



LATIN AMERICAN
& IBERIAN INSTITUTE



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Let's Explore Puerto Rico!

This lesson plan aims to introduce learners to Afro-Latinidad in Puerto Rico through authentic and engaging resources.

LEARNING OBJECTIVES: This resource incorporates activities aligned to the following Common Core Standards.

Reading Standards for Information Texts grades 11-12:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Standards grades 11-12:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards grades 11-12:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Name: _____ Date: _____

Democracy Now! - War Against All Puerto Ricans: Inside the U.S. Crackdown on Pedro Albizu Campos & Nationalist Party

Panel discussion with Rep. José Serrano (D-NY); Nelson Denis, author of the book, “War Against All Puerto Ricans: Revolution and Terror in America’s Colony”; and Hugo Rodríguez of the Puerto Rican Independence Party.

Watch, listen or read about Pedro Albizu Campos at https://www.democracynow.org/2015/4/21/war_against_all_puerto_ricans_inside

As you’re consuming the content, answer the following comprehension questions:

What was Pedro Albizu Campos’ first experience with law enforcement and how did that influence his path forward?

What was the Ponce Massacre?

How was Campos’ arrest reported? What do you notice about how Campos’ perspective was presented?

Listen closely to the excerpt from Campos’ 1950 speech or read it below.

Mr. President of the Lares Municipal Council, ladies and gentlemen, it’s not easy to give a speech when we have our mother laying in bed and an assassin waiting to take your life. Such is the present situation of our country, our mother, of Puerto Rico. The assassin is the power of the United States of North America. One cannot give a speech while the newborn of our country are dying of hunger; while the adolescents of our homeland are being poisoned with the worst virus of them all, the virus of slavery; when the adults of our homeland must leave their hometown of Lares in fear, and they don’t even have exit to countries other than the enemy power that binds us. They must go to the United States to be the slaves of the economic powers, of the tyrants of our country. They are the slaves



who go to Michigan out of need, to be scorned and outraged and kicked.

One cannot easily give a speech when this tyrant has the power to tear the sons right out of the hearts of Puerto Rico mothers to send to Korea, or into hell, to kill, to be the murderers of innocent Koreans, or to die covering a front for the Yankee enemies of our country, for them to return insane to their own people or for them to return mutilated beyond recognition, even by their own mothers. It's not easy. Our blood boils. Impatience beats at our hearts and tells us that patience must end, it must disappear, and that the day of Lares must be the day of Lares, which is to say it must be the day of the Puerto Rican revolution.

This year is the hundredth anniversary of the creation of the Cuban flag. And in the beautiful, deeply profound speech our illustrious secretary-general made in homage to the flag of Cuba, he compared it and called it the womb of our own flag, for this centennial of the Cuban flag is also the centennial of the Puerto Rican flag in the sense of origin. We have called together here those who want the union of our brothers, of our Latin American brothers, and, very specially, the Cubans, all the people of the Antilles, the Haitians, the Dominicans, for all of them who love the independence of Puerto Rico as their very own, because as long as Puerto Rico is not free, every single one of those nations feels mutilated.

Write down your initial reactions to the speech. Is Campos convincing in his argument? If so, how and if not, why not?

What does Rep. José Serrano (D-NY) say Campos influenced the process of “pushing back on Washington?”

Although he was the first Puerto Rican to graduate from Harvard and the valedictorian of the law school, Campos did not deliver the valedictorian speech. Why? How did this experience affect Campos?



What was the moment that the U.S. government took notice of Campos?

Why does Hugo Rodriguez say Campos is still significant in Puerto Rico and to the people of Puerto Rico?

How did the U.S. government misrepresent the violence in Puerto Rico?

What was the Blair House attack?

How did then Governor Luis Muñoz Marín characterize Campos in his 1950s interview?

Watch, listen or read part two at https://www.democracynow.org/2015/4/21/part_2_nelson_denis_on_the

How did the U.S. criminalize the independence movement? Why?

How did Campos die?



What is Pedro Albizu Campos legacy today?

Debate Activity: In pairs or small groups, have a respectful discussion on whether Pedro Albizu Campos was a violent, Anti-American terrorist or a proud nationalist fighting for the rights of his homeland. Jot down your arguments and some of the points made below:

Argument #1:	Argument #2:

