plantation.
- ____ 3. The Spanish only brought men to work from Africa.



LITERATURE LINK



There is a great book titled *The Red Comb*, written by Fernando Pico' and illustrated by María Antonia Ordóñez. It describes how two neighbors come together to help a young slave girl. Read it in class or at home.

1E

Puerto Rico Symbols

Key Words

When Christopher Columbus and his men gave each place he found a **sign** that meant that the new lands belonged to Spain. One of these signs was a **shield**. The shield of Puerto Rico was given by Spain in the year 1511. The shield is one of the official **symbols** of Puerto Rico. The green background of the shield represents St. John the Baptist, which is where the name San Juan comes from. In the golden banner the words *JOANNES EST NOMEM EJUS*. This phrase is Latin for "John they have named you". The lamb on top of the red book represents Jesus Christ; and the white flag with the red cross represents the Catholic Faith, which was the religion that was practiced in Spain, and the colonizers made sure everyone on the island, even the *taínos* and the slaves became Catholic.

Joannes Est
Nomem Ejus

sign

shield

symbols



Did you know that...?



The official shield of Puerto Rico went through many changes. Here is what the shield looked like many years before it became the shield we know today.



1873 to 1898



1889 to 1899



1902 to 1905



1906 to

1976

Other Puerto Rican Symbols

Symbols are used to represent many things. A shield was used to represent that Spain owned Puerto Rico. Today, there are many symbols that can be used to represent Puerto Rico. Many people use the Coquí to represent Puerto Rico because this little tree frog is particular of our island and it is rarely found in any other place in the world. Here is a song in Spanish about the coquí:

El Coquí



El coquí el coquí a mi me encanta
Es tan dulce el cantar del coquí.
Por las noches al ir a acostarme
Me adormece el cantar del coquí
Coquí, coquí, coquí qui qui qui



THINK ABOUT IT!

What are other symbols that you think represent Puerto Rico?



READ ABOUT IT!

The Puerto Rican Flag

A flag is also considered to be an important symbol of a country. In the year 1873 Spain gave a flag to the first group of soldiers in San Juan and this flag had the shield that was given to Puerto Rico by King Charles IV of Spain.



In 1868 there was a rebellion or protest against Spain by a group of people. This protest was called " El Grito de Lares"



In that rebellion, a man named Emeterio Betances made a design of a flag so that this could become a symbol of a



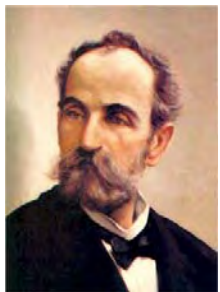
free Puerto Rico. A woman named Mariana Bracetti embroidered the flag. To some, she became known as Mrs. Mariana "Golden Hands"

Bracetti because of the important job she had embroidering or sewing the flag.

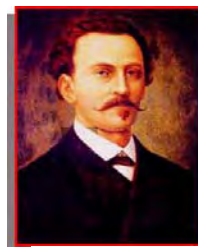


Mariana Bracetti

Ramón Emeterio Betances also helped to end slavery in Puerto Rico on March 22, 1873. Betances along with a man named Segundo Ruíz Belvis strongly believed that the slaves that the Spaniards brought from Africa to work should be free.



Ramón Emeterio Betances



Segundo Ruíz Belvis

In the year 1895, a group of Puerto Ricans and Cubans were working together at Chimney Cornell Hall in New York for the freedom of both colonized islands from the rule of Spain. The Puerto Rican group felt they



needed a **flag** as a symbol to represent them. This flag is similar to the Cuban flag, with the colors **inverted** or switched. The flag we know today was officially adopted as the national flag when Puerto Rico became a commonwealth of the United States in July 25, 1952.

The Puerto Rican flag has three red stripes and two white stripes, a blue triangle with a white star in the middle. The blue triangle represents the three branches of the government (legislative, executive and judicial). The white star represents the Commonwealth of Puerto Rico. The three red stripes represent the life blood that feeds those parts of the government and the two white stripes symbolize the rights and freedom of each individual.

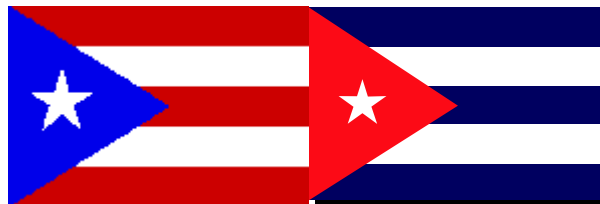
Key Words

allegiance
flag
freedom
inverted



Activity: What is the difference between these two flags?

Which is the Puerto Rican flag?





READ ABOUT IT!

Allegiance to the Puerto Rican flag

Every country in the world has a flag. Cities have flags and even clubs and sport teams have flags. In each country, many people like to show respect to their flags by saying a promise called an **allegiance**. This is the alligeance to the Puerto Rican flag:

“ Juro, ante la bandera de Puerto Rico, honrar la patria que simboliza, el pueblo que representa y los ideales que encarna... libertad, justicia y dignidad. ”

**Key
Word**

I swear, before the flag of Puerto Rico, to honor the homeland that it symbolizes, the people that it represents and the ideals of... freedom, justice and dignity.

allegiance



THINK ABOUT IT!

What is the meaning of this pledge?

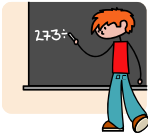


SELECTION QUESTIONS: Choose the best answer:

- In New York a group of Puerto Ricans and_____ wanted freedom from Spain.
a. *Chinese* b. *Cubans* c. *North Americans* d. *Dominicans*
- The Puerto Rican group felt they needed a_____ to represent them.
a. *seal* b. *shield* c. *song* d. *flag*
- The Puerto Rican flag looks a lot like the _____ flag
a. *Cuban* b. *United States* c. *France* d. *Jamaican*
- The white star in the middle of the blue triangle represents_____
a. *The Queen of Spain* b. *The State of Puerto Rico*
c. *The Commonwealth of Puerto Rico* d. *The Governor of Puerto Rico*

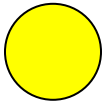


Activity: Circle the Puerto Rican Flag

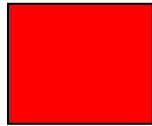


MATH LINK: SHAPES

These are the names of some shapes:



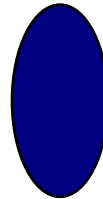
Circle



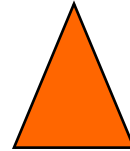
Square



Rectangle



Oval



Triangle

Shapes are used to form many different things. The Puerto Rican flag has some of these familiar shapes. Can you point out which shapes are in the Puerto Rican flag?

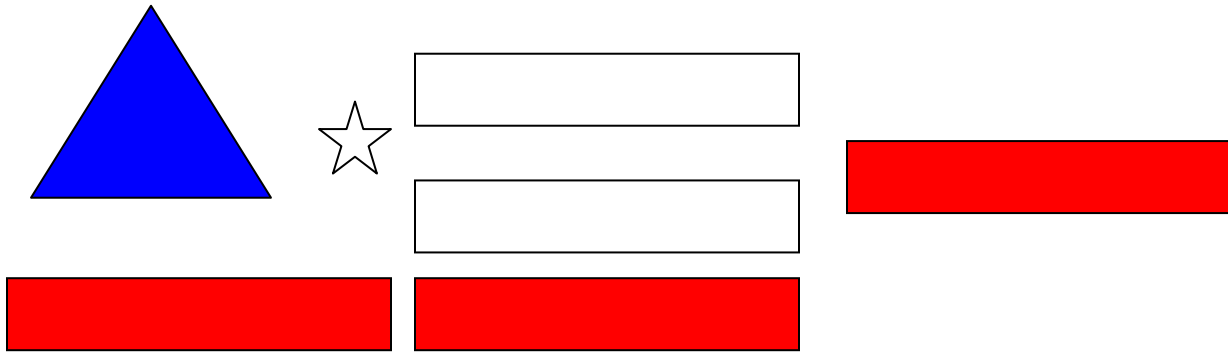




ART LINK: OUR FLAG

Materials: Scissors,
Glue
Construction Paper

Instructions: Cut each shape and paste in together to form the Puerto Rican flag. Place it on a piece of construction paper.



READ ABOUT IT

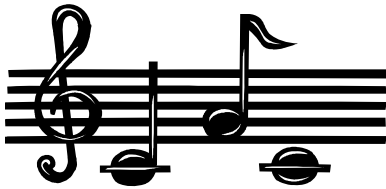
The United States Flag



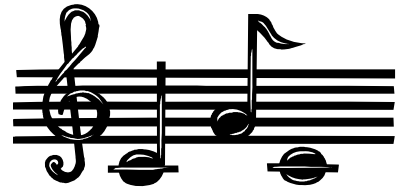
In the year 1898, after the Spanish-American war, Spain signed a document called the **Treaty of Paris** which said that now Puerto Rico belonged to the United States. In the year 1917, the people of Puerto Rico became American citizens or citizens of the United States, so the flag that the people used was the flag of the United States. In the year 1952, Puerto Rico adopted a Constitution and an [Estado Libre Asociado](#), or commonwealth. This means that Puerto Rico is not a state, but it is still part of the United States. In that year, Puerto Rico began using both flags.



