

MILWAUKEE'S CULTURAL CONNECT: PUERTO RICAN AMERICANS

Teacher Guide

This program includes (1) your input (which can be modified any way you wish), (2) a video (divided into three parts) that describes the Milwaukee Puerto Rican experience presented by a Latino anthropologist, (3) talking points with images you can print out from this site, (4) a game of jeopardy to help students retain information, and (5) a pre-/post-test survey to evaluate the program.

Small prizes may be offered. Or you might print out the cultural FACEBALL CARDS on this site as prizes.

PART ONE: INTRODUCTION

1. Explain that students will be learning about the practices and history of Puerto Rican Americans
2. Show students where Puerto Rico is located on a worldwide map
3. If you have a Milwaukee neighborhood map, you might show them the Yankee Hill neighborhood (the first home of the Milwaukee Puerto Ricans) and the Riverwest neighborhood (the current home of many Milwaukee Puerto Ricans)
4. Explain the concept of “culture” to the students

Culture

Cultural traits are any kinds of behaviors or ideas or beliefs that are SHARED by a group—meaning that a high percentage of the people practice these behaviors or beliefs. The cultural traits develop because people are adapting or adjusting to something in their environment. For example, if the group lives in an area where people are at war all the time, they might become more of a warrior society themselves to protect their group, and they might then believe that the finest people are those who are good fighters. If a group is discriminated against, they might learn that their only way to survive is to really stick together as a group, as they can't rely on help from the outside.

5. Pass out Puerto Rican timeline (if desired)
6. Conduct the pre-test survey (if desired)
7. Have students count off to divide into four groups (numbered one, two, three, four) and pick group leaders, for later discussions and game

PART TWO: EXPLAIN HOW THE VIDEO WILL WORK

1. Tell students that the cultural anthropologist is a Milwaukee Latino
2. Tell them they will also see excerpts from a documentary where local Puerto Rican Americans discuss their culture in their own words
3. Tell them that parts of the video will be covered later in discussions and a game of Jeopardy—hence they might want to take notes
4. The video will be paused once so students can take part in discussions
5. Explain that you will write questions on the board for discussion later when the video is paused

PART THREE: VIDEO (FIRST SECTION)

The first part of the video is an introduction by the Puerto Rican anthropologist. The second part of the video is where information is given on: Economic Pursuits, Family Relations, Religion, and Expressive Culture

While the video is on, write these questions (and any others you deem important) on the board:

Think about what you are learning on the video about Latino **Economic Pursuits, Family Relations, Religion, and Expressive Culture**. Your job is to try and figure out what about these experiences would make cultural traditions the same or different for Puerto Ricans and Mexicans.

List

Economic pursuits

How might Mexicans and Puerto Ricans be the same and why?

How might they be different and why?

Family relations

How might Mexicans and Puerto Ricans be the same and why?

How might they be different and why?

Religion

How might Mexicans and Puerto Ricans be the same and why?

How might they be different and why?

Expressive culture (language, music, cuisine/food, art)

How might Mexicans and Puerto Ricans be the same and why?

How might they be different and why?

The video narrator will tell you when to pause the video

PART FOUR: STUDENTS RESPOND TO QUESTIONS

1. In their groups, students should come up with answers to all the questions.
2. Group leaders should report out, then hand in the lists with their group numbers on sheets of paper

PART FIVE: VIDEO (SECOND SECTION)

While this section is aired, you can tabulate the best responses on the lists, for later prizes, if applicable.

Here you might give out Facebook Cards (or some other prizes) to the students and may select some topic in the previous section of the video to discuss. Some might be the following:

PART SIX: TALKING POINTS

1. Do you remember the reference to where most Puerto Ricans have lived in Milwaukee?

You might first ask what they remember.

Puerto Ricans in Milwaukee (you can access images on this site)

Many Milwaukee Puerto Ricans live in the Riverwest neighborhood (show photo), especially near Holton Street and North Avenue. But as the video pointed out, this was not always the case. When Puerto Ricans began arriving in Milwaukee in large numbers in the 1940s and 1950s, they lived in the downtown area—in the area known as the Yankee Hill neighborhood (show photo). Their church at the time was Old St. Mary's on Broadway. But they were evicted from their homes when Milwaukee built a freeway in that area and began an urban renewal program to improve housing stock. They were not the only ethnic group that lost their homes due to the Urban Renewal Administration or freeway building. Can you think of others?

2. Do you remember the reference to Puerto Rican music?

You might first ask what the students already know about this.

Bomba music (you can access images on this site)

The bomba is more an elaborate event than a simple musical composition. The musical genre combines singing, dancing, and music, and is typically performed during community social events. The bomba begins with a female solo, followed by a response from the other musicians who play percussion instruments while dancers move along with the music.

PART SEVEN: VIDEO (LAST SECTION)

PART EIGHT: GAME/EVALUATION

1. Engage the four groups in the game of Jeopardy, which can be accessed on this site (prizes or Facebook cards may be handed out, if desired).
2. Conduct the post-test survey (if desired), which can be accessed on this site.