Developing a Computer-based Intercultural Experiences CD-Rom: A Cognitive Flexibility Theory Approach

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August 2005
# TABLE OF CONTENTS

Abstract .................................................................................................................. 2  
Introduction ........................................................................................................... 3  
Literature Review ................................................................................................. 5  
  Developing Intercultural Experiences ................................................................. 5  
  Cognitive Flexibility and Learning .................................................................... 8  
  Educational Technology ..................................................................................... 10  
Hypertext and Hypermedia .................................................................................. 12  
  Hypertext .......................................................................................................... 12  
  Hypermedia ....................................................................................................... 13  
Selecting Orientation Materials .......................................................................... 14  
Marketing, MIS, Spanish & “Orientation: Puerto Rico – A Hypermedia Introduction”. 18  
  Marketing .......................................................................................................... 18  
  MIS ..................................................................................................................... 20  
  Spanish .............................................................................................................. 21  
Development of “Orientation: Puerto Rico – A Hypermedia Introduction” .......... 21  
Conclusion ........................................................................................................... 26  
Reference List .................................................................................................... 27  
Appendix A .......................................................................................................... 30  
Appendix B .......................................................................................................... 32
Abstract

This paper discusses the elements essential to developing a hypermedia learning environment to serve as an orientation tool for education students participating in a practicum in Puerto Rico. The learning environment was developed using the principles of cognitive flexibility theory and hypermedia. Also incorporated into the paper are the topics of study and teach abroad, and how these programs have grown and benefit the participants. Finally, a summary of the process of development for the learning environment, and highlights of the academic disciplines employed in the project will be included.
Introduction

The purpose of this project is to develop a computer-based CD-Rom that will be used to support learning in a student teaching abroad orientation seminar offered at a midwestern university. This CD-Rom houses a hypermedia learning environment that students will utilize to examine various cases, perspectives, and issues that will help them to better understand the economic, political, and social systems in Puerto Rico. The main purpose of this CD-Rom is to provide students with a better understanding of the cultural and socio-economic aspects of another country in order to help students overcome challenges that might interfere with their successful matriculation in foreign programs. According to the literature, challenges can include culture shock and ethnocentrism. All people are ethnocentric, that is to say, they believe that their own culture is better than any other, and that their way of handling situations is intrinsically superior to anyone else’s (Kohls & Brussow 1995).

The learning environment will be designed using the cognitive flexibility theory. This theory suggests that to cope with the complex nature of knowledge domains, a learner must have the ability to understand and retain knowledge from both conceptual and case perspectives and be able to combine and utilize this knowledge for a similar situation at a later time (Spiro et al. 1991). Within the CD-Rom, the cases, perspectives, and issues related to economic, political, and social systems will be elaborated using the cognitive flexibility theory. Throughout the learning environment students will be able to view information about Puerto Rico. Students will be able to freely explore the learning environment and be able to access further resources through links on each page. This
environment is open-ended; the information will overlap. This type of environment allows the students to explore a different way of learning new information.

More specifically, this CD-Rom will be geared toward students who will participate in the Puerto Rico student teaching abroad program offered by a midwestern university. Prior to departure, students will attend various orientation meetings to prepare them for their trip abroad. Accompanying these meetings, study/teach abroad participants will be given a copy of the CD-Rom learning environment and have an opportunity to analyze the information that it contains. This process of analysis will allow the students to not only be introduced to the information, but also to make meaning of the concepts for themselves, as well as to challenge the previous knowledge or assumption that they held prior to learning the material presented on the CD-Rom.

The need for this CD-Rom is created by the fact that U.S. American students are accustomed to the culture of the American education system, and will find the cultural differences challenging to adapt to and understand (Abrams 1981). The CD-Rom learning environment provides students with the opportunity to develop a better understanding of Puerto Rico’s culture as well as its education system, such that it will help minimize culture shock when they arrive in this new country as well as help the students to acclimate to their new environment.
Literature Review

The following discussion will provide an in-depth look at the concepts and methods employed in the creation and development of the CD-Rom; including intercultural experiences, cognitive flexibility and learning, educational technology, and hypertext and hypermedia.

Developing Intercultural Experiences

Studying and teaching abroad has become an important and popular intercultural and educational experience in many colleges and universities across the United States. These experiences realize the students’ desires to travel and see the world, but also are becoming known as a vehicle for polishing and enhancing teaching skills through hands-on practice (Mahan & Stachowski 1989). Research indicates that student enrollment in study abroad programs has increased considerably (Walker 1999) over the past several years. International teaching experiences, too, are becoming more popular for student teachers (Mahan & Stachowski 1989). Study abroad is an experience which greatly enhances the level of cultural awareness of the average college student (Good & Campbell 1997) and these programs have also become an integral part of students’ educational experiences (Walker 1999). Participation in study abroad has been found to be a useful supplement to the ordinary college experience (Good & Campbell 1997).

Living in a country where the basic socio-economic and political structures are vastly different from those found in the United States can be considered a means of instantaneously attaining a “cross-cultural mindset” (Hayden 1973). Teaching abroad offers students of education a chance to truly learn the roles of cultural norms and ideals in the classroom (Quinn, Jarchow, Powell, Barr, & McKay 1995).
By merely relocating to a new cultural and social setting, students are afforded an opportunity to encounter and absorb a valuable range of diverse new experiences, which seems to bring about a new understanding of the world and a better comprehension of their home culture, for most students (Good & Campbell 1997). In order for students to learn how to acclimate to a foreign culture, they must first be able to comprehend the tendencies of their own culture which affect their principles and habits (IOMA 2005). Foreign classrooms become a stage on which culture’s impact on instruction is played out for the student educator (Quinn et al. 1995). These students, upon their return from study abroad excursions, assert a new recognition of self-awareness and direction as a result of participation in the program (Good & Campbell 1997). Adjusting successfully to the problems and complications of overseas teaching allows educators to uncover within themselves skills and resourcefulness of which they were unaware (Mahan & Stachowski 1988-1989). Overseas teaching affords the participant a valuable and elucidating look at the U.S. education and political systems, and also at themselves (Mahan & Stachowski 1989). In a foreign educational setting, cultural confusion can lead the participant to examine the cultural assumptions common among American educators more closely (Herman & Bailey 1991). These examinations involve a deep look at both the participant’s home culture and the foreign one in which they are immersed, resulting in a better comprehension of the value of differences among the inhabitants of the world (Mahan & Stachowski 1988-1989).

Participation in study abroad programs at colleges and/or universities seems to add to the participant’s level of desirability when seeking employment. Most employers in today’s economy find international travel for school or work purposes to be an
enhancing factor on employment applications, as the experience can turn out to be a highly valued resource to the company (Good & Campbell 1997). This can be especially true of the teaching profession, as cultural sensitivity in education becomes ever more important (Fuller 1999). Through overseas teaching experiences, participants attain new beliefs, attitudes, and ideas to implement in the classroom when they return to their home country (Quinn et al. 1995). This experience can satisfy two particular needs, first, educators must be prepared to respond to racial and cultural differences in the classroom, second, the United States’ school system must be infused with international education (Razzano 1996). Through an overseas student teaching practicum, participants may come to reassess their primary theories about education and to examine more deeply practices which they had previously accepted without second thought. This type of experience also has the ability to inspire change in the home school system (Williams & Kelleher 1987).

Abrams (1981) asserts that several goals should be attained through an intercultural experience like study abroad. These include a better grasp on the concept of culture, an understanding of the foreign culture which the participant has entered into, an enhanced understanding of the participant’s home culture, and new perspective on the participant’s personal ideals and personality (Abrams 1981). Student teachers preparing for an overseas placement should have a broad base of information about the culture, school system, history, and current events relevant to the nation where they will be teaching. To place the students in a foreign setting without proper preparation would lessen the teacher’s interaction in the host community and could allow for the perpetuation of cultural stereotypes on all sides, as well as an overall unsatisfactory
experience (Mahan & Stachowski 1988-1989). A student teacher properly prepared for a successful overseas teaching experience must display attitudes and practices best cultivated through tolerance, modesty, adaptability, compassion, and empathy (Herman & Bailey 1991). The well prepared student teacher will succeed in a foreign placement through both their academic integrity and their educated behaviors and stances on ethnocentric ideas. Another crucial element of preparedness is the capacity to conquer barriers in communication (Herman & Bailey 1991). All of these components combined can be attained only by a person who is, ultimately, open-minded, that is, one who can accept differences graciously, learn from any situation, and avoid the pitfalls of preconceived notions (Herman & Bailey 1991). To adequately prepare student teachers for a placement abroad, a variety of resources should be employed, especially since travel abroad is a significant change from daily life. One of those resources could be Cognitive Flexibility Theory, which postulates that complex situations and concepts should be taught using multiple perspectives. Teaching about a foreign country using cognitive flexibility theory will allow the student to access all of the information that they may need through several different formats, giving them a better overall picture of their new environment.

**Cognitive Flexibility and Learning**

Cognitive flexibility theory centers on the claim that for the retention of higher level knowledge, the learner must encounter and retain the knowledge in multiple contexts and circumstances in order to master the ability to apply selected relevant portions of the knowledge to other situations as necessary.
Cognitive flexibility theory is described by Spiro in Swindle (2001) as “learning in complex and ill-structured domains” and a “case-based learning” theory by Jacobson and Spiro (1995). An ill-structured domain is one in which both the base concepts and the applied situational study are complex and difficult to understand, and where there are extensive differences between materials and situations that appear at first glance to be similar in nature (Spiro, Feltovich, Jacobson, & Coulson 1991). The principals of cognitive flexibility theory were drawn from two research areas: cognitive science and cognitive constructivism (Niederhauser, Reynolds, Salmen, and Skolmoski 2000). The American Heritage Dictionary of the English Language defines cognitive science as the study of the nature of various mental tasks and the processes that enable them to be performed. Cognitive constructivism discusses the understanding that the rendering of meaning is necessary for cognition, where text exists as a basis for building understanding with which outside information must be combined. This outside information may consist of many components, but must include the learner’s existing experience with the topic at hand in order to construct a complete mental profile of the information (Spiro et. al. 1991). By combining cognitive science and cognitive constructivism, the user is able to become the creator of his/her own exploration strategy within the learning environment.