READ ABOUT IT!



The National Anthem: "La Borinqueña"



"La Borinqueña" was adopted as the official anthem or song of Puerto Rico in 1952. Just like the shield of Puerto Rico, the **national anthem** also experienced changes before it became the song we all know today. The lyrics in the current version were written by Manuel Fernández Juncos.

Our National Anthem is a *danza* which is a dance that became very popular in the 19th century. It was very similar to a country dance in Spain. The danza used for our National Anthem was created by Don Félix Astol y Artés who was a **tenor** from Spain who visited Puerto Rico in the 1840's. He fell in love with Puerto Rico and decided to stay.

In 1868 a group of people who wanted independence from Spain got together and formed a **revolution** or protest called "El Grito de Lares". At that time, Astol was in the Barrio Balboa in the city of Mayagüez. He was at a friend's house when he wrote the famous danza and named it "La Borinqueña." The original lyrics of the song were :

Lindísima trigueña,
imagen del candor;
del jardín de Borinquen
pura y fragante flor.
Por ti se queda estático
todo el mortal que vé
tu aire gentil y simpático,

Key Words

- citizens
- Constitution
- danza
- national anthem
- revolution
- tenor
- Treaty of

tu breve y lindo pie.
Cuando te asomas a ese balcón,
la luz eclipsas del mismo sol
porque tus bellos ojos
dos soles son
y al que los mire, niña
le abrazas el corazón,
el corazón,
el corazón,
el corazón
el corazón.

During a gathering at the home of Bonocio Tió y Lola Rodríguez de Tió, in Mayagüez in 1868, a man complemented Astol on his danza and Doña Lola insisted to hear it. Don Virgilio Biaggi, who was in the party, played the song on the piano while others sang. Doña Lola, thought that a danza with a name like “La Borinqueña” should not be just about romance, but that it should be patriotic, so she improvised new lyrics:

Despierta Borinqueño
que han dado la señal:
despierta de tu sueño,
que es hora de luchar.
Ante el deber patriótico
con noble corazón,
¿No te sería simpático
el ruido del cañón?
¡Mira el cubano como se va
con su machete a la libertad !
¡Viva Cuba libre !
¡ Y Puerto Rico también !
¡Abajo los Tiranos !
¡ Viva mi Borinquén !



But some people did not like the lyrics and Doña Lola was accused by the Spanish authorities of trying to cause problems with this anthem. In 1901, Don Manuel Fernández Juncos, wrote new lyrics to the danza and they are the lyrics found on the Official National Anthem that we all know today. However, some people still like the version by Lola Rodríguez de Tió.

The National Anthem written by Manuel Fernández Juncos

La tierra de Borinquén
donde he nacido yo,
es un jardín florido
de mágico primor.

Un cielo siempre nítido
le sirve de dosel
y dan arrullos plácidos
las olas a sus pies.

Cuando a sus playas llegó Colón;
Exclamó lleno de admiración;
"Oh!, oh!, oh!, esta es la linda
tierra que busco yo".

Es Borinquén la hija,
la hija del mar y el sol,
del mar y el sol,
del mar y el sol,
del mar y el sol,
del mar y el sol.

The land of Borinquén
where I was born.
It is a flowery garden
of magical brilliance.

Its sky, always clear
serves as a canopy.
And placid lullabies issue
from the waves at her
feet.

When at her beaches
Columbus arrived, he
exclaimed full of
admiration: "Oh! Oh! Oh!
This is the beautiful land
that I seek."

It is Borinquén the
daughter,
the daughter of the sea
and the sun.
of the sea and the sun,
of the sea and the sun,
of the sea and the sun,
of the sea and the sun!



THINK ABOUT IT!

Shields, flags, dances and songs can be used as symbols to represent a country. Which symbol do you like best? Would you like to have another symbol that represents Puerto Rico? What would it be?



Some Facts about Puerto Rico

- Official name: **Puerto Rico**
- Indian Name: **Borinquen** (Comes from "Borikén")
- Capital City: **San Juan Bautista**
- Constitution: **July 25th, 1952. Commonwealth of Puerto Rico**
- Motto: "**Joannes Est Nomen Ejus**" "(They) named you John". This refers to the island's first name, given by Christopher Columbus, in honor of St. John the Baptist. The capital was later named San Juan, and the island Puerto Rico.
- People from Puerto Rico are called **Puerto Ricans, Boricuas, Borinqueños, Borincanos.**
- Puerto Rico is known as "**The isle of Enchantment**" and "**The pearl of the Caribbean**".
- The name "Puerto Rico" means "**rich port**" as because of all the natural wealth of resources found on the island by the Spaniards.
- The national currency or money in Puerto Rico is the **U.S. dollar**



LOOK FOR IT!

*What other facts about Puerto Rico can you find? Check out other resources such an encyclopedia or books about Puerto Rico, maybe even on the internet, see what you can find. Prepare a short report so you can present it in your class. Here are some ideas of things you can find out about Puerto Rico: **Have fun researching!***

- What is the national flower of the island?
- What is the population of Puerto Rico?
- What are the political parties that Puerto Rico has?

Chapter 2
MY HOMETOWN

2A
Pueblos

ATLANTIC OCEAN



CARIBBEAN SEA

Puerto Rico has 78 *pueblos* or municipalities.

I Live in Puerto Rico

My hometown is _____

It is in the (North, East, West, South, Center) of the island.

The Four Cardinal Points



North, South, East and West can be used to figure out where you are on the Earth. North and South point to each of the Earth's poles. The Earth's rotation, or how the planet spins, defines the direction of East and West.



Activity: Find your hometown on the map. Color your town **green**.
Find the hometown of a friend or family member and color it **yellow**.



In each part of our island there are very special people who do things that are important. Can you think of an important person that lives or had lived in your *pueblo*? Write his or her name on the space.



GRAMMAR LINK: ADJECTIVES

An adjective is a word that describes a noun (a person, place or thing). Adjectives tell more about nouns. Usually, adjectives come before nouns. For example:

The red flamboyán is in bloom.

The word red is an adjective. It describes the noun. *Flamboyán* is the noun.

We got on the big, yellow bus to go on the field trip.

Here is a list of adjectives:

jittery	purple	tan
jolly	quiet	tasty
kind	quick	tender
long	quickest	tricky
lazy	rainy	tough
magnificent	rare	ugly
many	red	ugliest
mighty	roasted	watery
nasty	robust	wasteful
new	round	wide-eyed
nice	sad	wonderful
nosy	scary	yellow
nutty	scrawny	yummy
nutritious	short	
odd	silly	
orange	skinny	
ordinary	stingy	
pretty	strange	
precious	striped	
prickly	spotty	
	super	
	tall	
	tall	
	tame	

Can you find the adjectives? Read the following description of a town in Canada. Circle all the adjectives you find.

Montreal is a beautiful city in Canada. It's a very modern city with friendly people. There are many tall buildings in Montreal. The streets are clean and there are squares with big statues. There are lots of museums, nice cafes and restaurants, too. Montreal is fantastic. It's a great place to visit.

Key Words

climbed
entrusted
far-off
folktale
forest
hermitage
hollow
joyous
mountainside
neighbors
overwhelmed



WRITE ABOUT IT!

Write 3 adjectives that describe your hometown.

The name of my town is: _____

My town is _____, _____ and _____.



LITERATURE LINK

A **folktale** is a story or a legend that has been passed down through generations, usually by **word of mouth**. Read the following folktale about the town of Hormigueros.

The Miracle of Hormigueros

by Pura Belpré

In the western part of Puerto Rico, in the town of Hormigueros, is a mountain that bears the name of the town. Even today the mountain has a strange air of mystery, a feeling of the presence of old and **far-off** things. Long ago, when the Spaniards first settled on the island, the way up the mountain was a narrow, winding trail, dark in the shadow of the **forest**; and everywhere were **towering** *ceiba* trees.

Among the **settlers** of Hormigueros was a farmer called Gerardo González, who had a little daughter, Marie Monserrate. But she was known by everyone as Monsita. One day Monsita disappeared. She was nowhere in the town or in the houses of the **neighbors**. Great sadness filled the González household. If Monsita had wandered up the mountain, she would be in terrible danger. The forest was the

home of wild bulls and dogs. The mountain was also a refuge for Indians and **runaway** slaves. Gerardo González bowed his head in **prayer** and **entrusted** his little daughter to the care of his **patron saint**. Then he gathered a band of farmers to help him search for her.

They **climbed** the mountain and hunted through thickets and underbrush. For days they crisscrossed the mountainside. There was not a trace of the girl.

Then on the fifteenth day of the search, the party came upon a huge old ceiba tree with a dark **hollow** in the base of the trunk between the tall buttresses of the roots. There, in the hollow tree trunk, sat Monsita, singing a merry tune.

