

## **Latino Immigrants and Communities in Philadelphia**

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**Overview**

**Rationale**

**Objectives**

**Strategies**

**Classroom Activities**

**Annotated Bibliography/Resources**

**Appendices/Standards**

### **Overview**

When introducing Spanish-speaking countries and geography in my tenth grade Spanish 1 classroom this year, I asked a very broad and open-ended question: Where do people who speak Spanish live? I was expecting the names of countries or states with large Latino populations, but instead I got specific answers such as, “5<sup>th</sup> and Cayuga.” While this was not the answer I had hoped for, it was definitely a starting place. Yes, there is a Spanish-speaking population in Philadelphia, but where did it come from? What different ethnicities, cultures, beliefs and values do Spanish-speaking immigrants bring with them? And, how can I help my students see past the stereotypes and learn to appreciate and understand Latino culture?

In my Spanish 1 classroom, I find that students are anxious to learn more about the Hispanic and Latino people living in Philadelphia. They enjoy taking part in cultural holidays and learning about schools and families in Spanish-speaking countries, but they also look for ways to directly apply it to the Latinos in their neighborhoods. For this reason, I would like to plan a unit that involves the students in learning about and taking part in the heritages and cultures of Latinos in Philadelphia.

By making connections among students, Spanish-speaking communities in Philadelphia and their native countries, the students will have a deeper understanding of Latino culture while learning the language. Students will be able to apply the language what they know and what they see around them. They will learn research and writing skills, presentation skills, group work skills, Spanish reading, writing and listening skills, as well as interpersonal communication skills. These interdisciplinary skills will help them in other courses, the PSSAs, and the senior project, as well as incorporate the

different multiple intelligences of the students. The students will be exposed to areas and people of Philadelphia they otherwise may not have been open to. I hope to make learning a language more personal and meaningful for my students from starting with what they know and conducting research based on their questions. In this way, I hope my students will be able to make meaningful connections from the classroom to “5<sup>th</sup> and Cayuga” to Puerto Rico.

## **Rationale**

Teaching the values, beliefs and customs of the target culture in a Foreign Language classroom is just as important as teaching the vocabulary and grammar of the target language. Unfortunately, this aspect of Foreign Language instruction is often either watered down or omitted entirely. For the majority of students, learning about differences in cultures and daily lives is actually the most engaging aspect of learning a Foreign Language – and usually the part of the class they remember best later on. This unit will help to tie together my students’ awareness of the values and beliefs of Latinos and Hispanics throughout the world while also developing their cultural acceptance and understanding of their neighbors.

Although the number of immigrants coming to Philadelphia from Latin America has increased in recent years, Hispanic immigrants have been coming to the city as early as the 1800s. Kate Wilson writes:

As the first capital of the new nation, Philadelphia was home to many foreign diplomats. It was also a republican beacon for revolutionary exiles from Latin American countries seeking independence from Spain, such as Francisco Miranda and Manuel [de Trujillo y] Torres, who took up residence in Philadelphia and New York City. There they continued their political activities, publishing newspapers and organizing Latin American independence. As late as the late nineteenth century, Philadelphia and New York were centers of independence activities for Cubans and Puerto Ricans (103-104).

It was during the first half of the 1800s that Philadelphia and the United States also saw the first publication of the first Spanish language newspaper. Félix Varela was a Cuban priest and philosopher, exiled from Cuba because of his revolutionary beliefs. While in Philadelphia, Varela published *El Habanero*, a Spanish-language periodical that was smuggled into Cuba during 1824-1826 (Lazo, 30-31). Today, the Philadelphia-based *Al Día* Foundation presents an award in Varela’s honor. The “Félix Varela” Annual Award for Excellence in Spanish-Language Journalism in the United States of America is awarded to the best journalism produced each year.

Although Latinos have been immigrating to Philadelphia since the 1800s, Latin American immigration increased greatly after World War II. While many workers who came during the war were repatriated once it ended, there was a large population of Puerto Rican migrants arriving as agricultural, manufacturing and domestic laborers. The expansion of immigration laws in the 1950s allowed for more and more Latin American immigrants to become United States citizens. While the majority of Latinos settled in New York City, a large number settled in Philadelphia and throughout the Mid-Atlantic Region (Wilson, 118).

### *Who is a “Latino”? Establishing Identity and Community in Philadelphia*

As the Latino population grows, it also continues to diversify. According to the 2000 Census, Latinos are the fifth largest ethnic group in the United States. The United Census Bureau defines Hispanic or Latino as “a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.” While this term is commonly accepted by most, it has been criticized for not distinguishing among nationalities. The culture and people of Peru, for example, are very different from the culture and people of Costa Rica.

According to Kate Wilson, “‘Latino’ is a term that has emerged only in the context of Spanish-speaking immigration and migration to the United States and has no existence outside of that context. Many Latinos do not identify with the term, which has its origins in communities’ cultural and political activism. Nor do they identify with the government-prescribed term ‘Hispanic,’ used in many ‘official’ contexts, such as the census. Many choose to highlight their country of origin as Dominicans, Mexicans, Puerto Ricans, Venezuelans, for instance, each of which is culturally distinct” (118). In Philadelphia, Puerto Ricans make up the largest group of Latinos. While immigrants from different countries do tend to settle in different areas, many have assimilated into a more unified Latino community.

Once in Philadelphia, Latino immigrants settled in different pockets of the city, such as Southwark near the piers, the Spring Garden neighborhood and Northern Liberties. As more and more settled together, the creation of urban *barrios* emerged, often mirroring what some neighborhoods and communities were like in their native countries (Wilson, 119). In many neighborhoods, corner stores called *bodegas* or *tiendas* began to open up, offering Latino customers tropical produce and a place to interact with other Latinos, a way of mixing immigrants’ national heritage with Philadelphia (“Latino Philadelphia”). *Bodegas* are another way of distinguishing among Latino groups; a Mexican *bodega* will often have different cultural items than a Colombian *bodega*.

As the populations continued to grow, a sense of community grew as well. Puerto Ricans already established in Philadelphia worked with newly arrived migrants to find work and housing. Mothers worked together to provide childcare so others could work. Community organizations were formed to help others with jobs and housing, as well as provide recreational and cultural outlets for families and children (“From Puerto Rico to Philadelphia,” 208-210).

The funding of the Council of Spanish Speaking Organizations, Inc, also known as *El Concilio*, in 1962 helped to organize and unite the different Latino organizations in order to improve the living and working conditions for the Latino community. This group is also responsible for planning the Puerto Rican Week and Parade. It provides social services and counseling for the community (“From Puerto Rico to Philadelphia,” 216).

In the 1970s and 1980s, the Spring Garden neighborhood began to gentrify and many Puerto Ricans began moving into North Philadelphia. Here, they again built a strong community. The area of 5<sup>th</sup> Street and Lehigh Avenue is known as The Golden Block, or *El Centro de Oro*, and is a center of Latino business and shopping in Philadelphia. The majority of the businesses are owned and operated by Latinos. Although many are owned by Puerto Ricans, there are also shops and restaurants run by Colombians, Dominicans, Cubans and Mexicans, making the area the “center of the *barrio*” (“Latino Philadelphia”).

*El Centro de Oro* serves as a popular shopping and cultural district for Latinos. Different community groups and organizations work to serve the community, such as the Spanish Merchants’ Association and the Hispanic Association of Contractors and Enterprises, who support the Latino businesses (“Latino Philadelphia”). Non-profit groups, such as Taller Puertorriqueño, offer educational and cultural courses, display artwork of Latino artists and offer a library to the community (Taller Puertorriqueño). The Julia de Burgos Public School, named after the Puerto Rican poet, was built on the lot of an abandoned factory. The new school now offers bilingual education, as well as Family Community Center to help at-risk children and families.

### *The Puerto Rican Community*

The Puerto Rican population is the largest Latino population in Philadelphia; in fact, it is the third largest Puerto Rican population outside of Puerto Rico. There are over 90,000 Puerto Ricans living in Philadelphia; the next largest group is made up of approximately 6,000 Mexicans (“Latino Philadelphia at a Glance”). The Philadelphia Puerto Rican population continues to grow rapidly.

Puerto Ricans have been migrating to Philadelphia for over a hundred years. As Philadelphia was a major trading port, there was much trade between the city and the island and many Puerto Rican merchants, tradesmen, laborers, and skilled workers moved to the city. As with many other Latin American countries, there were also political exiles that sought asylum in the city (“Latino Philadelphia at a Glance”).

Puerto Rico and Philadelphia grew more connected through industry. Puerto Rican sugar was imported to sugar refineries on the Delaware River. Tobacco was brought to Philadelphia for manufacturing and sale. Puerto Ricans came to work in the factories and distributions of these products. Many of the cigar stores in Philadelphia were owned by Puerto Ricans and Cubans and made up the first Spanish-speaking local of the Cigar Makers International Union in 1877 (“El Viaje,” 15).

Migration between Puerto Rico and Philadelphia began as far back as the 1800’s and continues today. After World War II, Puerto Ricans became the first population to migrate by airplane. Contract workers began to arrive on cargo planes after the war and the first commercial flights between Puerto Rico and Philadelphia were authorized in 1957. Puerto Ricans began traveling to and from Puerto Rico much more conveniently on commercial flights (“El Viaje,” 19).

The number of Puerto Ricans coming to Philadelphia greatly increased after World War II. Puerto Ricans arrived as part of different government work programs to perform agricultural, industrial and domestic labor. Men often arrived as part of work contract programs in industry or agriculture. Many women came through industrial and domestic work programs, often working as servants in homes of the rich or in garment factories (“El Viaje,” 20).

Many Puerto Rican workers worked in agriculture in the Philadelphia suburbs. Many worked on farms; others transported produce to different industries. Most of this industry was organized through work contractors in Philadelphia and Puerto Rico. In the town of Glassboro, New Jersey, Puerto Rican laborers worked on a farm that was once a World War II camp for prisoners of war, causing some human rights activists to say that it was now a concentration camp for Puerto Ricans (“El Viaje,” 24). In most agricultural work contracts, the conditions were poor for the workers and they were paid little. The workers lived in barracks, worked the land and sent most of their money home to Puerto Rico. Many left agricultural jobs when their contracts were up or when they could find a better job in Philadelphia (“From Puerto Rico to Philadelphia,” 157).

By 1970, there were more than 60,000 Puerto Ricans living in the Philadelphia region. They began to create the Latino neighborhoods and *barrios* throughout the city that are still key cultural community centers today. Puerto Ricans are unique in that many

spend time on the island and in Philadelphia, a practice known as circular migration (“Latino Philadelphia at a Glance”).

At present, the majority of Puerto Ricans in Philadelphia live in North Philadelphia neighborhoods, specifically along north 5<sup>th</sup> Street, also known as *El Centro de Oro*. This area serves as the business center of the Puerto Rican and Latino community; many Puerto Rican and Latino businesses, stores, restaurants and cultural groups are located there.

### *The Mexican Community*

The 2000 U.S. Census estimates that there are over 6,000 Mexican immigrants living in Philadelphia; however, the Mexican population is growing rapidly and it is suggested that there may be more than 12,000 people by the next census. The largest Mexican community in Philadelphia is in South Philadelphia, but there are some smaller communities in North Philadelphia, Northeast Philadelphia and West Philadelphia as well (“Latino Philadelphia at a Glance”).

Mexicans have been trickling into Philadelphia since the 19<sup>th</sup> century. In the early 20<sup>th</sup> century, Mexicans began to arrive to work in agriculture and construction (“Latino Philadelphia at a Glance”). During World War II, many Mexican migrant workers came to work in factories and on railroads in Philadelphia and throughout Pennsylvania; most repatriated after the war, but many stayed (Wilson, 118). Since then, the population has continually increased, with small numbers of immigrants coming in waves.

Mexican immigrants have diversified from an economic standpoint. While many perform service work, there are also many who have started their own businesses and restaurants in their communities.

### *The Dominican Community*

There are estimated to be over 4,000 Dominicans living in Philadelphia. The group is a mix of documented and undocumented immigrants. The majority of Dominicans are settling in North Philadelphia, mixing in with the strongly established Puerto Rican communities (“Latino Philadelphia at a Glance”).

Unlike many of the other Latino groups, there were very few Dominicans living in Philadelphia until just recently. Since 1990, the Dominican population has been growing rapidly as many Dominicans migrated from New York City to Philadelphia. Dominicans came to Philadelphia because there was more work, cheaper housing costs

and safer neighborhoods. Once settled, they brought relatives from the Dominican Republic to Philadelphia to earn a better life (“Latino Philadelphia at a Glance”).

### *The Cuban Community*

The Cuban population is the third largest Latino group in Philadelphia. The group is growing at a much slower rate than other Latino groups in the area. While the majority of the population has settled in North and Northeast Philadelphia, many have moved into other Latino neighborhoods throughout the city and the surrounding region (“Latino Philadelphia at a Glance”).

Similar to Puerto Rico, there was much trade between Philadelphia and Cuba throughout the nineteenth century. Cubans lived in the city as merchants and trades people. In addition, there was also a large group of Cuban pro-independence exiles and organizers taking asylum in the city. Perhaps the most famous of these political exiles was Félix Varela, a Cuban priest and philosopher, who began the first Spanish-language newspaper in the new world, *El Habanero*, in 1824. Varela smuggled the paper back into Cuba to continue spreading his pro-independence beliefs (Lazo, 31).

After the Cuban revolution in 1959, many more Cuban exiles arrived in Philadelphia. While some later moved to be with friends and family in Florida, many stayed in Philadelphia. Among these groups, there is still a strong sense of Cuban culture and the desire for Cuban solidarity (“Latino Philadelphia at a Glance”).

### *The Colombian Community*

Perhaps the earliest Colombian immigrant to Philadelphia was Manuel de Trujillo y Torres. Torres participated in revolutionary conspiracies against Spanish colonial rule in what is now Colombia. Once exiled, he came to Philadelphia to safely live out the rest of his days in the 19<sup>th</sup> century (“Latino Philadelphia”).