Spiro, Coulson, Feltovich, & Anderson (1988) outline the following important principles of cognitive flexibility theory, specifically with regard to learning environments:

- Ideas and concepts in advanced education are closely related; teaching methods should not be simplified too greatly
• It is necessary to present more than one method to learn material; do not expect a single method to adequately describe the material and answer all questions

• Utilizing realistic applications of the materials to ease the understanding of simple ideas so they can be applied to complex circumstances

• Building, rather than simply transferring knowledge; thereby allowing the learner to construct his/her own methods for knowledge transfer, which then enables him/her to utilize the information in complex situations and for difficult circumstances

• Contributing to involved analysis of the points at which different representations of the same concepts coincide and differ by offering more than one method of learning and multiple views of the concepts and ideas to be learned

These principles mainly entail allowing the student to navigate through the learning environment with his/her own set of goals he/she would like to achieve after each case, perspective, and/or task. This approach to instruction allows the student to have an open-mind about what he/she will study within the web-based learning environment. Students require a user-friendly, open-ended, and engaging environment. Such an environment can be created by incorporating educational technology.

**Educational Technology**

As students continue to enhance their learning it is helpful for educators to find various ways of stimulating their minds. With advances in power and availability of computing technologies, there has been a rapid adoption of computer based teaching
systems among all levels of the educational community (Van Eijl & Pilot 2003). Technology has become an integral part of education, including the use of calculators, compasses, overhead projectors, etc. (Sleeter & Tettegah 2002). As technology continues to change, so do the various tools that are used in the classrooms. A popular technological advancement today is using the Internet/web. Materials such as e-books can be integrated into classroom learning and allow for cooperative discussion and further understanding of the topics (Sleeter & Tettegah 2002). If such an e-book were to discuss, for example, the culture and social structure of Puerto Rico, and the reader sought expanded understanding of the material, he or she would be able to search for further information on the Internet/web. The Internet/web allows users to perform in-depth searches about a myriad of topics such as music, cuisines, etc. It also allows the net user to listen to music or watch movie clips such as trailers (a short clip that shows bits and pieces of an upcoming movie that will be coming out in movie theaters). With this type of advancement educators can find similar ways to stimulate their students’ minds in the classroom by creating a hypermedia learning environment.

The value of interactivity in web-based instruction is providing the students with the ability to connect with the educational material (Petraglia 1998). The CD-Rom learning environment developed for this project will focus specifically on a range of aspects of Puerto Rico and will allow the students to explore various topics. For example, creating a section on cultural dances by using a short movie clip can help students engage in those aspects of Puerto Rican culture as opposed to reading about them in a book or looking at pictures. The use of technology such as multimedia tools (movie clips, audio clips, etc.) expands the student’s knowledge (Sleeter & Tettegah
2002). Using technology allows the students to visually see the concept being taught. Many types of technology can be beneficial in the classroom, but two in particular can be extremely helpful in assisting conveyance of cognitive flexibility theory: hypertext and hypermedia (Jacobson & Spiro 1995).

**Hypertext and Hypermedia**

Hypertext and hypermedia are closely related forms of computer based technology. Hypertext is the more basic of the two, while hypermedia incorporates more complex concepts. The concept and basis of both are discussed in the section that follows.

**Hypertext**

Hypertext is an effective way to convey this theory within a web-based learning environment (Jacobson and Spiro 1995). According to Rada (1989), hypertext is a textual selection conveyed via a computer that consists of information arranged in an interconnected system.

Hypertext technology allows the student to freely navigate through the learning environment. The information provided within the learning environment has interconnectivity (Staninger 1994). Interconnectivity allows the user to be able to link from one area to another and vice versa. The learning environment is open-ended: there is no beginning or end. Within the text are embedded links to other sections of the learning environment. Within hypertext, the user is in control of how he/she will proceed through the learning environment (Niederhauser et al. 2000). As the user reads through the
hypertext learning environment, a constant processing of the information will help in the navigation of the learning environment.

Spicer and Husock (2000) note that hypertext incorporates text that is linked to other areas of information. The authors also state that using hypertext within various cases can result in students having different experiences from one another (2000). This holds true because of the varied ways in which the students can navigate through the environment. Because every person thinks and learns differently, every student’s experience with the learning environment will be unique and best suited to his/her own needs.

**Hypermedia**

Chen and Macredie (2002) claim that hypermedia is one of the most recent learning aspects introduced into the educational setting and is expected to improve the quality of instruction. Hypermedia is another approach that conveys the cognitive flexibility theory. This approach is very similar to that of Hypertext because it is also another way of linking one area of the learning environment with another area. The biggest difference between hypermedia technology and hypertext technology is that hypermedia incorporates audio and video files that will allow the students to have a stimulating interaction with the learning environment.

Hypermedia is again very similar to hypertext because it allows the students the freedom to explore the learning environment by offering various paths they can trace within the learning environment.

The importance of hypermedia as a teaching tool is its interactive nature (Song 2002). Because examples are available in multiple formats, and not just text, students
can make use of as many or as few as they feel that they need. Hypermedia’s involvement of formats such as audio or video files allows students who learn best through alternative methods to customize the learning experience to best suit themselves. All learners in a hypermedia learning environment are afforded the opportunity to employ the available resources to make learning a more efficient, enjoyable, and personalized experience.

Using hypermedia cases has specific advantages over just reading text because of the deeper understanding offered by the non-textual portions of the material which is presented (Spicer & Husock 2000). Technology (such as hypertext and/or hypermedia) can be important in allowing students access to examples of foreign cultures and in closing the language gap present in multicultural learning (Sleeter & Tettegah 2002).

**Selecting Orientation Materials**

This project is intended to aid student teaching abroad candidates in preparing for a placement in Puerto Rico. In order to fulfill that purpose, the contents of the learning environment were carefully reviewed and selected based on their relevance and usefulness to the function of the learning environment. When developing this project, several areas of focus had to be identified, and were then researched through a variety of historical sources about the island of Puerto Rico. The final list consisted of History, Culture, Educational System, Environment, and Community Life. Each was chosen to maximize the learning experience offered by the project.

The five focus areas were chosen as a result of personal reflection on what information would be useful and interesting to a person planning an extended stay in Puerto Rico. Also taken into consideration were the recommendations of various travel
authorities as to what kind of information one should familiarize themselves with before undertaking an excursion such as the one a student teaching candidate would be making for a placement in Puerto Rico.

History

In order for students to better understand the atmosphere of Puerto Rico, it is crucial for them to learn and engage in the history of the island. There are many aspects of history within Puerto Rico, and this project focuses on four specific periods: pre-colonial, the Spanish colonization, the establishment of the commonwealth, and recent history.

Focus on the pre-colonial era will serve to educate the student about the early civilized life on the island. The deepest roots of Puerto Rico life lie in the Taíno civilization which originally existed on the island. These natives were descendents of the Arawak Indians, which were indigenous to the Caribbean islands and flourished in their homeland of Borinquen, now known as Puerto Rico, for many years.

The period of Spanish colonization is also an important one when examining the roots of Puerto Rico, allowing students to gain an understanding of the changes that occurred on the island at that time. The Spanish brought their religion, customs, crops, and animals to the island, permanently altering the life of the original inhabitants.

The next focus period, the establishment of the commonwealth, marked an important moment in the history of the island that remains an issue today. When the island fell under the protection of the United States, Puerto Rico was free of the Spanish rule it had been under for nearly 400 years.
The final section will bring up pertinent issues in more recent Puerto Rican history, leading up to the present. This section will inform the students of issues and events which are impacting current life on the island.

**Culture**

Culture is the essence of a group of people. The combination of the Taíno civilization, the Spanish background, and the African slave presence made what is now a rich and unique Puerto Rican culture. This section of the learning environment will teach the students about five aspects of the Puerto Rican culture that they are sure to encounter: language, people, food, music, and literature.

The official language of Puerto Rico is Spanish, but with a twist. The language spoken on the island is a mixture of Castilian Spanish (from Spain) and the native language of the Taíno Indians. This unique Spanish is a reflection of the mixed roots of the island’s culture.

The people of Puerto Rico also reflect the mixed heritage of the island. The intermixing of the native Taínos, the Spanish, and the African slaves resulted in a population as physically different as that of the United States. There is no one Puerto Rican “look.” The islanders range from dark skin to light, tall to short, curly haired to straight and any and all combinations thereof.

The food of Puerto Rico is something that truly sets the island apart. Combining flavors native to the island with those brought in from abroad created a distinct flavor found only in Puerto Rico. Whether its pasteles, tostones, or alcapurrias, these Puerto Rican dishes each carry a signature combination of sweet and salt, usually with a hint of garlic, which is well known.
Puerto Rican music, with its Afro-Latin-Carib rhythms is an expression of the beauty and history of the island. The vibrant culture is played on instruments such as the cuatro (a stringed instrument), bongos, and the güiro. The dances associated with the island’s music reflect the mixing of the Spanish, Taíno, and African traditions to form a passionate, fast-paced beat found all over the island.

The literature of a country is an important reflection of the land’s culture. It captures the history and development of the place, painting portraits of the society over the years. It also reflects the viewpoints and ideas of the society and shows their growth and evolution through time. Literature also reveals the level of education of a country, while incorporating the feelings of each individual author into a body of work that represents the country as a whole. It stands as a large part of the collected arts of a nation.

**Educational System**

This theme is crucial to the learning environment because the users will be immersed in the Puerto Rican educational system for the duration of their stay on the island. These students must be prepared for any differences between the school system in the United States and the system on the island to avoid any shock or confusion upon their arrival and to facilitate successful integration into the position of educator.

**Environment**

The climate on the island of Puerto Rico is extremely different from any region of the United States, it being a tropical island. A student traveling to the island for the first time will be unused to the 80 degree wet weather in the summer and the 75 degree dryer (but not totally dry) weather in the winter. This, combined with a new and unusual set of plants and animals, could challenge someone unaware of the difference.
Community Life

This section of the learning environment serves to help the student to understand the basics of day-to-day life in a Puerto Rican city. It contains information about different kinds of stores and markets. This section will be a valuable resource to the student upon their arrival on the island.

Marketing, MIS, Spanish & “Orientation: Puerto Rico – A Hypermedia Introduction”

Marketing

During the development of the CD-Rom, there were several marketing concepts taken into account. The following list highlights a few of the key questions considered in the creation of the learning environment.

How does one get the attention of the consumer?