The searchers shouted for joy, and her father caught Monsita in his arms. When at last he put her down again, the men gazed at her in amazement. She looked well fed and happy; her hair was smooth and shining and even her dress was not soiled or torn.

"Oh, Monsita! We have looked for you for so long!" her father cried. "Why were you sitting here instead of trying to find your way home?"

"I was waiting for you, Father" said Monsita. "I knew you would come"

"But weren't you afraid of the darkness?"

"No, Father," said Monsita, and she pointed to an outcrop of rock behind the tree. "There is a big cave in those rocks, and every night a bright light **shone** from the cave."

"But weren't you hungry?"

"No, Father. A beautiful lady all dressed in white used to come out of the cave and bring me sweet fruits to eat. She caressed me, and her hands smelled like fresh roses."

"Oh, my Monsita!", cried Gerardo. "Who was this lovely lady? Who was she, my child?"

"I do not know, Father."

"But didn't you see her face? What did she look like?"

"She had brilliant black eyes that smiled. She was very, very beautiful. Her face was black as our coffee."

"Heaven be praised!" exclaimed her father with **joyous** faith. "She is Our Lady of Monserrate, my patron saint! I prayed to her to be your guardian! Praised and blessed be her name forever and ever!"

Overwhelmed with gratitude, Gerardo González founded a hermitage in the town of Hormigueros, in honor of the Virgin of Monserrate. From that day to this, the **hermitage** has been a place of **pilgrimage** for the faithful, and people go there

Key Words

patron saint

pilgrimage

prayer

runaway

settlers

shone

towering

word of mouth

from all over the island to pay tribute to the Blessed virgin who took care of Monsita on the **mountainside**.

El Milagro de Hormigueros

por Pura Belpré

Translated by/Traducido por Stephanie M. Cardona

En la parte oeste de Puerto Rico, en el pueblo de Hormigueros, hay una montaña que lleva el nombre del pueblo. Aún hoy la montaña tiene un extraño aire de misterio y una sensación de presencia de algo remoto. Hace muchos años, cuando los Españoles primero se establecieron en la isla, el tramo para subir la montaña era angosto, sinuoso, oscuro en la sombra del bosque y de los gigantes árboles de ceiba.

Entre los colonos de Hormigueros había un terrateniente llamado Gerardo González, quien tenía una hija pequeña llamada, Marie Monserrate, pero todos la conocían como Monsita. Un día Monsita desapareció. No se encontraba en el pueblo ni en las casas de los vecinos. Una tristeza inmensa llenó el hogar de los González. Si Monsita había subido a la montaña, estaría en enorme peligro. En el bosque habitaban toros salvajes y perros. La montaña era también refugio de taínos y esclavos que escapaban. Gerardo González bajó su cabeza en plegaria y entregó a su pequeña hija al cuidado de su santo. Luego congregó a un grupo de terratenientes para que lo ayudaran a buscar a su hija.

Ellos subieron la montaña y buscaron entre los arbustos y la maleza. Durante días atravesaron el monte, pero no encontraron rastro de la niña.

Luego de quince días de búsqueda, el grupo llegó a un enorme y viejo árbol de ceiba con un hueco oscuro en el tronco, sobre las raíces. Allí, sentada en el hueco del tronco estaba Monsita, cantando una melodía alegre.

Los hombres gritaron de alegría y su padre la alzó en sus brazos. Cuando su padre bajó a Monsita de sus brazos los hombres la miraron sorprendidos. Ella se veía bien alimentada y contenta. Su cabello estaba suave y brillante, hasta su vestido estaba intacto y limpio.

"Oh, Monsita! Te hemos estado buscando durante muchos días!" su padre exclamó. "¿Por qué has estado aquí sentada en vez de buscar un camino de regreso a casa?"

"Yo te estaba esperando, Papá" dijo Monsita. "Yo sabía que vendrías"

"¿Pero no le tenías miedo a la oscuridad?"

"No, Papá," dijo Monsita, y señaló a un relieve de roca detrás del árbol. "hay una enorme cueva en esas piedras, y cada noche una luz brillante brotaba de la cueva."

"¿Pero no tenías hambre?"

"No, Papá. Una dama hermosa vestida de blanco salía de la cueva y me daba dulces frutas para comer. Ella me acariciaba y sus manos olían a rosas."

" Oh, mi Monsita!", lloraba Gerardo. "¿Quién era esta dama? ¿Quién era, hija mía?"

"No lo sé, Papa."

"¿Pero no viste su rostro? ¿Cómo era?"

"Ella tenía brillantes ojos negros que sonreían. Era muy, muy hermosa. Su rostro era tan oscuro como nuestro café."

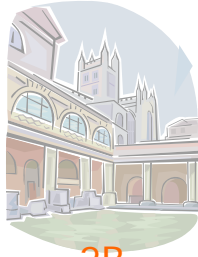
"¡Santo Cielo!" exclamó su padre con júbilo y fe. "¡Ella es Nuestra Señora de la Monserrate, mi santo! ¡Yo le recé para que fuera tu protectora! ¡Alabado y bendecido sea su nombre para siempre!"

Colmado de agradecimiento, Gerardo González fundó una ermita en el pueblo de Hormigueros, en honor a la Virgen de Monserrate. Desde ese día, este santuario ha sido lugar de peregrinaje para los fieles, y las personas de todas partes de la isla acuden a este lugar para rendir homenaje a la Sagrada Virgen que cuidó de Monsita en la montaña.



LOOK FOR IT!

Many towns have a folktale. Can you find a folktale about your home town? You can ask your parents, grandparents, other relatives, or neighbors if they know about a folktale about your hometown. See if you can come up with the same folktale as your classmates.



2B

The Plaza

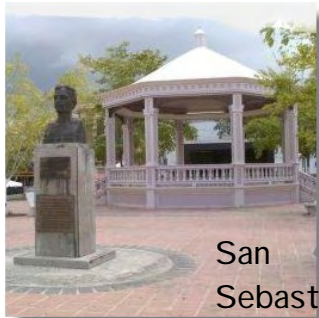


READ ABOUT IT!

Most towns in Puerto Rico have a plaza, a cathedral or church, and a city hall. This is an original Spanish Colonial layout that we still see today. People often gather at their town plaza to talk to friends, sit down for a little rest from shopping around the small family owned stores. Usually the "*Fiestas Patronales*" are held at the plaza and some concerts and town festivities are also held here throughout the year. At the plaza, you will always see the flags of Puerto Rico and the town or **municipio** and some symbolic statue of an important historic personality for the town.



Lajas



San
Sebastian



Mayaguez



Isabel II - Vieques



Cabo Rojo



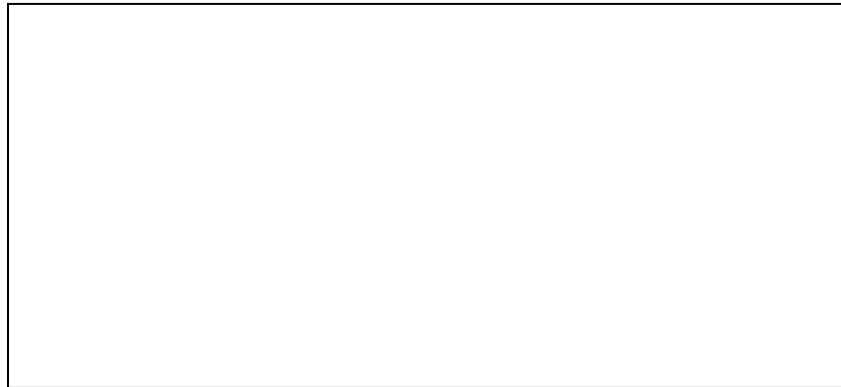
Activity: Draw a picture of the plaza in your town. Is there a statue or a bust in your plaza? Whose?



Each hometown has a flag and shield.



Activity: Find a picture of the flag or shield of your hometown and paste it below.



My Hometown flag or shield



Did You know that...?

Aibonito comes from the expression ¡Ay qué bonito! ("How pretty!")
exclaimed by the Spaniard Diego Alvarez when he first saw the place.
Barcelóneta is the diminutive of "Barcelóna". It was first named "Manatí
Abajo".

The name Caguas comes from the name of the taíno Cacique Caguax.

Camuy is a Taíno word that means "sun."

Guánica is a taíno word that means "place of water".

Guayama is a Taíno Word that means "big place".

People from San Sebastián are called Pepinianos.

Vieques comes from the word Bieque or Beyque which means small land.



Activity: Think about 5 interesting places in your hometown and write them below. Are they indoors or outdoors? What are they like?

1. _____

2. _____

3. _____

4. _____

5. _____

Think about 5 interesting people in your hometown and write their names below. Are they **children**, **teenagers**, **adults** or **senior citizens**? Are they **female** or **male**? What is their occupation?

1. _____

2. _____

3. _____

4. _____

5. _____

**Key
Words**

adults
children
female
male
occupation
senior citizens
teenager

Think about 5 festivities celebrated in your hometown and write them below. How are they celebrated? Indicate the month when they are celebrated.