Since then, Colombians have continued to immigrate in small numbers, many looking for economic opportunity and a better education. The 1965 Immigration Act allowed for a large number of Colombians to move to the city in search of work. In the 1970s and 1980s, Colombians immigrated from Colombia and from New York City to Philadelphia (“Latino Philadelphia at a Glance”).

Now, the Colombian community in Philadelphia numbers over 2,000 people. The number continues to grow as more and more Columbians immigrate to Philadelphia to escape the violence in Colombia. The population largely resides in Olney section of North Philadelphia and in Northeast Philadelphia (“Latino Philadelphia at a Glance”).

## **Objectives**

As a teacher of English and Spanish, many of my goals and objectives throughout this unit are interdisciplinary. With the increasing importance of No Child Left Behind testing, there is a growing need to reinforce reading and writing skills in all subject areas. This unit is designed to strengthen some of those skills, while focusing on studying Latino and Spanish-speaking cultures and incorporating exercises in communication skills. The unit can be adapted and refined to work in different levels of Spanish classes, as well as a project to accompany Puerto Rican or Latino literature in English classes. The ethnographical aspects of the unit will help to promote cultural understanding in any classroom or subject.

Because of the heavy emphasis to improve standardized test scores on the Pennsylvania System of School Assessment, the majority of the English teachers focus on teaching the skills that will be tested. This includes reading comprehension, literary terms and devices, vocabulary and writing skills. While these skills are important for students to have, students are losing ground in some skill areas. As part of the senior year English 4 curriculum, seniors must complete a senior project. For this, students must write a 6-8 page research paper, create a Power Point and perform a 10 minute presentation of their research. As a senior English teacher, I have discovered that my students are lacking research skills, public speaking skills and critical thinking skills. The different projects throughout the year will help students develop these skills; they will be researching different countries, learning about different cultures and lifestyles, practicing and improving public speaking and presentation skills, and presenting their findings to others in presentations. These skills will help to strengthen the reading and writing skills tested on the PSSA, as well as to prepare them for their senior project.

In terms of the World Language standards and objectives, all three will be met. Students will be learning expressions and words in Spanish, as well as researching and learning more about Spanish-speaking cultures. They will be able to identify and locate Spanish-speaking countries, to recognize the names of cities and countries and to learn more about each country's unique culture and people.

The final goal of the projects is to have the students interact with Latinos in Philadelphia. This is incredibly important because it brings all of their work and the goals of the project together. The students will personally interact and communicate with a Spanish-speaking person, practicing both their Spanish (albeit limited) and their English communication and interview skills. This will also force students to move past the



cultural “tip of the iceberg.” Instead of only learning about and reading about culture, they will have the opportunity to actually experience culture and communication.

The different projects will also increase students’ abilities to use the many sources and resources available to them. I find that while many of my students are familiar with computers and the internet, they do not know how to use them effectively as learning tools. They will use the internet to research information about each country, as well as to find and contact community organizations. They will also have to type and format pamphlets about each country. Students will learn how to perform narrowed searches on the internet, to evaluate the validity of internet sites, and gain more experience in formatting and typing on Microsoft Word.

### **Strategies**

Currently, I envision this not as a single unit, but a variety of activities, lessons and projects that continue throughout the entire year. The goals of the unit would be to help students explore and understand what the term “Latino” means; why Latinos come to Philadelphia and to the United States in general; what similarities and differences there are among different Latino cultures and our own cultures; how Latinos bring their cultures with them to their new homes. This will be accomplished through different readings, inquiry-based research assignments, combined cultural and grammatical units, and possible field trips.

In order to do this, students will work in groups to learn more about the different Latinos and cultures in Philadelphia. They will share their discoveries and findings with the other students in the class through presentations and projects. The students will concentrate on the largest Latino populations in Philadelphia: Puerto Ricans, Mexicans, Dominicans, Cubans, and Colombians. They will begin by researching some basic information about the native country: location, flag, map, history, etc. From there, they will move on to explore the political and economic situations that forced people to emigrate from the country and come to Philadelphia. Finally, they will locate the populations of these people in Philadelphia and conduct I-search (narratives of questions, research and findings) inquiries into them. Where do these people live? How are their neighborhoods different than my own? What different cultures do they practice here? What challenges do these communities face in Philadelphia?

At this point in the research, students may begin venture into the Latino communities they are researching. As the students are in 10<sup>th</sup> and 11<sup>th</sup> grade, they should be able to do some of this on their own; however, the class will visit some sites together on field trips. Students will research community groups and people, looking for Latinos in the news or researching famous Latinos who have buildings or murals named after

them in the target cultural community. Students will also try to look for information in Spanish language community newspapers, such as *Al Día*. Student will be able to contact community institutions groups, such as *Taller Puertorriqueño* and *Grupo Motivos*, to learn more about the communities and find places to visit.