Several approaches may be used to catch the attention of a product’s target audience. In the case of a web-based product, the consumer is likely to prefer an easy to use, well-organized site. This perception is based entirely on sight. If the consumer does not see that the site will be useful based on the home page, they will not dig to see if the information that they need is buried somewhere on another page. This was addressed by giving the user a clear and up-front definition of the purpose of the learning environment on the homepage.

What do consumers want in a web-based product?

Consumers have four primary desires for such a product: content, connectivity, communication, and care (Flory 2000). To satisfy the consumer, each of these areas must be examined carefully and addressed in the planning and implementation of the product.
Content: Consumers want a product to deliver all that it has promised. Whatever the site claims to be, it must be. This CD-Rom in particular is an orientation to a foreign country, it must, therefore, provide pertinent information on many aspects of the country.

Connectivity: Can the consumer relate to the material? Is it presented in a technical manner that is difficult to understand? If it is, the consumer may not be able to “connect” with the site, and therefore will not want to continue using it. The CD-Rom is broken down into central areas, or themes, that allow the user to take the information in as they wish.

Communication: Consumers want to be able to contact the administrator and/or creator of the site if there are problems. For this project, questions and concerns will be directed to the student teaching abroad program coordinator via email.

Care: The consumer wants to see a site that has been created with consideration for the users’ needs, and one that is well-maintained. The information should be current, the links should all work, the background and text should be easy to look at, and the overall site should be user-friendly. For this project, the information is current to the spring of 2005, the links will all be checked vigorously prior to project completion, and ease of use will be tested by at least five people.

Is the function of the product valuable to the consumer?

A consumer is not going to invest time, effort, or money in a product that does them no good. In order to prove valuable, an information-based product must provide information that: a) is not found anywhere else; or b) is presented in a better format than
any other (Stibel 1999). The video perspectives included in the learning environment are materials that can not be found elsewhere, thus fulfilling the requirement of functionality.

**MIS**

Management Information Systems, as a discipline, incorporates several elements which were essential to the development of this CD-Rom. These elements include: technology with Information Systems functions, identifying inefficiencies and problems in Information Systems, assessing information requirements, and creating business solutions.

**Technology with Information Systems Functions**

By housing the learning environment on a CD-Rom and utilizing a multimedia approach to presenting the content, the project employs an advanced knowledge of utilizing technology with IS functions.

**Identifying Inefficiencies and Problems in Information Systems**

A CD-Rom which houses a learning environment will inevitably have programming problems, and this tests the ability to seek out, identify, and repair system failures and malfunctions.

**Assessing Information Requirements**

The orientation CD-Rom created for this project requires an assessment of information requirements to determine what content should be presented within the learning environment.
Creating Business Solutions

The particular solution created in the development of this project was to the question: What is a new and efficient way of providing orientation materials to students preparing for a study or teach abroad experience?

Spanish

The CD-Rom developed for this project, “Orientation: Puerto Rico – A Hypermedia Introduction,” is inherently connected to the study of Spanish through its focus on a region of the world where the primary language is Spanish and the culture has strong roots in Spain. Some of the themes included as focal points of the learning environment relate strongly to the study of Spanish, such as History and Culture.

Because the period of Spanish colonization of the island is so important to the foundation and structure of the present Puerto Rican culture, it is impossible to truly learn about Puerto Rico without some familiarity with Spanish. Similarly, the roots of the people and language of the island stem in great measure from the Spanish. Only by utilizing a personal prior knowledge of Spanish was the CR-Rom able to be developed in such detail when regarding the Spanish influences on Puerto Rico.

Development of “Orientation: Puerto Rico – A Hypermedia Introduction”

The following section will incorporate a storyboard of how the learning environment will look. It will show the different pages that the student will be able to navigate through. Along with each screenshot of the learning environment, there will be a description that will explain exactly what that specific page will contain.
The homepage includes an array of photos which represent many different aspects of the island, and it also contains a brief explanation of the purpose of the learning environment.

On the homepage the user was given a brief overall purpose. On this page an in-depth description of the purpose and goals of the topics within the learning environment will be given. This page will also introduce the two Puerto Rican natives who were interviewed for more personal perspectives on the topics contained in the learning environment.
The learning environment is set up so that the user can access the theme topics on the left side of the page or from the middle of the page. Not only will the user be able to link to the various themes that are located on the center of the page, but a brief description will be given under each theme topic so the user can take a glimpse of what each page will entail.

Under the History theme, the main page will have a table of the four different sub-themes. There will be a brief description explaining what each aspect will entail. Along the top of the page are buttons that the students can click on so that they can be taken to that specific aspect’s page.
Under the Culture theme, the opening page is similar to the History page because it has a table with the five sub-themes and a description of each one. Also on this page is a navigation bar atop the page that allows the students to link to the five sub-theme pages.

The environment section focuses on the weather, plant life, and animals of Puerto Rico. The information was put into a table format for easy reading. Along with textual information, there are still images that highlight each focus. The students will be able to get a good understanding of the different temperatures on the island. It also gives a brief overview of the various plants and animals. Under the animal section, there is one animal in particular, the coqui- a tree frog, that has a link to the sound it makes.
The educational system page provides a textual perspective of the history of the school system in Puerto Rico during the time that the island was a U.S. colony. The page will also provide a video perspective of how the schooling system in Puerto Rico differs from the United States pertaining to the grade levels that fall into grammar/elementary, junior high/middle school, and high school.

Under the Community Life page the students will be informed on the various places to shop for groceries, clothing, and other necessities they may need, which will be done by watching a streaming video of one of the interviewees.
Conclusion

“Orientation Puerto Rico – A Hypermedia Introduction” was created to aid in study and teach abroad preparation. The CD-Rom contains a web-based hypermedia learning environment which will allow students to explore the economic, political, and social systems of Puerto Rican life such as history, culture, and the environment, the students will be better prepared for the journey upon which they are embarking.

The development of the project required the combination of elements of many disciplines including the use of cognitive flexibility theory, marketing strategies, information technology, and a familiarity with Spanish. These elements meshed together to form a well-organized, attractive, and fully-functioning multimedia orientation aid that allows for semi-structured independent study. Employing hypermedia, and thus allowing the material in the learning environment to be an open-ended guide, gives the student more freedom to learn in the method most comfortable for them.
Reference List


Appendix A

The themes and sub-themes covered in the learning environment each employ a multimedia approach to education, using a combination of text, video, still images, and audio clips to enhance the quality of materials presented on the orientation aid.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Sub-Theme</th>
<th>Materials Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Pre-Colonial</td>
<td>Text - includes research from the books listed on the resource page of the learning environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video - includes perspectives from one or both interviewees, who are natives of the island.</td>
</tr>
<tr>
<td></td>
<td>Spanish Colonization</td>
<td>Text - includes research from the books listed on the resource page of the learning environment.</td>
</tr>
<tr>
<td></td>
<td>Establishment of</td>
<td>Text - includes research from the books listed on the resource page of the learning environment.</td>
</tr>
<tr>
<td></td>
<td>Commonwealth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Puerto Rico Today</td>
<td>Text - was obtained from internet news resources and includes links to the full text of each item.</td>
</tr>
<tr>
<td>Culture</td>
<td>Language</td>
<td>Text - was obtained from a variety of book and web sources, as well as personal accounts.</td>
</tr>
<tr>
<td></td>
<td>People</td>
<td>Video - includes perspectives from one or both interviewees, who are natives of the island.</td>
</tr>
<tr>
<td></td>
<td>Food</td>
<td>Text - was obtained from a variety of book and web sources, as well as personal accounts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video - includes perspectives from one or both interviewees, who are natives of the island.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Still Images - were obtained from a myriad of sources, including personal collections and books.</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Text - was obtained from a variety of book and web sources, as well as personal accounts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audio - was obtained from a personal collection.</td>
</tr>
</tbody>
</table>
| Educational System  | Text - includes research from the books listed on the resource page of the learning environment.  
|                    | Video - includes perspectives from one or both interviewees, who are natives of the island. |
| Environment        | Text - includes research from the websites listed on the resource page of the learning environment.  
|                    | Still Images - were obtained from a myriad of sources, including personal collections and books.  
|                    | Audio - was obtained from http://www.hawaiian.org/hdoa/coqui.htm, and edited for use on the learning environment |
| Community Life     | Video - includes perspectives from one or both interviewees, who are natives of the island. |
Appendix B

This Appendix contains a comprehensive print-out of the HTML code used to achieve the formatting and design implemented within the learning environment.