1. _____
2. _____
3. _____
4. _____
5. _____

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December



The Newspaper



In Puerto Rico today, we know about what happens on the island and around the world because we see it on television, listen to the radio or read the newspaper. There are several newspapers in Puerto Rico. These are the major ones:



El Nuevo Día



Primera Hora



El Vocero



The San Juan Star

(This Newspaper is written in English)



THINK ABOUT IT!

Do you think it's better to get your information from the newspaper or watch news on TV?



Activity: Find one of the newspapers that circulates in Puerto Rico mentioned above. Bring it to class. Let's all look at the first page together. This first page is called the **front page** (*la portada*). It has large pictures, the name of the newspaper, the date and other information. The front page has the most important news of the day.



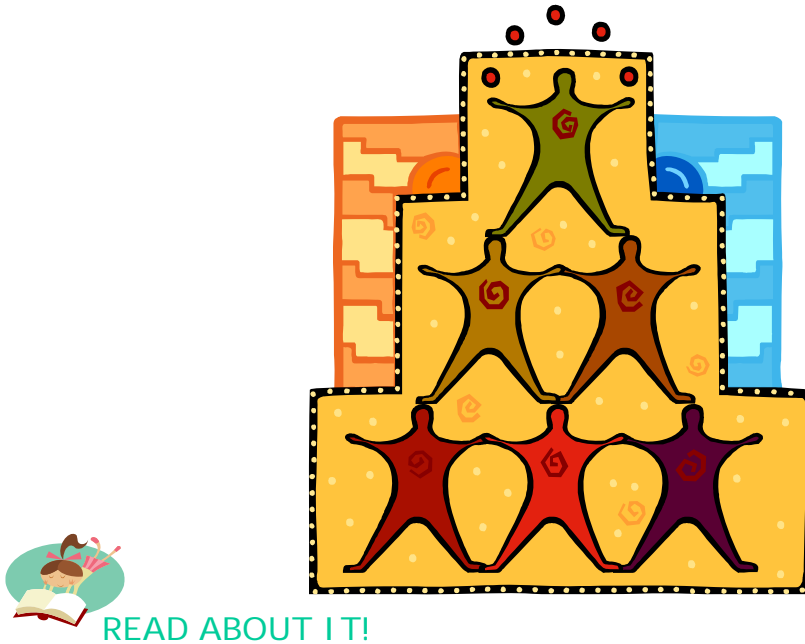
GROUP ACTIVITY: Your town newspaper!

You have learned that newspapers are important for spreading the news. Create a newspaper front page about things that are going on in your town. Think of a name for your newspaper, write the date, draw a picture and write important news about things that have happened in your town during the past month.

Here are some ideas:

- Celebrations
- Sport events
- Personal accomplishments
- Important visitors
- Accidents

Chapter 3 The Government



Key Words

authority
government
hierarchy
laws
vote

A **government** or *gobierno* is an organization or group of people in charge of keeping order in a country or community. The government has the **authority** to make **laws** or rules. Since the government is formed by a group of people, there is a **hierarchy** or order of people who are in charge. In Puerto Rico we have a government and the person in charge is called the governor. Governments have existed for a long time. When the *táinos* lived in Puerto Rico, they also had a government.

3A

Táino Government

When the taínos were living in Puerto Rico, they had leaders who were in charge of the yucayeques. Each yucayeque had a cacique. However, there was a head, or chief that was the leader of all the caciques of the island. When Christopher Columbus arrived in Borinquén, the leader of all the caciques was called **Agüeybaná**. His name means “The Great Sun.”

There were other caciques on the island. Some of the town names today come from the names of the men or women caciques that were living in that area.

Key Words

- **Abey** - Cacique (Chief) of yucayeque-(village) in the area of Abeyno [Salinas, Puerto Rico](#).
- **Arasibo** - Cacique of yucayeque in the area of río Abacoa (Río Grande de Arecibo) [Arecibo, Puerto Rico](#).
- **Caguax** - Cacique of yucayeque by the Turabo River [Caguas, Puerto Rico](#).
- **Canóbana** - Cacique of yucayeque around Cayniabón river (Río Grande de Loíza), [Canovanas, Puerto Rico](#).
- **Cayey** - Cacique of yucayeque in [Cayey, Puerto Rico](#).
- **Comerio** - Cacique who ruled the region in the area [Comerio, Puerto Rico](#). Son of the Cacique **Caguax**.
- **Güamaní** - Cacique of yucayeque around [Guayama, Puerto Rico](#) or [Manatí, Puerto Rico](#).
- **Güaraca** - Cacique of yucayeque in Guayaney in Puerto Rico.
- **Hayuya** - Cacique of [Jayuya, Puerto Rico](#).
- **Jumacao** - Cacique known as Juan de Jumacao. in the village of Macao. The area is nowadays the town of Humacao, named after the cacique [Humacao, Puerto Rico](#).
- **Mayagoex** - Cacique of [Mayagüez, Puerto Rico](#).
- **Mayagua** - Cacique who ruled Yagüeca in Mayagüez.
- **Monilla** - Cacique on the island of [La Mona](#) (Amona).
- **Naguabo** - Cacique near the municipality of [Naguabo, Puerto Rico](#).

Agüeybana
areytos
bohieques
community
government
guare
naborías
nitáinos

- Yuisa (Luisa) - Cacique in the region near [Loíza, Puerto Rico](#)
- Yuquibo - Cacique who ruled in the region of Luquillo. Known as Loquillo by the Spaniards due to his constant attacks on the Spanish men. Luquillo is named for him. Source: http://en.wikipedia.org/wiki/List_of_Ta%C3%ADnos

The taínos were divided in three social classes: the *naborias* or workers, the *nitáinos* or chiefs and noble men and the *bohiques* or priests and medicine men. The *cacique* or *guare* was the chief of a yucayeque. The *caciques* were under Agüeybaná. When the Spanish colonizers started to settle in Puerto Rico, the taíno government was replaced by the Spanish colonial government.

3B

The Spanish Government

Juan Ponce de León



Juan Ponce de León was a Spanish conquistador that accompanied Christopher Columbus on his second voyage to the new world. He **founded** the first Spanish settlement on the island called **Caparra** in 1508. Ponce De León also founded the first school in Puerto Rico and was appointed as the first governor of Puerto Rico by the Spanish Crown in 1509. He met the head cacique Agüeybaná, but instead of allowing Agüeybaná to keep ruling the island, Juan Ponce de León made the taínos slaves. They had to work and gather the gold on the island. The taínos began to die because they were badly treated and got sick. The Spanish also brought people from Africa who they made **slaves** to work hard like the taínos. Now there were Spanish, Africans and taínos living on the island. Juan Ponce de León stayed as governor until the year 1511.

Key Words

Caparra
capital city
founded
settlements
slaves

Christopher Columbus's son became the next governor of Puerto Rico. In 1519 the government center was moved to what we know today as the isle of San Juan. In 1521 was when San Juan became the official **capital city** or main city of Puerto Rico and in 1532 construction of the governor's house began. It was called Santa Catalina Palace. Today it is known as La Fortaleza. After Juan Ponce de León was governor, several other men were appointed by Spain to lead the colony, but in the year 1564 the military Captain general became the governor, and from then on it was the general who would govern Puerto Rico until the year 1898.

The Government Today

By the 1800s most of the residents of Puerto Rico had been born and raised on the Island. Many did not want to be ruled by Spain. In the year 1898 the United States and Spain were at war. On July 25, 1898 troops from the United States landed on the coast of Guánica and took over many of the Spanish settlements. On September 29, Governor Manuel Macias, who was the Spanish governor of Puerto Rico in 1898 officially surrendered Puerto Rico to the United States. Puerto Rico became a territory of the United States. In October 18, 1898 General Brooke became the first governor of Puerto Rico to be appointed by the United States. Governors were usually men who worked for the military. But in the year 1900 the United States appointed citizens to be in charge of the government. In the year 1917 the president of the United States, Woodrow Wilson, signed a law that made all Puerto Ricans citizens of the United States.

From 1898 to 1946 the United States decided who would be the governor of Puerto Rico. Governors came from the US. In 1946 **Jesús T. Piñeiro** was the first Puerto Rican governor to be appointed by the United States. He was in office from 1946 until 1948. Then, in 1948 Puerto Ricans were able to choose their own governor and they elected **Luis Muñoz Marín**. He remained governor of Puerto Rico for 16 years, from 1948 until 1964. **Roberto Sánchez Vilella** followed Luis Muñoz Marín and after four years he was replaced by **Luis A. Ferré** who was governor until 1972.



Luis Muñoz
Marín



Roberto
Sánchez Vilella



Rafael Hernández
Colón



Jesus T.
Piñeiro



Luis A Ferré



Carlos Romero
Barceló

four years, when the people elected **Carlos Romero Barceló** in 1976. He was governor for eight years. Then once again in 1984 the people elected **Rafael Hernández Colón**. This time he remained governor of Puerto Rico for eight years until 1992. In the elections of 1992, Puerto Ricans elected **Pedro Roselló González** to be their governor. He stayed until the year 2000 when the first woman to ever run for office won the election and became the first woman governor of Puerto Rico. Her name is **Sila María Calderón** and she governed Puerto Rico for four years. In the year 2004 **Aníbal Acevedo Vilá** was elected governor of Puerto Rico.