This part of the research will be the most difficult for me to organize and enforce, as well as the most challenging and uncomfortable task for the students because it involves them letting go of comfort levels and actually interacting with the people they have been studying. While this will be tricky, I think that it will be the most influential and educational experience of the whole year because instead of just reading about culture or watching videos of Latinos speaking to one another, the students will actually be immersed in the culture. They will have the opportunity to use a little of the Spanish they have learned throughout the year, as well as pull together all the research and studying they have performed on the target groups.

In addition to this ongoing research, students will continue making connections among the cultures of the target countries and people while learning the Spanish language. Learning the vocabulary for places and locations can be applied to studying and creating maps of capital cities in target countries and neighborhoods in Philadelphia. Cultural lessons will center on famous people, artists and histories of the target language. The grammar and language instruction can include and reflect the cultures studied by the students.

### **Classroom Activities**

The following lessons are planned for 90 minute block periods.

Lesson 1: Who is a Latino? Understanding Latino Culture and Identity in the United States

The following lesson contains some materials and ideas from “Latino Diversity: Who and What is Latino?” at the Historical Society of Pennsylvania.

#### *Essential Questions:*

How do we divide people into groups in the US? How much of this division is based on skin color or ethnicity? How do stereotypes affect the way we see others?

#### *Objectives:*

Students will be able to analyze and evaluate the definitions and social meanings of words. They will be able to identify stereotypes and analyze their positive and negative

effects. They will also see how stereotypes can lead to negative thinking of a whole group.

*Materials:*

index cards

a list of common Latino stereotypes – one to read off of and one to analyze with students

*Procedures:*

As students enter classroom, they will be asked to write the name of a famous Latino on an index card and place the card into an envelope. Students will then begin their Pre-Class assignment on the board.

For Pre-class, students will complete the following assignment:

Based on your own understanding and ideas, define the following terms.

Latino:

Race:

Ethnicity:

Culture:

Stereotype:

Students will have five minutes to write down terms and complete index cards. After five minutes, students will volunteer to write their definitions on the board. The different definitions and ideas will be discussed as a group – how can there be so many different definitions for the same words?

After analyzing words and definitions, I will put up the “official” definitions of the words, based on the United States Census Bureau definitions and Merriam Webster Dictionary.

**Latino:** a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race

**Race:** divisions of humankind based on distinct physical characteristics and features; a group of people sharing the same history, culture, language, etc.

**Ethnicity:** the heritage, nationality group, lineage, or country of birth of the person or the person’s parents or ancestors before their arrival in the United States

**Culture:** the characteristic features of everyday life shared by people in a place or time; the set of shared attitudes, values, conventions and social practices that characterizes a group

**Stereotype:** something conforming to a fixed or general pattern; especially a standardized mental picture that is held in common by members of a group and

that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment

Once again students will compare and contrast definitions and answers, and analyze the meanings of the different words and their affects on how we view Latinos through whole class discussion. In particular, we will discuss the meaning of the race as a social construction. For example, who decides what people share the same history, culture and language? Is it possible for a person share these aspects of the “official” definition with another person, yet still be considered a different race?

Each student will have one of the index cards filled out at the beginning of class taped to their back. Students will then walk around the room and ask yes/no questions about their person until they determine who it is.

Once completed, I will organize the famous Latinos on the board, grouping multiple names together. With the class, we will discuss:

- How many names appeared more than once?
- What types of jobs do these people have?
- Why are these people famous?
- What similarities and differences can we find among these people?

I will then instruct students to stand up in the middle of the room. Students will stand in a circle, facing the center. I will then read a series of sentences about Latinos. If students agree with the statements, they should move in towards the center of the circle. If they disagree with the statement, they should move back away from the center.

The following statements are from Historical Society of Pennsylvania, “About Latinos, True or False?”:

1. All Latinos speak Spanish.
2. Latinos are more likely than other groups to be employed.
3. Latinos steal jobs from Americans.
4. The largest Latino community in Philadelphia is Mexican.
5. Latinos do not want to learn English.
6. All Latinos are illegal immigrants.
7. Latinos have large families.
8. Latinos speak in loud voices and play their music loudly in cars.
9. Most drug sales and arrests in Philadelphia involve Latinos.
10. Latinos have the highest drop out rate in Philadelphia.
11. Latinos throw a lot of parties.
12. Latinos are often late for appointments and dates.

### 13. All Latinos are Catholic.

After reading the sentences, students will sit down and I will put up the sentences on an overhead. Students will choose one sentence and explain their opinions and beliefs. Students will share their opinions with the class.

After discussing certain sentences, I will then ask the students to determine on the basis of the definition discussed earlier in the lesson which of the sentences are negative stereotypes. We will discuss the following questions:

- How were these stereotypes created?
- How do these stereotypes affect how we view Latinos in our neighborhoods?
- How do these stereotypes affect how Latinos are viewed throughout society in general?