**Code for Homepage.htm**

```html
<!DOCTYPE HTML PUBLIC "-/W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientacion: Puerto Rico - A Hypermedia Introduction</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
    scrollbar-shadow-color:#660000;
    scrollbar-face-color:#FAEBD7;
    scrollbar-highlight-color:#660000;
    scrollbar-darkshadow-color:#660000;
    scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<p>&nbsp;</p>
<p align="center">
    <img border="0" src="pics/banner.JPG" width="790" height="113">
</p>
<p><font color="#660000" size="5" face="Harvest">ORIENTATION: PUERTO RICO - A HYPERMEDIA INTRODUCTION</font></p>
</div>

<p align="center">This orientation CD-Rom was designed to serve you in two ways:</p>

<p>First - To help you adjust to the differences between living in the Midwestern <br>United States and living in Puerto Rico.</p>

<p>Second - To educate you about the island of Puerto</p>

32
Rico and its social dynamics, educational system, and the overall environment.</p>

<p align="center">&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nb
Welcome to Orientation: Puerto Rico!

Here you will find valuable information about the island of Puerto Rico, including its rich history, educational system, environment, culture, and community life. The text is supplemented by images, video, and audio to help you get a true picture of Puerto Rico.

The following introductions are of the two interviewees that will give their personal perspectives of some of the themes that you will encounter as you explore this learning environment.

The first interviewee is Yanira Pacheco-Ortiz, the Multicultural Liaison Officer for the College of Human Sciences. She was born and raised in Puerto Rico, and still returns to the island.

The second interviewee is Carmen Sánchez, a graduate student in Interdisciplinary Graduate Studies. She was also born and raised in Puerto Rico, and frequently visits her family at home.

Click on the names above for a video introduction of the interviewees.
Code for facts.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY { 
  scrollbar-arrow-color:#660000;
  scrollbar-track-color:#660000;
  scrollbar-shadow-color:#660000;
  scrollbar-face-color:#FAEBD7;
  scrollbar-highlight-color:#660000;
  scrollbar-darkshadow-color:#660000;
  scrollbar-3dlight-color:#660000;
}
</style>
</head>
<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
  <td width="16%" height="52">&nbsp;</td>
  <td width="84%" align="center"><div align="center"><font color="#660000" size="6"
face="Harvest">PUERTO RICO</font></div></td>
</tr>
<tr>
  <td valign="top"> &lt;p&gt;&lt;a href="index.htm"&gt;&lt;img src="menu/HomeButton.jpg" width="131" height="51" border="0"&gt;&lt;/a&gt;&lt;/p&gt;
    &lt;p&gt;&lt;img src="menu/FactsBtnDimmed.png" width="131" height="51"&gt;&lt;br&gt;&lt;/p&gt;
    &lt;p&gt;&lt;a href="themes.htm"&gt;&lt;img src="menu/ThemesButton.jpg" width="131" height="51" border="0"&gt;&lt;/a&gt;&lt;/p&gt;
    &lt;p&gt;&lt;a href="resource.htm"&gt;&lt;img src="menu/ResourcesButton.jpg" width="131" height="51" border="0"&gt;&lt;/a&gt;&lt;/p&gt;
    &lt;p&gt;&lt;a href="glossary.htm"&gt;&lt;img src="menu/GlossaryButton.jpg" width="131" height="51" border="0"&gt;&lt;/a&gt;&lt;/p&gt;
    &lt;br&gt;
  &lt;/td&gt;
</div>
  &lt;p&gt;&lt;div align="center">&lt;nbsp;&lt;/p&gt;
  &lt;/div&gt;
</td>
</tr>
</table>
</div>

35
The island of Puerto Rico is 9,104 km² in total area. It is the smallest of the Greater Antilles islands, and is located in the Caribbean Sea, southeast of Florida. The geographic coordinates are 18°N, 66°W. The target="new window">
El Yunque National Rainforest is located in Sierra de Luquillo, 40 km southeast of the capital city, San Juan. Surrounding Puerto Rico are four smaller islands, to the east are Isla de Culebra and Isla de Vieques, and to the west are Isla Desecheo and Isla Mona.

The Puerto Rican flag was first used in 1895, and is comprised of five equal horizontal stripes of red and white, alternating, with a white star in the field of a blue triangle at the left of the flag. The flag is shown above in the lower left corner of the map. The island is home to approximately 3,916,632 people as of 2005. The inhabitants of the island come from a variety of ethnic backgrounds, including White (majority Spanish), Black, Amerindian, and Asian, as well as many who are of mixed descent. The Puerto Rican people practice many religions; most Puerto Ricans are Roman Catholic, but a smaller portion of the population identifies as Protestant, Mormon, Jehovah's Witness, and some islanders practice Santeria or Mayombe, religions native to the Caribbean Islands and the Kongo, respectively.

The Code for themes.htm

<DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientaion: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
</style>
</head>
<body>
</body>
</html>
<p><a href="glossary.htm"><img src="menu/GlossaryButton.jpg" width="131" height="51" border="0"></a></p>

<p>&nbsp;</p>

<ol>
  <!--Definition of the history system theme-->
  <li><b><a href="History/history.htm">History</a></b><font size="4">-</font>
      You, the student, will be exploring the roots of Puerto Rico. The history theme has been broken up into the following sub-themes: </li>
  <ul>
    <li><font size="4">Pre-colonial era</font></li>
    <li><font size="4">Spanish colonization</font></li>
    <li><font size="4">Establishment of Commonwealth</font></li>
    <li><font size="4">Puerto Rico today</font></li>
  </ul>
</ol>

<!--Definition of the culture theme-->

<ol>
  <li><font size="4">Culture</font><b><a href="Culture/culture.htm">Culture</a></b>- There are many cultural aspects of Puerto Rico, but the main focus will be on the following: </li>
  <ul>
    <li><font size="4">Language</font></li>
    <li><font size="4">People</font></li>
    <li><font size="4">Food</font></li>
    <li><font size="4">Music</font></li>
  </ul>
</ol>

<!--Definition of the educational system theme-->

<ol>
  <li><b><a href="EducationalSystem/education.htm">Educational System</a></b>- Since you will be teaching in a Puerto Rican school it is important to understand the differences between the schools in the U.S. and the schools in Puerto Rico. As well as understanding the school system in terms of grade level. </li>
</ol>

<!--Definition of the environment theme-->
It will be important to get prior knowledge of the seasonal differences and weather of Puerto Rico. Also to gain insight on the various plants and animals that are native to the island.

Learn a little about everyday living in Puerto Rico, such as hours of operation for businesses, the prices of basic items, the variety of options to shop for food.

---

Code for history.htm

```html
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
BODY {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
    scrollbar-shadow-color:#660000;
    scrollbar-face-color:#FAEBD7;
    scrollbar-highlight-color:#660000;
    scrollbar-darkshadow-color:#660000;
    scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<table align="center" width="94%" height="476" border="0">
<tr>
```

39
The four buttons above will direct
you to the perspectives of important periods in the history of Puerto Rico.\<\p\n
\<table width="82%" border="1">
\<tr>
\<td width="33%"><div align="center"><font size="4"><strong>Pre-colonial</strong></font></div></td>
\<td width="67%"><font size="4">Explores the deepest roots of Puerto Rico life which lies in the Taíno civilization that originally existed on the island. These natives were descendents of the Arawak Indians which were indigenous to the Caribbean islands, and flourished in their homeland of Borinquen, now known as Puerto Rico, for many years.\</font></td>
\</tr>
\<tr>
\<td><div align="center"><font size="4"><strong>Spanish Colonization</strong></font></div></td>
\<td><font size="4">Allows students to gain an understanding of the changes that occurred on the island at that time. The Spanish brought their religion, customs, crops, and animals to the island, permanently altering the life of the original inhabitants.\</font></td>
\</tr>
\<tr>
\<td><div align="center"><font size="4"><strong>Establishment of the Commonwealth</strong></font></div></td>
\<td><font size="4">Marked an important moment in the history of the island that remains an issue today. When the island fell under the protection of the United States, Puerto Rico was free of the Spanish rule it had be under for nearly 400 years.\</font></td>
\</tr>
\<tr>
\<td><div align="center"><font size="4"><strong>Puerto Rico Today</strong></font></div></td>
\<td><font size="4">Discusses pertinent issues in more recent Puerto Rican history, leading up to the present. This section will inform the students of issues and events which are impacting current life on the island.\</font></td>
\</tr>
\</table>
Code for precolonia1.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
BODY {
  scrollbar-arrow-color:#660000;
  scrollbar-track-color:#660000;
  scrollbar-shadow-color:#660000;
  scrollbar-face-color:#FAEBD7;
  scrollbar-highlight-color:#660000;
  scrollbar-darkshadow-color:#660000;
  scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
  <td width="23%" height="52"><br>
  <td width="77%" align="center"><font color="#660000" size="6" face="Harvest">PUERTO RICO</font></td>
</tr>
</table>
</div>
</body>
</html>
The Ta&iacute;no Indians are descendents of the Arawakan Indians. The Ta&iacute;no Indians were viewed as peaceful people. They were agriculturalists and hunters. The Ta&iacute;no named the island Bor&iacute;que, which is defined as the land of the brave lord. Today, Puerto Ricans will use the term Boricua to define who they are. The term Boricua was derived from the word Borinquen.

This video clip contains the perspectives of Yanira Pacheco-Ortiz and Carmen Sanchez on the Pre-colonial era of Puerto Rico.
Code for spanishcolon.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
    scrollbar-shadow-color:#660000;
    scrollbar-face-color:#FAEBD7;
    scrollbar-highlight-color:#660000;
    scrollbar-darkshadow-color:#660000;
    scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
<td width="23%" height="52"><nbsp;</td>
<td width="77%"><div align="center"><font color="#660000" size="6" face="Harvest">PUERTO RICO</font></div></td>
</tr>
<tr>
<td valign="top"><p><a href="../index.htm"><img src="../menu/HomeButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../facts.htm"><img src="../menu/FactsButton.png" width="131" height="51" border="0"></a></p>
<p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../History/history.htm"><img src="../menu/HistoryBtnDimmed.png" width="100" height="39" border="0"></a></p>
<p><a href="../Culture/culture.htm"><img src="../menu/Culture.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../Environment/environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a></p>
</td>
</tr>
</table>
</div>
</body>
On November 19, 1493, Columbus discovered the island which is known as Puerto Rico today during his second voyage to the New World. Columbus named the island "San Juan Bautista." Juan Ponce de León, an explorer who accompanied Columbus on the second voyage, was chosen to take on the challenge of colonizing San Juan Bautista in 1508.

During the 1500s, there were many areas that began to become settled by the Spanish. When Ponce de León settled onto the island he asked permission from the Taíno Indian chief to explore the entire island. During the exploration of the island, he was in the northern region when he came across a port that he named "Puerto Rico," which is Spanish for "rich port." Ponce de León also founded the city "Caparra." As the Spanish settled the island, they brought over and introduced domesticated animals such as chickens, pigs, cows, and horses. The Spanish also introduced to bananas, plantains, coffee, coconuts, sugar cane, lemons, oranges, and grapefruits into the island environment.

The Spanish brought their belief system to the island as well, introducing the European way of life to the native Taínos. The Spanish settlers found the natives' way of life to be offensive, as they walked the island semi-naked or naked. The Spanish took up the cause of "civilizing" the Taínos by introducing them to wearing clothes.
the Christian faith to the Taínos, attempting to wipe out the native religion, because in the views of the Spanish any other religion but their own was not acceptable. </font></p><p align="left"><font size="4"&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;The island was originally named San Juan
Bautista, in honor of a member of the Spanish royal family, and the port that Ponce de León discovered in the northern region of the island was known as Puerto Rico.&nbsp; As time passed, the two names were switched, resulting in the current names of the island of Puerto Rico and the port city known as San Juan.&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n...
After Puerto Rico gained independence from Spain, the United States invaded and took possession of the island. In 1900, Puerto Rico was declared a territory and a new government was instituted under the Foraker Act. For fifty years, the United States government ruled the island, attempting to deculturize and Americanize the inhabitants. Through these fifty years, the cry for independence grew louder, culminating in the successful establishment of the Free Associated State of Puerto Rico, commonly known as the Puerto Rican Commonwealth Status.

In 1950, Luis Muñoz Marín, the first native governor of Puerto Rico, turned his attention to the political status of his homeland. Contradicting his earlier stand against the idea of Puerto Rico as a commonwealth, which he felt amounted to freedom "on a very long chain," he advocated this change of status, reasoning that the U.S. government would take too long to make the island a state. Congress passed Public Law 600, calling for an election on the island to determine whether this change of status would indeed take place. The change of status was approved, and provided the island government with a great deal more independence, as well as ensuring that the islanders would continue to benefit from the social and economic privileges of association with the United States.
all U.S. territories. This constitution was ratified on March 3, 1952, approved by Congress on July 3, and became effective on July 25. <p align="right">(<a href="../resource.htm#carrion" target="new window">Carriño</a> 1983)</p>

</div></td></tr>
</table>
</div>
</body>
</html>

Code for present.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
BODY {
 scrollbar-arrow-color:#660000;
 scrollbar-track-color:#660000;
 scrollbar-shadow-color:#660000;
 scrollbar-face-color:#FAEBD7;
 scrollbar-highlight-color:#660000;
 scrollbar-darkshadow-color:#660000;
 scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
<td width="23%" height="52"><br>
<tr>
<td width="77%" align="center"><font color="#660000" size="6"

face="Harvest">PUERTO RICO</font></td>
</tr>
<tr>
<td align="top"> <p><a href="../index.htm"><img src="../menu/HomeButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../facts.htm"><img src="../menu/FactsButton.png" width="131" height="51" border="0"></a><br>

49
In 1995, the Puerto Rican flag was modified to its current, red, white, and sky blue colors, differing from the former red, white, and dark blue. In 1996, the Puerto Rican Council of Underwater Archaeology, the Naval Historical Center's Underwater Archaeology Branch, and the Institute of Nautical Archaeology joined to survey three underwater wrecks...
which were suspected of being U.S. military aircraft.  &lt;a href="http://www.history.navy.mil/branches/org12-6d.htm" target="New window"&gt; http://www.history.navy.mil/branches/org12-6d.htm &lt;/a&gt;&lt;/p&gt;

&lt;p align="center" class="MsoNormal"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">In 1996, a four-year Health-Related Quality of Life survey was begun on the island by interviewing a representative sample of the Puerto Rican people.  &lt;a href="http://jama.ama-assn.org/cgi/content/full/287/19/2497" target="new window"&gt; http://jama.ama-assn.org/cgi/content/full/287/19/2497 &lt;/a&gt;&lt;/p&gt;

&lt;p align="center" class="MsoNormal"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">1998 marks the 100-year anniversary of the U.S. invasion of the island.&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">In 1998, a vote inquiring as to the future political status of Puerto Rico was inconclusive. &lt;/font&gt; &lt;a href="http://www.puertorico-herald.org/issues/vol4n17/PlebResults-en.shtml" target="new window"&gt; http://www.puertorico-herald.org/issues/vol4n17/PlebResults-en.shtml &lt;/a&gt;&lt;/p&gt;

&lt;p align="center" class="MsoNormal"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">In 2000, a report was released stating that, according to information obtained by the U.S. Census Bureau, 58% of Puerto Rican children were existing under the poverty line. &lt;/font&gt;&lt;span style="color:green"> &lt;a href="http://www.aecf.org/kidscount/ChildreninPuertoRico_Eng.pdf" target="new window"&gt; www.aecf.org/kidscount/ChildreninPuertoRico_Eng.pdf &lt;/a&gt;&lt;/span&gt;&lt;/p&gt;

&lt;p align="center" class="MsoNormal"><span style="color:green"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/span&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">In 2003, a fourth epidemic of Acute Hemorrhagic Conjunctivitis, a severe form of pink-eye which is compounded by tissue tears and excessive bleeding, was found in Puerto Rico. The disease was first detected in the western hemisphere in 1981. &lt;/font&gt; &lt;a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5328a2.htm" target="new window"&gt; http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5328a2.htm &lt;/a&gt;&lt;/p&gt;

&lt;p align="center" class="MsoNormal"><font size="4">&amp;nbsp;&lt;/font&gt;&lt;/p&gt;
&lt;p align="center" class="MsoNormal"><font size="4">On May 1, 2003, the U.S. Navy ceased bombing the island of Vieques, the smaller Puerto
Rican island east of the main island, for the first time in 60 years.


---

Code for culture.htm