Sila María Calderón



Aníbal Acevedo Vilá

Pedro Roselló González





Activity: Match the name of each governor to their picture

Aníbal Acevedo Vilá



Jesús T Piñero



Luís Muñoz Marín



Roberto Sánchez Vilella



Luis A. Ferré



Rafael Hernández Colón



Carlos Romero Barceló



Pedro Roselló González



Sila María Calderón



In your government there are many people who help the governor. There are senators, legislators, representatives and of course, the mayor of your town who help the citizens on the island. You are also part of the government. When you become 18 years old, you are old enough to **vote**. This means you can choose the person who will be governor. You can also choose the senators, legislators, representatives and mayors. Also, you can help make laws. If you have an idea for a law, you can pass it on to the representative in your town, and he or she will be **in charge** of telling other

people in the government about your idea. If it is a good law, it goes up the ladder to the legislators, the senators and finally all the way up to the governor who decides if your idea becomes a law or not.

Key Words



THINK ABOUT IT!

Do you have an idea for a law that could help your country?

The island of Puerto Rico has 78 *pueblos* or towns. Each town has a mayor and an *asamblea* or council of people who represent the community. The people in the towns and cities vote for the mayor and the **representatives** in an **election** every four years. The mayor is in charge of making sure that the community in his or her municipality is safe, that the streets are clean and there are enough supplies for successfully running the town.

- appointed
- council
- election
- in charge
- representatives
- surrendered



WRITE ABOUT IT!

I imagine you were mayor of your town. Think about three problems that your town has (for example: too much garbage, animals on the street, town needs a park, too much noise, etc). Write 3 sentences describing what you would do to help solve these problems.

1. _____.

2. _____.

3. _____.

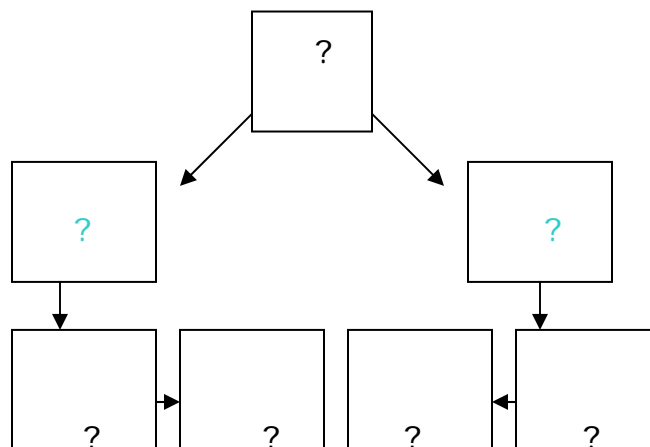


GROUP ACTIVITY: Assembly

An assembly is when a group of people get together to solve problems. Get together with four other students; decide who will be the mayor and the representatives. Make a list of things you could do to help your town.



Activity: You have learned in this chapter that the government is made up of people who are in charge of keeping order and making laws. There is a hierarchy, or order of authority that begins with the governor of Puerto Rico. But who are the others who help the governor? Well, there are legislators, representatives, mayors and many other people who form part of the government. Make a diagram below of the hierarchy of the government in Puerto Rico today. Make sure that you include yourself in the diagram because you are also part of the government.



Chapter 4

Community Helpers



READ ABOUT IT!

In our community there are men and women who work very hard everyday to keep the community safe, clean and well. They have very interesting and important jobs.

4A

Helping out!



Police Officers.

A lot of men and women are police officers and they should try to keep our community safe. Police officers are in charge of enforcing the laws. They are supposed to **catch** criminals and **prevent** crime. They are also in charge of making sure that people drive safely and sometimes they give traffic tickets. Most police officers drive cars, but you can also see them riding bikes, motorcycles and even horses. Some police work with dogs that are trained to help find clues. Police officers take very big risks when they chase criminals in cars or when they make an arrest. They are important community helpers.

catch
dangerous
environment
firefighters
garbage
letter carriers
misbehaves
neighborhoods
prevent
politician
sanitation workers
wounds



Firefighters

Firefighters help protect people and property. They are often the first at an accident or emergency. Firefighters put out fires. Fighting fires is dangerous and it requires organization and teamwork. Firefighters also save people who are trapped and they treat people who are hurt or ill. They also respond in medical emergencies when people dial 911. Firefighters are at fire stations much of the time. When the alarm sounds, firefighters must respond rapidly. Firefighting is **dangerous** work and they are heroes of our community.



Doctors

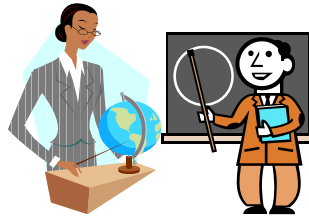
Doctors help us when we are sick, and they tell us what is wrong. They give us medicine and other kinds of treatment. They examine us and listen to us explain how we feel. They tell us what is good for us to eat and how we can have better hygiene. They may be part of a team that works together for our health. They keep our community safe and healthy.



Nurses

Nurses help doctors examine and treat patients. They also help with medical tests, give medicines, and dress **wounds**. They take care of sick and injured people in the hospital. There are even nurses in schools and in private doctors' offices to help. Nurses tell people how to take care of themselves

and their families. Home nurses go to patients' homes and other sites. Nurses spend a lot of time walking and standing. Nurses should be caring and sensitive to their patients.



Teachers

Teachers help others learn. When children learn, they feel good and will do well in school later on. When they grow up and go to work they will do a good job because of what they learned when they were in school. Teachers teach lessons and give tests. They listen to the children recite their lessons and make sure that no one **misbehaves**. They grade the students on their work and help them do better. Teachers like it when they see children learn. They are some of the most important community helpers.



Letter Carriers

The letter carriers are in charge of bringing the mail to our houses. They work really hard because they go from house to house, sometimes with heavy packages, and they treat each letter like it is the most important one.



The Mayor

The mayor of your town is a **politician**. The mayors get their jobs by being elected. They are in charge of running the town and planning activities

for the community. They are in charge of making sure that other community helpers like police and firefighters are doing a good job.



Spiritual Helpers

Priests, nuns, rabbis, reverends and pastors work in churches. They help the people that go to pray. They help people who need guidance. When they gather with the community they talk about important values. They also help the poor and the elderly by visiting them. They organize activities that raise money and organize food drives (where people bring canned food to give to the hungry). Spiritual helpers give advice on how we should live our lives and respect each other as a community.



Sanitation Workers

Sanitation workers are really important in our communities. They work really hard to keep the streets, buildings and **neighborhoods** clean. The job can be very unpleasant because they have to get rid of all the **garbage** and waste that people throw away. But they work everyday to make sure that the **environment** is clean and healthy.



THINK ABOUT IT!

Can you think of other community helpers? Who are they?



Activity: Which community helper do you admire the most? Write a short description of your favorite community helper. Make a costume of your community worker. You can use these materials to make a costume:

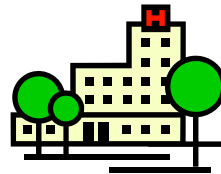
Black, white or blue trash bags, poster boards, construction papers, glue, markers and crayons.

Present the description of the community helper you admire the most to the class. Don't forget to wear your costume!

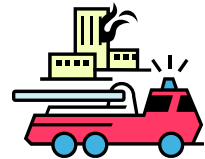


READ ABOUT IT!

The doctors and nurses work in Hospitals



Firefighters work and sometimes sleep in the Fire Department



The Police officers work hard in the community and work in a Police Station.



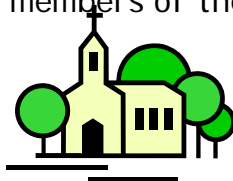
The letter carriers carry our mail and work in the Post Office



Teachers help children learn in School



The Spiritual helpers and members of the community go to pray in the Church or the Temple.



The Mayor helps the town from City Hall





Activity: Match each community helper to their place of work.



SELECTION QUESTIONS

- o Which community helper is in charge of running the town and planning activities for the community?

- o Mention the two places where police officers work.

_____ and _____

- o In your opinion, which community helper works the hardest? Why?

4B Emergency!

911

accident
emergency
operator

911 is a telephone number you have to use in case of an **emergency**. An emergency can be a fire, an intruder who breaks into your home, or when somebody has an **accident** or gets sick. You cannot dial 911 if it is not an emergency. This can cause serious problems for the police officers and emergency workers who are trying to help people with real emergencies.

When you call 911 there is an operator. An **operator** is a person who talks to you and writes down information so they can send help such as the police, ambulance or fire fighters. When you have an emergency make sure you can tell the operator your name, last name and street address so they can reach your house if there is an emergency happening there.