From this, the class and I will create a KWL chart about Latino Identity.

- What did we learn today or already know about Latinos?
- What do we want to learn next about Latinos?

The KWL chart will continue to hang in the classroom so that we can add what we learn to it.

### Lesson 2: Who Comes to Philadelphia?

#### *Essential Questions:*

Where do Latinos come from? How are their countries of origin different from the United States (land, weather, government, wages, cultural norms, etc.)? How might this also affect people when immigrating to a new country?

#### *Objectives:*

Students will identify the countries from which Latinos immigrate. They will create maps of the country to identify major cities and locations, as well as research information about the country. They will present their findings to the class.

#### *Materials:*

immigration process handout/immigration statistics handout  
project handout  
posterboard and markers  
computers with internet connections

#### *Procedures:*

Students will begin Pre-Class Assignment:

Please answer the following questions:

1. What is the 4<sup>th</sup> of July?
2. What do the stripes on the flag mean?
3. How many states are there in the Union?
4. What country did we fight during the Revolutionary War?
5. Who was the first President of the United States?
6. Who is the President of the United States today?

After reviewing the answers to the questions, I will inform the students that these are some of the questions included on the U.S. Citizenship and Immigration Services Test for Immigrant Naturalization. Would we all be citizens?

I will explain that this is one of the steps to becoming a United States citizen. Immigrants applying for citizenship through naturalization processes must also:

- be at least 18 years old,
- enter the United States lawfully
- live permanently in the United State for at least 5 years
- display good moral character
- able to read, write, speak and understand everyday English
- demonstrate knowledge of United States history and government
- take an oath of allegiance to the United States

We will discuss what each one of these requirements mean and why they are considered necessary.

I will then ask students where they think the most immigrants are coming from, making a list on the board before showing them the statistics on permanent residency from the United States Department of Homeland Security. We will discuss the chart together and analyze the changes throughout the last three years.

Based on this information, I will ask, who do you think are the largest Latino groups in Philadelphia? I will list students' answers on the board before revealing Puerto Rico, Mexico, Colombia, the Dominican Republic and Cuba as the five largest Latino populations. We will discuss: Why isn't Puerto Rico on this list?

Students will work on projects to help them learn more about the countries where Latinos are coming. They will focus on learning about the history and government of the country, as well as the geography and location of it. In this way, we will be learning about other countries as immigrants must learn about the United States.

Students will work in groups to research one of the five countries from which Philadelphia Latinos originate. For each country, students create a poster that includes:

- a map with major cities labeled
- the date of independence (and from whom it gained independence)
- the type of government and its leaders (first and current)
- the flag and what it symbolizes
- information on the country's main exports and imports
- the currency
- the country's population
- at least three famous people from the country
- pictures of famous places throughout the country

The groups will also create a travel pamphlet for the country. This should include a famous historical place to visit in the country, pictures of the location, the airport, a hotel and a restaurant. Students will include the prices in the country's currency.

Students will present their projects to the class.

I will take the students to the computer lab to research their project and they will have approximately 2 weeks to complete the assignment.

### Lesson 3: Establishing Community in Philadelphia

#### *Essential Questions:*

What is it like to move to another country? How do Latinos adjust to life in another country?

#### *Objectives:*

Students will identify and understand some of the hardships and challenges faced by Latino immigrants in Philadelphia. They will identify and analyze the effectiveness of communities and groups in helping Latinos adjust in their new lives.

#### *Materials:*

map of Philadelphia  
station handouts: photographs, copies of oral histories, newspaper articles, etc.  
Community Investigations Worksheet

#### *Procedures:*

For this lesson, students will move around the room in groups to different stations, each of which will address a different aspect of life for Puerto Ricans migrating to

Philadelphia. Students will work with photographs, maps, oral histories, newspaper articles and more in order to analyze and evaluate different aspects of establishing community in Philadelphia. We will then share our findings at the end of the class.

**Station 1: La Milagrosa and religion unite community**

At this station, students will read an article about La Milagrosa from The Catholic Standard and Times and examine historical pictures of people involved in religious activities through the church from El Viaje: Puerto Ricans in Philadelphia. They will read the article and examine the pictures to answer questions on Community Investigations Worksheet. How has religion helped to unite and strengthen the Latino community?

**Station 2: Communities grow and spread**

Students will look through pictures and articles about Latinos in Philadelphia since the 1950s. On a map of Philadelphia, they will plot the picture and the year of the photo or article. What do they notice about the plots? How do these plots change over time? Does a community have to be in one place?

**Station 3: Community organizations unite**

Students will examine photos, articles and advertisements about Latino community groups. For each one, they will fill out a chart on the Community Investigations sheet that identifies the community group and the cultural aspects that group uses to unite the community (education, recreation, music, dance, food, art, etc.). How do these different groups and aspects work together to form a community?

