Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 2 Unit 2 Lesson 3.3-3	**Title**	Acts and Laws and Cases…Oh my…		
Contributors/Reviewers	CTECS SS Team	**Revision Date**	April 6, 2022	**Duration**	1 day

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework **Dimension 2 Applying disciplinary concepts and tools** HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women). CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. **From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)** CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to: Examine the various laws and acts implemented on PR by the US	What kind of policies did the US pass with PR?

From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) **CELP.9-12.4.L.6** Acquire and use accurate general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Key Concepts and Terms	**Performance Criteria**
• Citizenship • Foraker Act • Jones Act • 936 Section of the IRS • Insular cases • Example: Puerto Rican Farm Worker **Vocabulary:** disenfranchised	Cases and Laws and Act of Puerto Rico

Description/Procedures (including time allotted)

Pre-Teaching/Pre-Reading/Pre-Viewing	**Materials/Resources**
https://www.history.com/news/puerto-ricos-complicated-history-with-the-united-states https://www.vox.com/policy-and-politics/2017/9/27/16373484/jones-act-puerto-rico https://ctj.org/puerto-rico-and-section-936-a-taxing-lesson-from-history/	https://www.history.com/news/puerto-ricos-complicated-history-with-the-united-states https://ctj.org/puerto-rico-and-section-936-a-taxing-lesson-from-history/ https://www.vox.com/policy-and-politics/2017/9/27/16373484/jones-act-puerto-rico U.S. Territories: Last Week Tonight with … Cases and Laws and Act of Puerto Rico
Initiation/Hook/Activation of Prior Knowledge Begin by showing John Oliver clip about the Insular Cases and then discuss (0-4:35) U.S. Territories: Last Week Tonight with John Oliver (HBO)	
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)	

Students receive the Cases and Laws and Act of Puerto Rico activity. They find sources on five significant laws the US has passed within Puerto Rico and summarize their purpose and impact on the island.		
Closing/Evidence of Learning Are these laws beneficial for Puerto Rico? Discuss. Cases and Laws and Act of Puerto Rico		
Home Links	**Extensions**	**Interdisciplinary Connections**
Students interview their family members about what they know about PR.	Students read a resource about working conditions and economic conditions of the island after the "arrival" of the U.S and today: The Emptying Island: Puerto Rican Expulsion in Post-Maria Time	Economics Humanities English