WRITE ABOUT IT!

Write your first name, last name and home address below. If you don't know your address, make sure to ask at home so that you can be prepared in case of an emergency.

FIRST NAME _____

LAST NAME _____

HOME ADDRESS _____

Chapter 5 Helping My Community

5A

Volunteering and Community Service



Source: www.yolimpio.com

As part of a community we should all help each other and be good friends and neighbors. A **community** is a group of people who share things in common. For example, everyone that lives in your town is a **member** or part of the community because you share the same place to live. But there are other smaller communities such as your neighborhood or **barrio**, your school, your church, Girl's and Boy scouts, soccer team or any other group that you belong to. It is important to remember that in a community we need to learn to work and live together in **harmony**.

Key Words

community
harmony
member
volunteering



THINK ABOUT IT!

Who is a "good community member"?

One great way to help your community is by **volunteering** or helping out. Being a volunteer is the same as when the teacher asks a question in class and you raise your hand. That means that you know the answer and want to say it. Also when the teacher needs help in carrying books or erasing

the board, you may raise your hand to help do these things. Volunteering is helping others without expecting a reward or prize. However, you do get a reward! The reward is feeling good about yourself. After you help someone else, it feels great!

There are many ways you can help out in school and in your community. You can volunteer to help clean up the garbage in the patio or playground in school after class or after lunch. You can help clean the garbage around your neighborhood; you can cheer elderly people who feel lonely by going and visiting for a little while, you can help paint a neighbor's house, you can help your mom and dad cook for people who don't have a lot of money to eat or even volunteer to take care of somebody's pet.

In Puerto Rico there are many places you can go to become a volunteer and help out your community.



CYBER LINK

Visit some of the websites below to learn more about becoming a volunteer and helping your community.



Fondos Unidos.org



rickmartinfoundation.org/english



El Yunque National Forest Volunteer

http://www.fs.fed.us/r8/caribbean/volunteering/index_spanish.shtml



Villa Michelle Animal Shelter, Mayaguez

<http://www.villamichelle.org/volunteers.html>



TALK ABOUT IT!

Have you ever volunteered to do something helpful for your community?

My School

Your school is a very important part of the community. Your parents, classmates, teachers, principal, janitors, and staff all form part of the school community. It is important to become involved in school activities and join clubs and organizations that help the school and the community. A very important way to help your school is by keeping it clean and taking care of the materials and supplies that are in the classrooms.



THINK ABOUT IT!

How can you help your school community this week?



5B Recycling

Another great way of helping your community is by recycling. **Recycling** is making an old product the same thing again, or you can turn that old product into something different and new. For example, a recycled bottle of soda can be made into T-shirts, combs, or hundreds of other things. You can re use paper, plastic bags and bottles, and **cardboard** boxes. Recycling helps to **eliminate** or get rid of waste. When you **throw away** boxes, plastic, glasses and many other things that can be used again, you are creating **garbage**. Garbage is harmful to our environment.

Key Words

cardboard
eliminate
environment
garbage
recycling
throw away



www.yolimpio.com

In Puerto Rico there are many recycling programs that you can join to help keep the **environment** or surrounding clean. You can also buy recycling containers in a store and place them at home or in school.



CYBER LINK

Visit the following website to learn more about recycling in Puerto Rico.

http://www.yolimpio.com/en/index_en.html



LITERATURE LINK

Read this poem about recycling out loud.

Please

Please recycle cans and glass
If you want to save our grass.
Recycle plastics and old bottles
If you want to be a role model.
We need to set a good example
Because our planet isn't a free sample.
If we put our heads together
Our Earth will be clean forever

Adapted from a poem by Brian Walsh

Earth day is celebrated on April 22. On this day there are many activities around the island, in the communities and schools so that we can all remember to keep the Earth clean. But Earth day should not just be one day, it should be everyday. We can help our environment in many different ways. By recycling paper we can save trees. Trees help keep our air clean from **air pollution**. Trees also give us shade from the sun and provide fresh air to breath, so it is important not to cut down trees and help plant them.

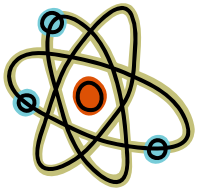


THINK ABOUT IT!

Do you recycle at home? At school? How can you help the environment?



SCIENCE LINK



It is very important to save energy. **Energy** is the ability to do work. We use energy in everything we do, from playing sports to watching TV. There is energy in the food you eat and it remains **stored** (potential energy) in your body until it is **released** when you play (kinetic energy). We use a lot of energy. There is one type of energy that can be used over and over. This is called **renewable** source of energy. For example, the energy that comes from the sun (solar energy) can be turned into heat and electricity. Since the sun shines everyday, solar energy is renewable. We can also use energy from the wind and the water. We use energy from other **sources** like coal, oil and petroleum, but we are using so much of these sources that at some point we will not have any more. These are **nonrenewable** sources of energy. This is why it is important to save energy.

We can save water and electricity at home and in school. We can save **electricity** at home and in school by turning the lights off when no one is in the room. We can save water by not letting the water run when we are doing the dishes, taking a shower and even cleaning our pets.

How YOU can help out: Talk to your parents, brothers, sisters, cousins, friends and neighbors about saving energy at home and in school. Try these ideas at home and in school and pass it on!

- *Turn off the lights, the TV, computers, radios, video game consoles and other machines that you use when you leave the room.*
- *When you brush your teeth, try using just a cup of water, instead of letting the water run.*

Key Words

energy
released
sources
stored
renewable
nonrenewable

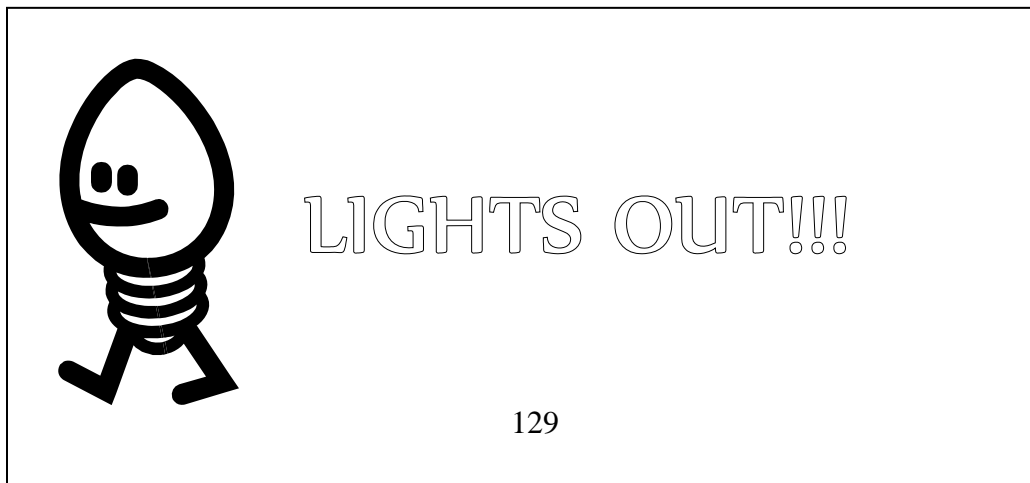


- *Use a bucket of water to wash your dog, or when you help your parents wash the car.*
- *Don't let the water run in the shower when you are washing your hair. Just use the water to rinse the shampoo out.*
- *Start a tree planting program and recycling program at school.*
- *Suggest to your teacher that the class should pick an "energy helper" each week. His or her job will be making sure that the students turn off all the lights, computers, fans, and other machines when they leave the room.*
- *Find out if there is a recycling program in your town. Collect old newspapers, plastic bottles and cardboards and take them to the recycling center.*
- *Gathering soda cans after a party or at school can be a good way to help the environment. You can carefully collect old soda cans and there are many places you can take them, and they'll even pay for them too!*



ART LINK: LIGHTS OUT!!!

Color this picture and make a sign with construction paper. Place it next to a light switch in your classroom or in your house so that no one forgets to turn the light off.





WRITE ABOUT IT!

List three things you can do to reduce waste.

1. _____

2. _____

3. _____

List three things you can do to save water.

1. _____

2. _____

3. _____

List three things you can do save electricity.

1. _____

2. _____

3. _____



SELECTION QUESTIONS

Answer the following questions:

1. What is recycling?

2. How does recycling help the environment?

3. What is Earth Day? When is it celebrated?



ART LINK

Ball Catchers Adapted from <http://www.kidsdomain.com/craft/catch.html>

What You Need

- 2 Plastic milk cartons or laundry detergent bottles
- Scissors
- Colored electrical tape, tempera paint or markers
- Ball to play with

How To Make It

1. Wash and let dry the milk cartons well before starting. Note: It may be easier to cut the bottom off of the containers first.
2. Your teacher will help you to cut the milk carton or detergent bottle. First cut off the bottom, then cut a U shape under the handle. Make sure you don't cut into the handle so you can hold on the ball catch.
3. Use the colored electrical tape, tempera paint or markers to decorate the milk cartons.
4. Have fun playing catch and toss with these fun toys.



5C Global Warming

For the past 100 years the Earth has been getting warmer. Many scientists believe that because of all the trees that have been cut down, the garbage and pollution that people have created, the Earth's climate is changing. As the Earth gets warmer, things around us start to change. The weather begins to change and this also has an effect on humans, plants and animals.

Key Words

climate
floods
glaciers
landslides

Global warming causes the **glaciers** to melt. Glaciers are very large pieces of ice that are in the North Pole and the South Pole. When the ice melts, the water level of the earth gets higher and this causes problems, especially for islands like Puerto Rico. As the weather begins to change, there are more tropical storms that cause **floods** (**inundaciones**) and **landslides** (**deslizamientos de tierra**). Because the water becomes warmer, the sea life is also affected. Coral reefs are places in the water where many animals hide, feed and live. The warmer water causes many changes in the coral reefs, and as a result, animals begin to die and the water changes for humans as well.



THINK ABOUT IT

Why do you think the weather is important to humans, plants and animals?



CYBER LINK

Visit this website for games and activities about global warming

http://tiki.oneworld.net/global_warming/climate_home.html?qclid=CIuw1JK7wYwCFRoYgQodsiWSXA



TALK ABOUT IT!

What can we do to help stop global warming?

V. Conclusion

Scholarly and institutional research has documented the problems and limitations of the language and educational policies implemented during the past century; however, it has not managed to solve the English education quagmire. The Department of Education English Program defined a set of goals and objectives to achieve this outcome, yet the majority of the population still lacks fluency in the language, particularly in productive communicative English skills.

The scholarly literature in second language acquisition reviewed in Chapter 2 states that a second language is most effectively acquired through the early years of formal instruction, and the earlier the learner is exposed to the target language the better the opportunity for efficiently developing communicative skills. English is a required subject from K-12 in both public and private schools on the island, yet students are scoring lower on their English achievement tests than in any other subject on their college entrance exams.

My thesis focuses on the relationship between language, culture and the textbooks and materials used in the Puerto Rico English language classroom. Research on textbooks and materials used in the Puerto Rican English classroom is severely limited, yet the available literature documents of the materials used in the English classroom in Puerto Rico. Generally the textbooks reflect the US continental culture and present content that is neither relatable nor relevant to students in Puerto Rico.

This impasse is not eased but further complicated by the educational system because it has not properly developed and implemented an English education program that responds and adapts to the particular historical, social and cultural context that Puerto

Rican students inhabit. Furthermore, the Department of Education in Puerto Rico does not assign or provide a list of textbooks for teachers to use so teachers are bound to use whichever materials they are able to obtain. However, the Department of Education endorses cultural awareness in its English program *Standards of Excellence* which suggests that there is a need to develop English-language educational materials that are culturally relevant to the students in order for them to develop a different kind of relationship and attitude toward the English language, and increase their English competence.

Researchers referenced in this thesis contend that the objective of teaching English as a second or foreign language is not merely instructing students to master another subject of academic study, but rather learning a new means of communication; and communication in any context that is informed by culture and cultural knowledge is rarely culture free (Cortazzi and Jin in Hinkle, 1999). However, researchers do not always agree on the kind of cultural knowledge and learning that should be pursued when teaching a foreign language.

The scholarly literature that informs my initiative to develop teaching materials for the elementary ESL classroom evokes the debate between those researchers who argue that the best way to teach and learn a foreign language is by employing cultural codes and knowledge based on the target language culture versus those who contend that it is more effective to capitalize on the knowledge students already have of their own cultural milieu. Both perspectives have a foundation based on empirical research. Advocating for a particular rationale should be based on the particular setting and circumstances in which they will be applied.

Closely considering the case of English education in Puerto Rico, and supported by previous publications on second language learning and culture I have argued that the rationale for privileging the Puerto Rican source cultures in textbooks and other second-language teaching resources better fits the reality of our English language learning situation and is compatible with the objectives put forward by the Department of Education's goals for the English program.

The sample unit I have developed using source culture ESL materials serves a dual purpose: it provides a resource that can be used in lower elementary English language classrooms; and it can serve as a model that teachers can follow in order to create and develop their own materials to use in their English classes.

The material created and included in Chapter IV was developed following the principle that the use of culturally and academically relevant content can enhance an ESL student's motivation and comprehension. The design and organizational structure of this sample unit follows a content based approach that integrates the study of English (reading, writing, listening and speaking) and thematic content in history, social sciences, mathematics, art etc.

As we have seen, this material is organized as a Puerto Rico thematic unit to build from students' background and position them as protagonists in their own history and culture. The chapters incrementally build on students' sense of place, citizenship and identity. Chapter 1 provides content and activities based on the various perspectives on the history of Puerto Rico, as a country. Chapter 2 motivates students to learn relevant concepts and facts about each of the 78 municipalities and leads them to discover traits about their own town. Chapter 3 provides students with information on previous

government systems and how the current government works. It also discusses how the community plays a role in electing government officials. Chapter 4 introduces students to the invaluable roles of community services and providers. Chapter 5 promotes a sense of duty and cooperation in terms of their community and the environment, encouraging students to carry out activities to serve their own communities. Included in the chapters are literary passages in prose and verse that incorporate knowledge from various academic disciplines, and activities based on the readings that incorporate higher-order thinking exercises. The activities designed in this unit promote the development of productive skills through tasks such as participating in class discussion, answering questions and creating individual and group projects.

The objectives for this textbook sample unit include drawing from students' backgrounds and personal experiences based on the theme of Puerto Rican history and cultures; developing communicative competence skills through comprehension and interaction; integrating knowledge from across the disciplines in accordance with the content based approach; promoting and developing students' critical thinking abilities and using relevant to promote language learning.

This sample unit is designed for third graders who, for the most part, have already developed reading and writing skills. It is precisely at this stage when students begin to develop a cultural awareness and are exposed to a second language in a formal educational setting. This is thus an ideal setting for reaping the benefits of integrating both language and culture.

The model that I have developed serves as a culturally and pedagogically significant first step towards evaluating ESL textbook and material use in Puerto Rican classrooms.

It can be used as a resource for teachers and students to chart a new path for education in Puerto Rico. The sample unit could be adopted and adapted by contemporary third grade English teachers. Furthermore, it could be used as a model for English teachers of any elementary grade to develop their own materials.

Limitations

A significant limitation in writing this thesis was the lack of research and publications that focused on Puerto Rican ESL textbooks and materials. While the field of ESL textbook evaluation and analysis is vast, it does not generally address the notion and practice of ESL that is specific to Puerto Rico, where English is regarded as a “sequential” and not as “second” (as I explained in Chapter I).

Another considerable limitation in creating the material incorporated in this thesis was the scarcity of culturally relevant material about Puerto Rico written in English and appropriate for children. Although there are many important and extraordinary literary works based on the Puerto Rican diaspora and Puerto Rican culture, many of these texts are targeted to a much older and higher level proficiency audience and could not be integrated in the sample unit.

Several of the prospective English written texts about Puerto Rico that I reviewed were historical texts. A lot of the literature was not written by Puerto Rican authors and there were many times when I encountered inaccuracy in the content of these texts. A few works of literature used in the sample unit were adapted from other texts, but most of them had to be created in order to fulfill the need to make material relevant to the contemporary reality of the students. The aim of the content presented in the model I created for this thesis is to expose students to a contemporary and plural definition of

culture that engages the past with their current social milieu and is not based on traditional notions of Puerto Rico history. For example, Chapter 1 of the sample unit challenges the official and heroic view of the Spanish “discoverers.” Many of the cultural texts reviewed for this project were limited to the four F’s discussed in Chapter II: food, fairs, folklore and facts. If included in the sample unit many of these concepts may just be as irrelevant to students as concepts from the target language culture.

Over the years, the many explicit and implicit definitions of culture in second language pedagogy have led to what R. Scollon (1995) calls the “miniaturization of the concept of culture.” If the scope of culture is reduced to pinpointed concepts and traditions it will not fulfill the objective of relating the material and will prove counterproductive to the task at hand. In the process of developing the material for my sample unit, one of the challenges encountered was having no frame of reference for a language teaching material that updated and revised the traditional cultural concepts to the more modern realities of our students. Adapting excerpts from various resources I presented the concepts taking into consideration the various perspectives on Puerto Rican history.

Another limitation of my thesis project is that due to time constraints, the thematic sample unit could not be used in an empirical research to determine its applicability in an actual classroom setting. I believe that this limitation is the most significant since, in the absence of such a study, we cannot be sure that the source culture based ESL unit is in fact an effective and plausible tool to achieve the learning objectives of the Puerto Rican ESL classroom. Regarding the use and merits of the unit there are several issues that still remain to be examined such as the potential for teachers’ resistance to use materials that

critically reflect on Puerto Rican history, ideologies and cultures. Another fact that needs to be considered is how well teachers will respond to a model that breaks away from the traditional structure, content and formatting of the current textbooks in use. It is possible that in order for these materials to be effectively used additional teacher training would need to be provided. A related issue is teachers' attitudes towards developing new material. Because of the vertical power relations traditionally established by the Department of Education, many teachers have been conditioned to expect institutional directives instead of taking the initiative to develop their own materials. Thus, it is possible that elementary school teachers might be reluctant to use my sample unit as a guide. However this model could serve as a stepping stone for further research.