```html
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
</head>
<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
<td width="23%" height="52"><div align="center"><font color="#660000" size="6" face="Harvest">PUERTO RICO</font></div></td>
</tr>
</table>
</div>
</body>
</html>
```
<td valign="top"><p><a href="../index.htm"><img src="../menu/HomeButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../facts.htm"><img src="../menu/FactsButton.png" width="131" height="51" border="0"></a></p>
<p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
<p>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../History/history.htm"><img src="../menu/History.jpg" width="100" height="39" border="0"></a></p>
<p>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../Environment/environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a></p>
<p>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../EducationalSystem/education.htm"><img src="../menu/Educational.jpg" width="100" height="39" border="0"></a></p>
<p>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&n
The language spoken on the island is a mixture of the native language of the Ta&amp;iacute;no Indians and Castilian Spanish (from Spain).&nbsp;</p></td>
</tr>
<tr>
<td><div align="center"><strong><font size="4">People</font></strong></div></td>
<td><font size="4">The intermixing of the native Ta&amp;iacute;no, the Spanish, and the African slaves resulted in a population as physically different as that of the United States. There is no one Puerto Rican &amp;#8220;look.&amp;#8221;</font></td>
</tr>
<tr>
<td><div align="center"><strong><font size="4">Food</font></strong></div></td>
<td><font size="4">Combining flavors native to the island with those brought in from abroad created a distinct flavor found only in Puerto Rico.</font></td>
</tr>
<tr>
<td><div align="center"><strong><font size="4">Music</font></strong></div></td>
<td><font size="4">Puerto Rican music, with its Afro-Latin-Carib rhythms is an expression of the beauty and history of the island. The dances associated with the island&amp;#8217;s music reflect the mixing of the Spanish, Ta&amp;iacute;no, and African traditions to form a passionate, fast-paced beat found all over the island.</font></td>
</tr>
<tr>
<td><div align="center"><strong><font size="4">Literature</font></strong></div></td>
<td><font size="4">Puerto Rican literature reflects the viewpoints and ideas of its society. It also shows the growth and evolution through time.</font></td>
</tr>
</table>
<p></p>
Code for language.htm

<html>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY {
  scrollbar-arrow-color:#660000;
  scrollbar-track-color:#660000;
  scrollbar-shadow-color:#660000;
  scrollbar-face-color:#FAEBD7;
  scrollbar-highlight-color:#660000;
  scrollbar-darkshadow-color:#660000;
  scrollbar-3dlight-color:#660000;
}
</style>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
<tr>
  <td width="23%" height="52"><br />
  <td width="77%"><div align="center"><font color="#660000" size="6" face="Harvest">PUERTO RICO</font></div></td>
</tr>
<tr>
  <td valign="top"> <p><a href="../index.htm"><img src="../menu/HomeButton.jpg" width="131" height="51" border="0"></a></p>
  <p><a href="../facts.htm"><img src="../menu/FactsButton.png" width="131" height="51" border="0"></a></p>
  <p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
  &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../History/history.htm"><img src="../menu/History.jpg" width="100" height="39" border="0"></a></p>
  &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../culture.htm"><img src="../menu/CultureBtnDimmed.png" width="100" height="39" border="0"></a></p>
  &nbsp;&nbsp;&nbsp;&nbsp;&nbsp;<a href="../Environment/environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a>
  <br>
</div>
</body>
The Commonwealth of Puerto Rico has joint official languages of Spanish and English, however, a large percentage of the population speaks little to no English. The Spanish of Puerto Rico is a mix of the native language of the Taíno Indians and Castilian Spanish from Spain, resulting in a unique version of the language not heard anywhere else. A number of "Puerto Rican" words are derived from the Taíno language, and some were directly taken and inserted into the Spanish. A few examples of this are:

<table>
<thead>
<tr>
<th>Width</th>
<th>Font</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>47%</td>
<td>4</td>
<td>hamaca</td>
</tr>
<tr>
<td>53%</td>
<td>4</td>
<td>hammock</td>
</tr>
<tr>
<td>47%</td>
<td>4</td>
<td>iguana</td>
</tr>
<tr>
<td>53%</td>
<td>4</td>
<td>iguana</td>
</tr>
<tr>
<td>47%</td>
<td>4</td>
<td>huracan</td>
</tr>
<tr>
<td>53%</td>
<td>4</td>
<td>hurricaine</td>
</tr>
<tr>
<td>47%</td>
<td>4</td>
<td>barbacoa</td>
</tr>
<tr>
<td>53%</td>
<td>4</td>
<td>barbeque</td>
</tr>
</tbody>
</table>

56
Welcome to Puerto Rico,

Some of them have been Anglicized as well, and absorbed into English.

Also present in the island vernacular are some words, such as:

abombao
to have an offensive odor

bochinche
gossip

jamona
spinster
tocallo
someone who shares your first name

Code for people.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
</head>
<body bgcolor="#FAEBD7" alink="#000000" link="#666000" vlink="#000000">
<tr>
<td width="23%" height="52%">
<p>&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbp
Puerto Rico houses a population of 3.9 million people, at a ratio of approximately 1,000 people per square mile. One third of the population is concentrated in the San Juan-Bayamón-Carolina metropolitan area. It is estimated that 2 million Puerto Ricans have moved from the island to the mainland United States. 

Welcome to Puerto Rico

The people of Puerto Rico reflect a mixture of racial and cultural backgrounds. The native Taino Indians, after Spanish colonization, intermarried with the Spanish who sailed to and settled on the island, and later with the Africans who were brought to the island as slaves. This mixture of cultures has resulted in a population as physically different as that of the United States. Puerto Ricans can be light or dark skinned, have curly or straight hair, tall or short, and can be any combination of those variants. 

Click to view a video perspective on the People of Puerto Rico.
Code for food.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY {
  scrollbar-arrow-color:#660000;
  scrollbar-track-color:#660000;
  scrollbar-shadow-color:#660000;
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  scrollbar-highlight-color:#660000;
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  <tr>
    <td width="23%" height="52"><br /></td>
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<p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../history.htm"><img src="../menu/History.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../culture.htm"><img src="../menu/CultureBtnDimmed.png" width="100" height="39" border="0"></a></p>
<p><a href="../environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a></p>
<br />
</body>
Puerto Rican natives can often be heard referring to their *cocina criolla*, or Creole cooking, which combines influences of the Taíno island natives, the Africans, the Caribbean people, and the Spanish. A signature taste of Puerto Rican cooking is the combination of sweet, salt, and garlic. The island’s flavors are so unique among Latinos because of the preference for well-spiced as opposed to spicy. 

Some common foods on the island are:

<table>
<thead>
<tr>
<th>Food</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sopón</td>
<td>A basic soup</td>
</tr>
<tr>
<td>Asopao</td>
<td>A thicker, gumbo-like soup</td>
</tr>
<tr>
<td>Mofongo</td>
<td>a vegetable based side dish, much like stuffing</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Pasteles</td>
<td>a main dish made from a vegetable dough, stuffed with meat</td>
</tr>
<tr>
<td>Arroz con Dulce</td>
<td>a sweet rice desert spiced with ginger</td>
</tr>
<tr>
<td>Flan</td>
<td>an egg custard desert</td>
</tr>
<tr>
<td>Tembleque</td>
<td>a coconut pudding</td>
</tr>
</tbody>
</table>

To hear more about these and other popular Puerto Rican foods, click here. This video clip highlights the spices and flavors common in Puerto Rican cooking.
Code for music.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientation: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style TYPE="text/css">
BODY {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
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    <td width="23%" height="52">&nbsp;</td>
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        <div align="center">
            <font color="#660000" size="6" face="Harvest">PUERTO RICO</font>
        </div>
    </td>
</tr>
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<tr>
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        <p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
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        <p><a href="../History/history.htm"><img src="../menu/History.jpg" width="100" height="39" border="0"></a></p>
    </td>
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        <p><a href="../Culture/culture.htm"><img src="../menu/CultureBtnDimmed.png" width="100" height="39" border="0"></a></p>
    </td>
</tr>
<tr>
    <td valign="top">
        <p><a href="../Environment/environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a></p>
    </td>
</tr>
</table>
</div>

63
Music<br><br>The music of Puerto Rico has roots that stretch back to the native Taino inhabitants, most noticeably through their addition of the maracas to the instruments used on the island. Through time, the Taino music merged with Spanish and African to create a unique blend of sounds, and the set of musical genres that exists in Puerto Rico today.<br><br>The four main musical genres of Puerto Rico are danza, folk music, plenas, and salsa. In addition, there is a newer genre still developing known as reggaeton.<br><br>Folk Music<br><br>Click here for a sample<br><br>includes several varieties, the most prominent being the décima and aguinaldo. Décimas are folk tunes whose lyrics are written in ten couplets of eight syllables each. This style was derived from common Spanish poetry. Aguinaldos are traditional Christmas songs closely related to décimas.
<tr>
<td width="26%" align="center"><font size="4">Danza</font><br/>
<a href="../sounds/danza.wma">Click here for a sample</a></td>
<td width="74%">includes two varieties that are truly very different from one another, the romantic and the festive. The romantic danzas are more structured and slower, while the festive danzas are lively and fast. A good way to imagine danzas is to think of a waltz with an Afro-Caribbean beat.</td>
</tr>
<tr>
<td width="26%" align="center"><font size="4">Plena</font><br/>
<a href="../sounds/plena.wma">Click here for a sample</a></td>
<td width="74%">has its roots in African song and dance, and developed in the later 1800s. Similar music includes Mexican corridos, Trinidadian calypso, and Dominican merengue. Plena lyrics usually refer to current events and are thought of as a kind of musical newspaper.</td>
</tr>
<tr>
<td width="26%" align="center"><font size="4">Salsa</font><br/>
<a href="../sounds/salsa.wma">Click here for a sample</a></td>
<td width="74%">includes many different styles of music, and the name Salsa did not begin to circulate until the 1960s. Some of the music classified as Salsa is also known as cha-cha-cha, mambo, guaguancó, and by many other names. It is simply the strong, clear latin flavor; of the music which places it in this category.</td>
</tr>
<tr>
<td width="26%"><font size="4">Reggaeton</font><br/>
<a href="../sounds/reggaeton.wma">Click here for a sample</a></td>
<td width="74%">the newest of the popular Puerto Rican music genres, is a combination of Jamaican Reggae, from which the name is derived, Latin beats, and dance-hall rap. The genre has been growing in popularity among Hispanic youth and young adults for the last decade, and some speculate that it may</td>
</tr>
soon eclipse salsa, merengue, and other Spanish pop music. &nbsp; </font></td></tr></table>

<p class="MsoNormal" style="text-autospace: none">Some of the instruments prominently featured in Puerto Rican music are: </p>

<table border="1" cellspacing="0" cellpadding="0" style="border-collapse: collapse"
bordercolor="#111111" width="100%">
<tr align="left" style="text-align: left;">
<td width="26%" align="left">Bombardino</td>
<td width="74%">an instrument similar to the tuba, higher in octave, but still lower than a trumpet or french horn. This instrument is also known as the euphonium, and is popular in Danza music.</td>
</tr>
<tr align="left" style="text-align: left;">
<td width="26%" align="left">Bongos</td>
<td width="74%">a set of joined drums, one larger than the other, that are an important part of Latin percussion.</td>
</tr>
<tr align="left" style="text-align: left;">
<td width="26%" align="left">Conga</td>
<td width="74%">a larger drum, derived from one which was made of hollowed logs, this drum makes the deeper tones heard in Latin music.</td>
</tr>
<tr align="left" style="text-align: left;">
<td width="26%" align="left">Cuatro</td>
<td width="74%">a guitar-like instrument with five sets of double strings, tuned in half-octaves.</td>
</tr>
<tr align="left" style="text-align: left;">
<td width="26%" align="left">Güiro</td>
<td width="74%">a hollowed, notched gourd, which is played by scratching the outside.</td>
</tr>

66
Guitar

one of the many variations of the six-stringed instrument brought to the island by the Spanish.

Maracas

an instrument native to the island, originally made from the dried shell of the fruit of the higuera tree, which was filled with small pebbles and attached to a handle, and played by shaking. Modern maracas are often made of plastic, but are still used in the same manner, and are a prominent part of Salsa music.

Music of Puerto Rico

Music of Puerto Rico

Code for literature.htm

<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Oriention: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
BODY {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
    scrollbar-shadow-color:#660000;
    scrollbar-face-color:#FAEBD7;
}
The literature of a country is an important reflection of the land's culture. It captures the history and development of the place, painting portraits of the society over the years. It can also reveal the level of education of a country, while incorporating the feelings of each individual author into a body of work that represents the country as a whole.

The following is a list of recommended literary works, including short summaries, for your enjoyment.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year of Publication</th>
<th>Citation</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mi isla soñada</td>
<td>Abelardo Díaz Alfaro</td>
<td>1999</td>
<td>Díaz Alfaro, A. (1999). Mi isla soñada, 301p. San Juan, PR: Editorial Plaza Mayor.</td>
<td>Abelardo Díaz Alfaro is a prominent Puerto Rican writer who emphasizes in his narrative the knowledge and understanding that he posses about the particular nature of the Puerto Rican society. This book was the second one he published and it contains the scripts he created as part of the radio show Téyo Gracia y su Mundo. The short stories and scripts that make up this book helped me understand the nature of the Puerto Rican society and how Díaz Alfaro portrays the Puerto Rican society's resistance to the United States imperialism.</td>
</tr>
<tr>
<td>Terrazo</td>
<td>Abelardo Díaz Alfaro</td>
<td>1999</td>
<td>Díaz Alfaro, A. (1999). Terrazo, 117p. San Juan, PR: Editorial Plaza Mayor.</td>
<td>Terrazo is the first book he published back in 1947. His narrative exhibits sensitivity and the skillful handling of the metaphor. His work is based on the great love to the Earth and the great knowledge on the Puerto Rican society and problems. This book also portrays the Puerto Rican society's resistance to the United States imperialism, with stories that take place in the rural areas of Puerto Rico focusing not only</td>
</tr>
</tbody>
</table>
on the Puerto Rican &apos; s role as the teacher in 1940 &apos; s and 1950 &apos; s Puerto Rico. In his stories the author emphasizes the phenomenon of Americanization Puerto Rico went through at the beginning and mid 20th century. In the short stories the acculturation process, the competition between the Puerto Rican and the American is emphasized, and how through different mechanisms, sometimes by force and sometimes very subtly, traditions, beliefs, and thinking ways of the conquering nation, United States, were imposed on the newly conquered Puerto Ricans.

Source: Book

---

3.<strong>Title</strong>: Boricuas in America: The struggle for identity, language, and power

Author: Lourdes D&eacute;az Soto

Year of Publication: 1997


