The purpose of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms. It focuses on the teacher's individual needs and specified competencies to be attained. The sequence is divided into 12 modules (see SP 008 975-987), each of which include a preassessment test, a postassessment test, and learning tasks. Competency is assessed through successful completion of the learning activities and postassessments of each module. (This document is a description of the entire modular sequence and contains a bibliography.) (PB)
TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
DR. PERRY A. ZIRKEL, DIRECTOR

MODULAR SEQUENCE:
 PUERTO RICAN PUPILS
 IN MAINLAND SCHOOLS

INSTRUCTOR'S GUIDE

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

COLLEGE OF EDUCATION
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT

DR. IRVING S. STARR, DEAN
ACKNOWLEDGEMENTS

This modular sequence reflects the combined concerns of the Corpsmembers, Staff, and Cooperating Teachers of Teacher Corps Cycle VII Bilingual Project of the University of Hartford/Hartford Public Schools. Their cooperation in the development and field-testing of the sequence is greatly appreciated. A special thank you goes to Susan Melnick of the Teacher Corps Staff. Without her patient dedication, the compilation and coordination of the sequence would not have been possible.
MODULAR SEQUENCE: PUERTO RICAN PUPILS IN MAINLAND SCHOOLS

I. RATIONALE: In recent years an effort has been made to develop viable educational programs for teachers that focus on individual needs and specified competencies to be attained. This trend grew out of a need for evaluating and improving teaching skills, rather than judging a teacher's competence solely in terms of accumulated credits, courses, grades and degrees.

II. OBJECTIVE: The comprehensive objective of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms.

III. PREREQUISITES: None.

IV. ORGANIZATION: The sequence is divided into the following major areas of consideration:

1. The Puerto Rican in Puerto Rico
2. Migration Patterns of the Puerto Rican
3. Living Conditions in the U.S.: New York
4. The Puerto Rican in Hartford
5. The Puerto Rican Family
6. Prejudice and the Puerto Rican
7. The Educational System in Puerto Rico
8. Puerto Rican Spanish
9. Puerto Rican English
10. Prominent Puerto Ricans
11. Puerto Rican Culture and Mores
12. The Puerto Rican and The Arts

V. PROCEDURE: The participant will be able to arrive at a practical understanding of the major concepts of Puerto Rican culture through specified readings, options to develop his/her own instructional activities, practical clinical applications, audio-visual materials, interaction with resource people and peers, and consultation of cross-reference materials.

VI. ASSESSMENT: Competency will be assessed through successful completion of the learning activities and post-assessments of each module.
VII. MANAGEMENT:

1. Instructor's Procedure: It is recommended that the instructor schedule an initial seminar to explain the overall format for proceeding through the modular sequence. While the sequence is designed to be completed in a fifteen-week period equivalent to a traditional semester, the length of time each module requires for completion varies according to the learner's needs.

2. Activities: Although some learning activities satisfy the requirements of more than one objective, the checklists contain specific resources for enumerated objectives and corresponding items on each Post-Assessment.

3. Resources: Copies of a set of readings designed specifically for this sequence is included in the respective modules. Copies of other recommended readings have not been included because of copyright restrictions. It is suggested that sufficient copies of all such recommended resource materials be secured prior to students' beginning the sequence.

4. Remediation: Activities for remediation should be agreed upon by the Instructor and student in concert. While the Instructor may wish to suggest alternatives not included in the sequence, learning activities not originally selected by the student may be used for remediation.
BIBLIOGRAPHY


Arrirí, Francisco. *Bolero y Plena*.


Coll y Toste, Cayetano. Historia de la instrucción pública en Puerto Rico hasta el año 1898. San Juan, 1910.


Dávila de Fuentes, Gladys. "Socioeconomic and Cultural Characteristics of Families Living in Depressed Areas in Puerto Rico."


Enciclopedia Universal Ilustrada Espasa, Barcelona, 1930.

Fitzpatrick, Joseph P. "Interruption of Puerto Ricans in 
New York City," American Journal of Sociology, 71 
(January, 1966), 395.

___. "Oscar Lewis and the Puerto Rican Family,"

____. Puerto Rican Americans, The Meaning of Migration 

Galíndez, Jesús de. Puerto Rico en Nueva York: Sociología 

Gili Gaya, Samuel. Nuestra Lengua Materna. San Juan: 
Instituto de Cultura Puertorriquena, 1965.

Greenspan, Richard. Puerto Ricans on Long 
Island. New York: 

Hamell, Pete. "Coming of Age in Nueva York," in Cordasco 
and Bucchioni, The Puerto Rican Experience, pp. 198-212.

Handlin, Oscar. The Newcomers: Negroes and Puerto Ricans 
in a Changing Metropolis. Cambridge, Mass.: Harvard 

Howard, John R. Awakening Minorities. New Jersey: Aldine 

Lewis, Gordon K. Puerto Rico: Freedom and Power in the 
Caribbean.

Lewis, Oscar. "In New York You Get Swallowed By a Horse," 
Commentary (November, 1964), 69.

_____. La Vida: A Puerto Rican Family in the Culture 
of Poverty--San Juan and New York. New York: Random 
House, 1966.


Lockett, Edward B. The Puerto Rico Problem. New York: 

Lopez Cruz, Francisco. La Música Folklórica de Puerto Rico.

López Tamés, Román. El Estado Libre Asociado de Puerto Rico. 
Oviedo, 1970.


Munoz, Maria Luisa. La Musica en Puerto Rico.


"La condicion urbana: San Juan Puerto Rico."