**Station 4: Case Study: Norris Square**

Students will read article and examine pictures about Norris Square from The Historical Society of Pennsylvania. They will compare before and after pictures and answer questions. How can a garden improve a neighborhood?

**Station 5: Case Study: *El Centro de Oro***

Students will examine business pamphlets about *El Centro de Oro* in North Philadelphia. They will examine pictures and articles about how the neighborhood has grown and changed. They will complete a section on the Community Investigations Worksheet. How do businesses and organizations create and support a cultural community?

Once completing all of the stations, the class will gather and discuss what we have found. What did we learn about establishing communities? What can community organizations and people do to build a more positive community? Do communities all have to be in one place?



Students will choose one aspect of the different community groups and organizations from the different stations. In groups, they will have to research the organization, interview a member of the organization and write a newspaper article about it. What does this group do in Philadelphia? How does the group help the community?

#### Lesson 4: One Philadelphia

##### *Essential Questions:*

What does a community look and feel like? In what ways can different cultures and lifestyles be present in a neighborhood? How do these cultural neighborhoods fit into Philadelphia as a whole?

##### *Objectives:*

Students will be able to identify and analyze cultural aspects on *El Centro de Oro* in North Philadelphia. They will experience Latino culture first hand.

##### *Procedures:*

Students will visit *Taller Puertorriqueño*, in *El Centro de Oro* at 5<sup>th</sup> Street and Lehigh Avenue in North Philadelphia. They will tour the neighborhood and learn about the different activities and events *Taller Puertorriqueño* provides to assist and strengthen the Latino community. They will be able to learn more about the Puerto Rican community in the area and how the different businesses, community groups and schools work to support the community.

#### **Annotated Bibliography/Resources**

Aspira. 2008. Aspira Association, Inc. 5 May 2008. <<http://www.aspira.org>>.

This page gives information about the Aspira organization and its many programs, both in Philadelphia and throughout the country. It focuses on educational opportunities for Latino youth and emphasizes Puerto Rican culture.

Baldwin, Lou. "La Milagrosa: Philadelphia's Hispanic Mother Church." The Catholic Standard & Times: Newspaper for the Archdiocese of Philadelphia. 15 Mar 2007. 5 May 2008. <<http://www.cst-phl.com/070315/fourth.html>>.

This article explains the historical funding La Milagrosa and its role to the present Latino community.

Council of Spanish Speaking Organizations. 2008. The Council of Spanish Speaking Organizations, Inc. 5 May 2008. <<http://www.elconcilio.net>>.

This website provides information on Latino cultural events, celebrations and education in Philadelphia.

“Grupos Motivos.” Norris Square Neighborhood Project. 2008. Norris Square Neighborhood Project. 5 May 2008. <<http://nsnp.com/gm.html>>. Grupos Motivos is a community organization run through the Norris Square Neighborhood Project. They offer educational and Puerto Rican cultural programs, as well as serve to beautify and revitalize the Norris Square neighborhood.

Jeffreys, Kelly, and Randall Monger. United States. Department of Homeland Security, Immigration Statistics. U.S. Legal Permanent Residents: 2007. March 2008. 05 May 2008 <<http://www.dhs.gov/ximgtn/statistics/>>.

This document provides information on where recent immigrants to the United State are coming dating back to 2005.

“Latino Philadelphia.” The Historical Society of Pennsylvania. The Historical Society of Pennsylvania. 19 Feb 2008 <<http://www.hsp.org/default.aspx?id=103>>. This website is a never-ending resource about Latinos living in Philadelphia. It provides historical information about immigration and migration of groups, push and pull factors of immigration, and community histories in Philadelphia. There are also wonderful lesson plans available for teachers to use.

"Latino Philadelphia at a Glance." The Historical Society of Pennsylvania. The Balch Institute for Ethnic Studies of The Historical Society of Pennsylvania. 19 Feb 2008 <<http://www.hsp.org/default.aspx?id=105>>.

This website document provides a concise summary of the different five largest Latino groups in Philadelphia. It provides information about where the groups are living in Philadelphia, as well as what kind of work they are doing.

Lazo, Rodriguez. Writing to Cuba: Filibustering and Cuban Exiles in the United States. The University of North Carolina Press, 2005.

I used this book to read more about Felix Varela and *El Habanero* in Philadelphia. There is only a small section dedicated to this topic.

Taller Puertorriqueño. 2008. Taller Puertorriqueño. 5 May 2008 <<http://www.tallerpr.org>>.

This website provides information about the organization and its program. It also has information on cultural events and other Philadelphia resources.

"U.S. Census Bureau." U.S. Census Bureau. 10 May 2007. 19 March 2008. U.S. Department.