Summary: This article examines the historical background of Puerto Ricans, which is full of exploitation, colonization, and oppression both on the island and the United States mainland. It describes the percentage of Puerto Rican women between the age groups of 15-45 years who were sterilized around the year of 1968. It also describes the percentage of Puerto Rican children who live below the poverty level in the United States.

Source: Journal Article

---

4.<strong>Title</strong>: Viva Puerto Rico Gratis?: The Painful Patience of a Colony at the close of the Twentieth Century

Author: Mart&eacute;n Espada

Year of Publication: 1999


Summary: This article describes Puerto Rico &apos; s colonial status, as the centennial year under United States occupation goes by. The author mentions his belief on how the ideal of independence is more widespread than many realize. The title of the article is very controversial. Literally, it means &apos;Long live a free Puerto Rico;&apos; Although the term free has several meanings; &apos;as in liberated country or independent, and &apos;as in free of charge. The article is a sardonic tale of the daily lives many Puerto Ricans live, and how vicious and absurd is the cycle of colonialism. The article helped me realize and get a deeper understanding of the colonial status.
of the Island. It also helped me understand how great is the need for education on the reality of Puerto Rico in the K-12 schools.

**Source:** Journal Article

### 5. Title
Racial Identity Development and Latinos in the United States

**Author:** Bernardo M. Ferdman &amp; Plaacute;cido I. Gallegos

**Year of Publication:** 2001


**Summary:** This chapter describes the necessity of understanding the Latino racial identity development process. Being the United States society so focused on grouping people by race, Latinos have found that no racial identity development models have been constructed taking them in consideration. The authors try to somewhat explain the Latino racial identity development, making it clear that each individual’s experience is unique. By the end of the chapter, the authors develop their own model of Latino orientations to racial identity in the context of the existing diversity among them. This chapter was very useful for me to understand the complexity of the racial identity development that we as Latinos go through, being our racial heritage so different to Whites or Blacks.

**Source:** Book chapter

### 6. Title
Social Identity in Puerto Rico

**Author:** Giles, H., Llado, N., McKirnan, D.J., Taylor, D.M.

**Year of Publication:** 1979


**Summary:** This is an article that examines the social identity of several high school students from diverse age levels in Puerto Rico. This complex society represents an interesting context because of the potential relevance of a number of dimensions for identity including language, cultural heritage, socio-economic status, religion, and political beliefs. An important methodological refinement is introduced in order to permit simultaneous examination
of these various dimensions in terms of Puerto Rican identity.<br>
**Source**: Journal Article

<table>
<thead>
<tr>
<th>Title</th>
<th>The Promise and Disillusion of Americanization: Surveying the Socioeconomic Terrain of Early-Twentieth-Century Puerto Rico.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Lillian Guerra</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>1999</td>
</tr>
<tr>
<td>Summary</td>
<td>This article explores the early impact of United States imperialism in Puerto Rico. It also describes the nature of coffee production in Puerto Rico, one of the most important crops in Puerto Rican agriculture. The author explains in detail the dimensions of the impact of Americanization in the Puerto Rican society as well as its culture and economic development. The article shows how Puerto Rico is an example of the United States colonial paradox...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Teodoro Moscoso and Puerto Rico’s Operation Bootstrap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>A.W. Maldonado</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>1997</td>
</tr>
<tr>
<td>Summary</td>
<td>In this book, the author tells the story of how Puerto Rico overcame poverty to achieve economic success. Operation Bootstrap was a program developed and implemented by Teodoro Moscoso, although most of the credit goes to former governor of Puerto Rico Luis Muñoz Marín. The purpose of Operation Bootstrap was to attract worldwide investment to the island during 1950’s. It basically transformed the island’s economy into an industrial society. The author focuses on Teodoro Moscoso’s legacy to describe how this economic miracle occurred. This book will appeal to anyone with an interest in Puerto Rico’s recent history. It combines biography, history, economics, and political bargaining that went through between the United States and Puerto Rico. It is the story of Puerto Rico’s economic transformation. It is the story on how Puerto Rico achieved colonial modernization to become something similar to what we are today.</td>
</tr>
</tbody>
</table>

**Source**: Book

---

72
9. Title: The Poetry of Tomás Gares: Puerto Rican Affirmation in the Face of Cultural Destruction
   Author: Eleanor Jean Martin
   Year of Publication: 1976
   Summary: In this review of the poetry written by Tomás Gares, the author describes how his poetry recreates life growing up in the Puerto Rico of the 1900s. In each one of the poems, Gares portrays his love of nature as well as his love for Puerto Rico. The author reviewing Gares' poetry, explains the author's life away from Puerto Rico and how he longed to come back. Martin analyses Gares' poetry and describes her opinion on the author's strong identification with Puerto Rico because the theme of his poetry revolves around the issues of colonialism of the Island.
   Source: Review

10. Title: El Jib@-Re@nte en la Literatura Puertorrique@n tilde a
    Author: Edgar Masdeu Martinez
    Year of Publication: 1976
    Citation: Masdeu Martinez, E. (1976). El Jib@-Re@nte en la literatura puertorrique@n tilde a. Revista Chican@-Rique@n tilde a, 4(2), 50-57 p.
    Summary: This article describes the importance of the Jib@-Re@nte figure in the Puerto Rican literature. The Jib@-Re@nte has been the main character of several genres such as the novel, short stories, poems, essays, and plays since its first appearance in written text in 1814. Since that year, the Jib@-Re@nte has gone through a social evolution and its sad to mention that it will be very difficult to say today, if not impossible, that the true Jib@-Re@nte no longer exists in the Puerto Rican society. I agree with the author when he states that it is a symbol of the Puerto Rican conscience, that with that one word we define our Puerto Rican identity.
    Source: Journal Article

11. Title: La Americanizaci@-n en Puerto Rico y el sistema de Instrucci@-n P@-n 1900-1930
    Author: Aida Negrete de Montilla
    Year of Publication: 1977
    Citation: Negrete de Montilla, A. (1977).
La Americanización en Puerto Rico y el sistema de Instrucción P&iacute;blica 1900-1930, 282p. R&iacute;o Piedras, PR: Editorial Universitaria

Summary: At the beginning of the 20th century and as a result of the change of ruling (from Spain to United States), Puerto Rico undergoes the impact of the imposition of a new political and economical system, whose repercussion will be felt in the social order and the cultural activity of the country. The Commissioners of Instruction, which were assigned by the American metropolis, will stimulate the development of a plan for the Americanization of the Puerto Ricans, using the schools as a setting to put their plan into action. In her thesis, Aida Negr&iacute;n de Montilla explains in full detail how this Americanization process was held, how it affected our society and to some extent how it still affects it. It was very impressive for me to realize how harsh and ruthless were the Americanization policies in the schools of Puerto Rico and how much control the United States government had and still has over all Puerto Rican matters.

Source: Thesis

12. Title: El imperialismo cultural ejercido por los Estados Unidos de Norteam&iacute;rica sobre Puerto Rico: Cultura, educaci&oacute;n y status pol&iacute;tico

Author: Aida Negr&iacute;n de Montilla

Year of Publication: 1989


Summary: This treatise or formal exposition to the courts of Barcelona describes the trauma caused to Puerto Ricans by the North American invasion on 1898. This invasion tried to put an end to the cultural cohesion that already existed during the 19th century and starts the ruthless process of taking away our identity as Puerto Ricans. The author describes in full detail how the North American government eliminated from our political organization the Carta Aut&oacute;n&iacute;mica de 1897, which put an end to the Puerto Rican constitutional development. She also gives examples on how education as a social institution was manipulated to use it as a means to assimilate or americanize the Puerto Rican society. In her exposition, she also explains how Puerto Rico has gone through many tribulations regarding Spanish, its native language, and the imposition of English as one of the official languages of the Island.

Source: Treatise
<table>
<thead>
<tr>
<th>Title</th>
<th>Feeling pretty West Side Story and Puerto Rican Identity Discourses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Frances Negron-Muntaner</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>2000</td>
</tr>
<tr>
<td>Summary</td>
<td>This journal article examines the impact of the motion picture 'West Side Story,' on the cultural and racial identity development in Puerto Rico. It also talks about the destructiveness of violence, the relationships between Puerto Rico and the United States, and articulates about the Puerto Rican ethnicity.</td>
</tr>
<tr>
<td>Source</td>
<td>Journal Article</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Pay to Order of Puerto Rico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Alexander Odishelidze &amp; Arthur Laffer</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>2004</td>
</tr>
<tr>
<td>Summary</td>
<td>In this book, the authors present the economic status and the political reality between Puerto Rico and United States. The authors base their analysis on the monetary contributions that the federal programs invest in Puerto Rico. This book discusses the social and economic consequences of the political relationship of Puerto Rico with the United States. Cradled in the ambiguous definition of &quot;common wealth,&quot; the result of this conception of government has been a system of &quot;self-government&quot; with limited powers, in which the Puerto Ricans, who share the American citizenship by imposition, see their right to vote and the representation before the congress limited. The authors argue that the resolution of the status issue is important and necessary so Puerto Rico as nation begins to pay its own way instead of being subsidized by the American taxpayers at a cost of 22 billion dollars per year. In general, the book displays the economic consequences of imperialism in Puerto Rico for the US.</td>
</tr>
<tr>
<td>Source</td>
<td>Book</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Puerto Rico Dual Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>María de los Ángeles Ortiz de León</td>
</tr>
<tr>
<td>Year of Publication</td>
<td>1980</td>
</tr>
<tr>
<td>Citation</td>
<td>Ortiz de León, M. (1980). Puerto</td>
</tr>
</tbody>
</table>
Rico Dual Language. Revista Chicano-Riqueña, 8(2), 14-15 p.<br/>

**Summary**: This short dual-language poem recites the ambivalence that permeates the Puerto Rican society. It questions the Puerto Rican identity and in some way tries to explain it or define it. The poem made me realize once again the complexity of my heritage and how difficult can it be to a foreigner of our culture to understand everything we have gone through as a nation.<br/>

**Source**: Poem<br/>

---

16. **Title**: La trayectoria de la novela estática puertorriqueña contemporánea (1950-1973)<br/>
**Author**: Asela Rodríguez Aseda<br/>
**Year of Publication**: 1976<br/>

**Summary**: The article describes the history of the Puerto Rican novel genre and how it has been the less cultivated genre of the Puerto Rican literature during the years of 1950 through 1973. The author mentions that even though it has not been the most prominent genre in the Puerto Rican literature, what has been written mostly on the political status of the Island. The political theme has become an obsession difficult to overcome because it responds to the reality and colonial status of the Puerto Rican society, even today. She states that it has limited our literature in such a way, that other themes have not been used as inspiration for writing novels. I believe what she says its true. However, I also believe in the importance of leaving a written legacy to future generations on what has happened in Puerto Rico throughout history, and what better way than literature to do so. <br/>

**Source**: Journal Article<br/>

---

17. **Title**: La Guagua A<br/>
**Author**: Luis Rafael Nchez<br/>
**Year of Publication**: 1994<br/>
**Citation**: Nchez, L.R. (1994). La Guagua A, 211 p. San Juan, PR: Editorial Cultural.<br/>

**Summary**: The book titled La Guagua A consists of a collection of essays previously published in different Puerto Rican newspapers. The book is based on an article of the
same title, which relates the journey from the Puerto Ricans to the city of New York. This story of the Puerto Rican migration displays the challenges and tribulations that the Puerto Ricans faced when they arrived at the strange United States nation, such as racism, different language, and the hostility against the immigrants without resources. This collection of essays relates the adversities that the promising discourse of the American dream represented. This book is also an excellent resource for courses on history, politics, or the effects of imperialism, socialization, and acculturation, because it explains the other side of the story, the real implications behind the migration to the United States.

**Source**: Book

---

18. **Title**: When I was Puerto Rican

**Author**: Esmeralda Santiago

**Year of Publication**: 1994

**Citation**: Santiago, E. (1994). When I was Puerto Rican (pp. 304). New York, NY: Vintage Books.

**Summary**: When I was Puerto Rican tells the story of the life of Esmeralda Santiago and all the things she went through when her family left Puerto Rico to go live in New York. What is most appealing to me about this autobiography, linked with memorable and richly detailed anecdotes, is the moving disclosure that the author shares with the readers who do not know what it means or how it feels to struggle with dual-identities/dual-allegiances with respect to the inherent nature the Puerto Rican experience in the United States as well as other North American immigrant experiences. She lets us know how she had to rely on her intelligence and talents to help her survive in an alien world in which being Puerto Rican is not advantageous. It is a true story, which can serve as an inspiration to people forced to make their own way in a sometimes hostile environment.

**Source**: Memoir

---

19. **Title**: Puerto Rico: The trials of the oldest colony in the world

**Author**: José Trujillo-Monge

**Year of Publication**: 1997


**Summary**: Puerto Rico is a territory of the United States, though the author prefers the term "colony"; to describe his homeland's difficult position. The United States invaded Puerto Rico more than a 100 years ago, and in that time
the US government has continually avowed its desire to respect the wishes of the Puerto Ricans while systematically limiting its sovereignty. This is a relative short, straightforward, and direct book on the most important subjects facing Puerto Rico for the past 100 years. The author gives us a great background on the evolution of the status question for Puerto Rico since it became a colony of the United States after the Spanish American War of 1898 and, among the questions that are tried to be answered are why the other territories taken away from Spain were granted more autonomy or independence than Puerto Rico was. 

<strong>Author</strong>: Frank Villalobos 

<strong>Year of Publication</strong>: 1976 


<strong>Summary</strong>: This is an amazing poem written by Frank Villalobos. The different stanzas tell the story of a Puerto Rican who was considered by the mainstream society a silly barbarian and a cretin because there were so many things he ignored about art, literature, US history, and culture. However, by the end of the poem he has somewhat of an epiphany because he realizes he is the guru on &lt;#8220;Puerto Ricanness&lt;/#8221; and is in charge of explaining his culture to non-Puerto Rican people. I felt related to this poem because by being here in Iowa I have been in the position were I have had to explain to others about my country and my culture.

<strong>Source</strong>: Poem

---

**Code for environment.htm**