Suggestions for Further Research and Creative Work

This thesis intends to break new ground in ESL/EFL teaching material development and evaluation in Puerto Rico. The main recommendation is to revise the ESL textbook policy currently practiced on the island. Further analysis of the materials currently employed in ESL classes in Puerto Rico could expand the literature available in the field which is severely limited. As I noted in Chapter I, the most recent comprehensive study of the content of English textbooks used in Puerto Rico was published in 1966 based on data from 1959.

Additional investigations and research using the model incorporated in this thesis will enlighten the efforts of improving our students' language learning experience. Qualitative studies can be conducted to determine the progress in proficiency and acquisition of communicative skills in English of students who use the sample unit. Qualitative studies could also help measure the effects of such materials in psychological

and affective terms. Cultural concepts and activities presented in this sample unit can be assessed and analyzed in terms of how students from different backgrounds (socio-economic, geographic, religious, etc) relate to them. This model could serve as an instrument of research and should be examined and evaluated against target culture textbooks and materials currently used in English language immersion classrooms, bilingual classrooms and English subject classrooms.

Another recommendation based on this research is to promote the development of ESL material that is designed and produced locally instead of opting solely for material that is produced for the US context. Teachers could create this type of material and use other resources such as technology to present them in their language classrooms. This practice could prove invaluable to the process of promoting collaborative teaching and learning and entitling local teachers to make original and relevant contributions to our local educational system.

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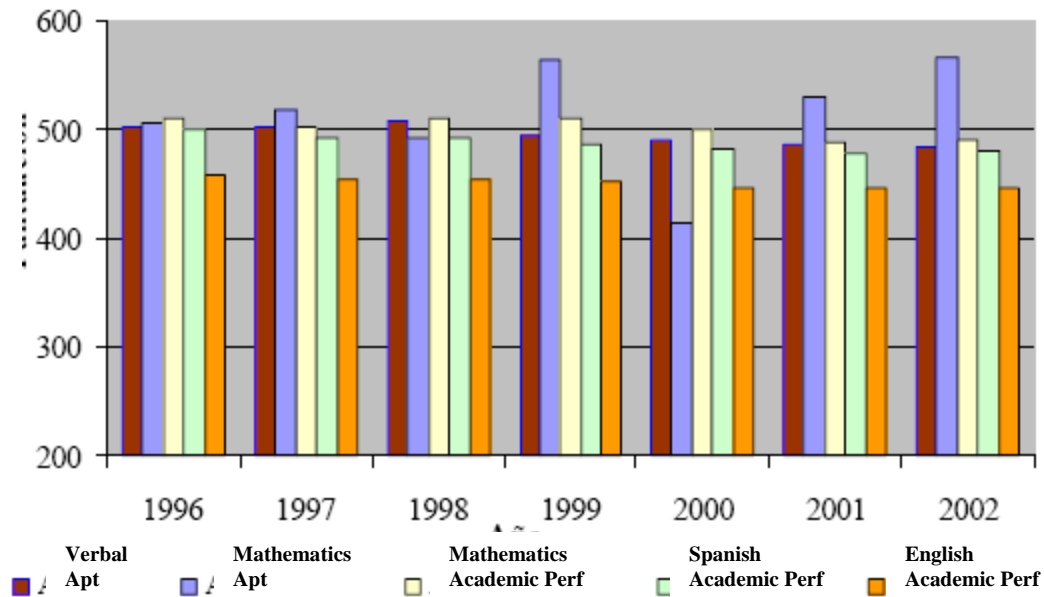
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Appendix A

Statistical Description of Scores from the Academic Performance in English Test of the College Entrance Exam (1996-2002) *Data Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*

Year	Mean	Median	Mode	Standard Deviation	Min Score	Max Score	CV %	N of students
1996	479.27	458.50	370.0	115.16	202.0	794.0	24.03	21,234
1997	471.31	455.00	447.0	113.53	200.0	800.0	24.09	23,863
1998	472.22	455.00	455.0	118.29	200.0	797.0	25.05	22,418
1999	469.59	452.00	360.0	118.56	200.0	794.0	25.27	23,141
2000	467.40	447.00	360.0	120.83	200.0	794.0	25.85	23,112
2001	467.59	447.00	398.0	129.43	200.0	793.0	27.68	20,095
2002	468.75	446.00	336.0	128.97	202.0	790.0	27.51	19,794

Median Score the Five Test on the College Entrance Exam (1996-2002) *Data Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*



Appendix B

Statistical Description of Scores from the Verbal Aptitude Test of the College Entrance Exam (1996-2002) *Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*

Year	Average	Truncated Avg	Median	Mode	Std Dev	Q1	Q3	Min	Max	CV (%)	N
1996	498.34	500.04	503.0	541.0	96.89	430.0	574.0	200.0	787.0	19.44	22,186
1997	495.77	497.0	503.0	558.0	100.89	421.0	572.0	200.0	787.0	20.35	24,753
1998	499.46	500.67	509.0	526.0	104.85	420.0	580.0	200.0	786.0	20.99	23,319
1999	492.22	492.74	495.0	480.0	105.16	411.0	575.0	200.0	800.0	21.36	24,187
2000	485.71	486.25	489.00	624.0	103.66	411.0	562.0	200.0	775.0	21.34	23,331
2001	486.05	486.22	487.0	504.0	110.14	405.0	570.0	200.0	787.0	22.66	21,091
2002	484.84	485.03	484.5	535.0	107.42	403.0	569.0	200.0	786.0	22.16	20,126

Statistical Description of Scores from the Math Aptitude Test of the College Entrance Exam (1996-2002) *Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*

Year	Average	Truncated Avg	Median	Mode	Std Dev	Q1	Q3	Min	Max	CV (%)	N
1996	526.20	526.31	525.00	507.0	106.23	445.0	607.0	206.0	800.0	20.19	21,367
1997	519.29	518.98	518.00	518.0	108.88	438.0	599.0	200.0	800.0	20.97	24,034
1998	524.18	523.70	518.00	492.0	113.88	438.0	607.0	206.0	800.0	21.73	22,615
1999	519.92	518.88	513.00	565.0	114.67	431.0	607.0	200.0	800.0	22.05	23,453
2000	512.16	510.95	509.00	414.0	114.44	425.0	594.0	212.0	800.0	22.34	23,324
2001	505.55	503.72	496.00	531.0	118.17	416.0	589.0	212.0	800.0	23.37	20,360
2002	509.55	508.96	502.00	567.0	116.47	419.0	597.0	200.0	800.0	22.86	20,096

Statistical Description of Scores from the Academic Performance in Math Test of the College Entrance Exam (1996-2002) *Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*

Year	Average	Truncated Avg	Median	Mode	Std Dev	Q1	Q3	Min	Max	CV (%)	N
1996	520.44	518.10	511.00	568.0	108.02	438.0	596.0	253.0	800.0	20.75	21,233
1997	512.56	510.37	502.00	523.0	104.59	432.0	589.0	233.0	800.0	20.40	23,845
1998	514.56	513.17	511.00	534.0	106.84	431.0	591.0	200.0	800.0	20.76	21,555
1999	513.62	512.54	511.00	557.0	106.94	433.0	593.0	204.0	800.0	20.82	22,160
2000	506.00	504.22	499.50	481.0	110.93	421.0	584.0	204.0	800.0	21.92	23,100
2001	499.60	497.32	488.00	461.0	114.18	411.0	585.0	211.0	800.0	22.85	20,088
2002	500.75	498.54	490.00	432.0	113.04	413.0	582.0	200.0	800.0	22.57	19,791

Statistical Description of Scores from the Academic Performance in Spanish Test of the College Entrance Exam (1996-2002) *Source: Centro de Investigaciones Comerciales e Iniciativas Académicas (2004)*

Year	Average	Truncated Avg	Median	Mode	Std Dev	Q1	Q3	Min	Max	CV (%)	N
1996	503.75	503.29	501.00	544.0	87.73	438.0	569.0	228.0	800.0	17.42	21,226
1997	495.09	493.97	493.00	493.0	88.16	430.0	555.0	215.0	800.0	17.81	23,834
1998	492.97	492.69	493.00	473.0	90.58	428.0	557.0	200.0	800.0	18.37	22,414
1999	485.04	484.70	486.00	473.0	88.45	420.0	546.0	201.0	800.0	18.24	23,120
2000	481.31	481.43	482.00	500.0	87.76	416.0	546.0	202.0	800.0	18.23	23,097
2001	478.25	477.71	479.00	534.0	89.30	412.0	543.0	200.0	800.0	18.67	20,074
2002	477.12	476.85	480.00	492.0	90.01	411.0	540.0	211.0	800.0	18.86	19,774