This website provides the “official” definition of races and ethnicities as used on the U.S. census. It also provides statistics from the last census on where and how different groups of people are living.

Wilson, Kate. “Ethnicity.”

This article provided a detailed overview of all immigrants coming to Northeastern United States since colonial times.

Whalen, Carmen Teresa. El Viaje: Puerto Ricans of Philadelphia. Chicago, IL: Arcadia, 2006.

This book is a visual history of Puerto Ricans migrating to Philadelphia. The book has pictures of the migration, factories, neighborhoods, living standards, community groups and, most importantly, the people involved throughout this movement. The texts to explain the pictures are written in English and Spanish.

Whalen, Carmen Teresa. From Puerto Rico to Philadelphia: Puerto Rican Workers and Postwar Economies. Philadelphia, PA: Temple University Press, 1991.

This book provides historical information and personal narratives concerning the Puerto Rican migration to Philadelphia. Whalen starts in Puerto Rico, providing information and narratives about factors pushing people to migrate to Philadelphia. She then details the Puerto Rican experience in Philadelphia, including migrants within city borders and without.

## **Appendices/Standards**

### **Pennsylvania Academic Standards for Reading, Writing, Speaking and Listening**

#### **1.1 Learning to Read Independently**

- A. Locate various texts, media and traditional resources for assigned and independent projects before reading.
- D. Identify, describe, evaluate and synthesize the essential ideas in text.
- G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
  - Make, and support with evidence, assertions about texts.
  - Make extensions to related ideas, topics or information.
  - Assess the validity of the document based on context.
  - Analyze the positions, arguments and evidence in public documents.

#### **1.2 Reading Critically in All Content Area**

- A. Read and understand essential content of informational texts and documents in all academic areas.

- Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.
- Use teacher and student established criteria for making decisions and drawing conclusions.
- Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic and reasoning.

#### 1.4 Types of Writing

A. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).

- Include a variety of methods to develop the main idea.
- Use precise language and specific detail.
- Include cause and effect.
- Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).
- Use primary and secondary sources.

#### 1.5 Quality of Writing

A. Write with a sharp, distinct focus.

- Identify topic, task and audience.
- Establish and maintain a single point of view.

B. Write using well-developed content appropriate for the topic.

- Gather, determine validity and reliability of, analyze and organize information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.

C. Write with controlled and/or subtle organization.

- Sustain a logical order throughout the piece.
- Include an effective introduction and conclusion.

#### 1.6 Speaking and Listening

A. Listen to others.

- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.

- Take notes.
- B. Listen to selections of literature (fiction and/or nonfiction).
- Relate them to previous knowledge.
  - Predict solutions to identified problems.
  - Summarize and reflect on what has been heard.
  - Identify and define new words and concepts.
  - Analyze and synthesize the selections relating them to other selections heard or read.
- C. Speak using skills appropriate to formal speech situations.
- Use a variety of sentence structures to add interest to a presentation.
  - Pace the presentation according to audience and purpose.
  - Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience.
- D. Contribute to discussions.
- Ask relevant, clarifying questions.
  - Respond with relevant information or opinions to questions asked.
  - Listen to and acknowledge the contributions of others.
  - Adjust tone and involvement to encourage equitable participation.
  - Facilitate total group participation.
  - Introduce relevant, facilitating information, ideas and opinions to enrich the discussion.
  - Paraphrase and summarize as needed.
- E. Participate in small and large group discussions and presentations.
- Initiate everyday conversation.
  - Select and present an oral reading on an assigned topic.
  - Conduct interviews.
  - Participate in a formal interview (e.g., for a job, college).
- F. Use media for learning purposes.
- Use various forms of media to elicit information, to make a student presentation and to complete class assignments and projects.
  - Evaluate the role of media in focusing attention and forming opinions.
  - Create a multi-media (e.g., film, music, computer-graphic) presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it.

## 1.7 Characteristics and Functions of the English Language

- B. Analyze when differences in languages are a source of negative or positive stereotypes among groups

## 1.8 Research

- A. Select and refine a topic for research.

- B. Locate information using appropriate sources and strategies.

- Determine valid resources for researching the topic, including primary and secondary sources.
- Evaluate the importance and quality of the sources.
- Select sources appropriate to the breadth and depth of the research (e.g., dictionaries, thesauruses, other reference materials, interviews, observations, computer databases).
- Use tables of contents, indices, key words, cross-references and appendices.
- Use traditional and electronic search tools.

- C. Organize, summarize and present the main ideas from research.

- Take notes relevant to the research topic.
- Develop a thesis statement based on research.
  
- Anticipate readers' problems or misunderstandings.
- Give precise, formal credit for others' ideas, images or information using a standard method of documentation.
- Use formatting techniques (e.g., headings, graphics) to aid reader understanding.

## **Pennsylvania Academic Standards for World Languages**

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.