```html
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Orientations: Puerto Rico</title>
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<tr>
  <td width="23%" height="52">&nbsp;</td>
  <td width="77%" align="center" style="font: normal 6pt "Harvest"; color:#660000;""><p>RICO</p><p>PUERTO</p></td>
</tr>
<tr align="top">
  <td align="top" style="font: normal 6pt "Harvest"; color:#660000;">
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    <td align="top" style="font: normal 6pt "Harvest"; color:#660000;">
      <a href="/facts.htm"><img src="/menu/FactsButton.png" width="131" height="51" border="0"/></a></td>
  </tr>
</table></body>
<p>Puerto Rico is a tropical island, with temperatures ranging from 75°F to 85°F throughout the year. The island receives approximately 60 inches of rainfall per year, with the majority of it falling in the wet season between May and December. The southern coast of the island is drier and slightly warmer than the northern coast, and the interior mountains of Puerto Rico are cooler than the island as a whole. The island's hurricane season starts in June and lasts through the end of November.</p>

Puerto Rico is home to approximately 3,000 species of plantlife, including 550 species of trees. Native plants to the island include orchids, hibiscus, poinsettias, ferns, and palm trees. The majority of the island's plantlife grows wild in the El Yunque Rainforest, which covers 280,000 acres of land.</p>

Animals
A large percentage of Puerto Rico's animal life lives deep in the rainforest, including several rare species such as the Puerto Rican Parrot (<em>Amazona vittata</em>), and the Puerto Rican Boa (<em>Epicrates inornatus</em>). Other common animals on the island include iguanas, small lizards, the red-tailed hawk, and bats. Also present on the island is the famous coqui, a small tree frog named for the noisy call that the male of the species is known for. Puerto Rico is also home to many species of marine life, including lobsters, oysters, kingfish, barracudas, tuna, and blue marlin.

Code for education.htm

<!--DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 4.01 Transitional//EN">
<html>
<head>
<title>Oriention: Puerto Rico</title>
<meta http-equiv="Content-Type" content="text/html; charset=iso-8859-1">
<style type="text/css">
body {
    scrollbar-arrow-color:#660000;
    scrollbar-track-color:#660000;
    scrollbar-shadow-color:#660000;
    scrollbar-face-color:#FAEBD7;
    scrollbar-highlight-color:#660000;
    scrollbar-darkshadow-color:#660000;
    scrollbar-3dlight-color:#660000;
}
</style>
</head>
<body>

81
Educational System

was used as a strategy in the colonization of Puerto Rico, using a similar pattern to the one used for Native Americans and Mexican Americans.
The government instituted an educational system aimed at building loyalty to the United States, and at deculturalization. The policy attempted to subjugate the native culture and replace the native language, Spanish, with English through the schools. Some of the other Americanization policies included: 1. Required celebration of U.S. patriotic holidays; 2. Replacing textbooks and curricula with ones reflecting the way of life in the United States; and 3. Introduction of organizations, such as the Boy Scouts of America, to promote allegiance to the United States. The policies were enforced vigorously and with increasing intensity until the establishment of the Puerto Rican Free Associated State, under which control of the school system was returned to the newly formed Commonwealth government.

This clip will explain the current structure of the educational system of Puerto Rico.
<tr>
    <td width="23%" height="52">&nbsp;</td>
    <td width="77%">PUERTO RICO</td>
</tr>

<p><a href="../index.htm"><img src="../menu/HomeButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../facts.htm"><img src="../menu/FactsButton.png" width="131" height="51" border="0"></a></p>
<p><a href="../themes.htm"><img src="../menu/ThemesButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../History/history.htm"><img src="../menu/History.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../Culture/culture.htm"><img src="../menu/Culture.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../Environment/environment.htm"><img src="../menu/Environment.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../EducationalSystem/education.htm"><img src="../menu/Educational.jpg" width="100" height="39" border="0"></a></p>
<p><a href="../CommunityLife/communitylife.htm"><img src="../menu/CommunityBtnDimmed.png" width="100" height="39" border="0"></a></p>
<p><a href="../resource.htm"><img src="../menu/ResourcesButton.jpg" width="131" height="51" border="0"></a></p>
<p><a href="../glossary.htm"><img src="../menu/GlossaryButton.jpg" width="131" height="51" border="0"></a></p>

<p><strong><font size="4">Community Life</font></strong></p>
<p><font size="4">Life in a typical Puerto Rican city is similar to life in a small city in the United States. This is reflective of the Americanization that occurred in the early to mid 1900's, while the island was a colony of the United States. The following video perspective discusses several aspects of life in an ordinary city in Puerto Rico.</font></p>
Community Life in Puerto Rico

Code for resource.htm

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    scrollbar-highlight-color:#660000;
    scrollbar-darkshadow-color:#660000;
    scrollbar-3dlight-color:#660000;
}
</style>
</head>

<body bgcolor="#FAEBD7" alink="#000000" link="#660000" vlink="#000000">
<div align="center">
<table width="89%" height="476" border="0">
  <tr>
    <td width="16%" height="52">&nbsp;</td>
    <td width="84%"><div align="center"><font color="#660000" size="6" face="Harvest">PUERTO RICO</font></div></td>
  </tr>
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For tourism and travel information about the island of Puerto Rico, visit one or both of the following sites:

- Go to Puerto Rico (a new window)
- Welcome to Puerto Rico (a new window)
- Sol Boricua (a new window)

To learn more about the Taino Indians of Puerto Rico, visit:

- Taino Tribe (a new window)
- History of the Taino Indians (a new window)

For extended information about all of the topics discussed in the learning environment, visit one or all of the following sites:

- MSN Encarta Puerto Rico (a new window)
- CIA World Factbook (a new window)
- Wikipedia Entry, Puerto Rico (a new window)

To investigate the world of Puerto Rican music in more depth, visit...


<ol>
<li><strong>Adobo</strong>- a mix of peppercorns, oregano, garlic, salt, olive oil, and lime juice or vinegar</li>
<li><strong>Alcapurrias</strong>- a type of food dish made in Puerto Rico. Plantains stuffed with meat and then fried.</li>
<li><strong>Arroz con dulce</strong>- sweet rice spiced with ginger, coconut milk, and cinnamon.</li>
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<li><strong>Arroz con gandules</strong>- rice and pigeon peas.</li>

<li><strong>Asopao</strong>- a soup spiced with sofrito and adobo. It is usually made with chicken. It is a rich soup. Usually made for family gatherings.</li>

<li><strong>Bil&amp;ouacute;n</strong>- a lollipop.</li>

<li><strong>Blanquita</strong>- a lighter skinned Puerto Rican person.</li>

<li><strong>Bor&amp;iacute;en/Bor&amp;iacute;nquen/Bor&amp;iacute;en</strong>- the name the Taíno indians gave to the island.</li>

<li><strong>Coqu&amp;iacute;</strong>- a tree frog that is native to Puerto Rico.</li>

<li><strong>Flan</strong>- a custard, made with eggs, and can be flavored with almonds, coconut, pineapple, or a variety of other ingredients.</li>

<li><strong>Garbanzos</strong>- chick peas.</li>

<li><strong>J&amp;iacute;baro</strong>- a Puerto Rican farm worker.</li>

<li><strong>Masa</strong>- a dough made from vegetables.</li>

<li><strong>Mofongo</strong>- a Puerto Rican side dish. The ingredients are plantains, salted pork, and spices. It is usually served in a shape of a ball.</li>

<li><strong>Negrita</strong>- a darker skinned Puerto Rican person.</li>

<li><strong>Pasteles</strong>- made with bananas, plantains, pumpkin, yuca it's made into a masa and then stuffed with pork and cooked in
banana leaves.</li>

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<li><strong>Piñuela</strong>- pineapple.</li>

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<li><strong>Plantanos</strong>- plantains are a variety of banana that cannot be eaten raw. They are coarser in texture than ordinary bananas and are harvested while green, then baked, fried, or boiled.</li>

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<li><strong>Recao</strong>- culantro, an herb.</li>

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<li><strong>Sofrito</strong>- a spice that is often used in the preparation of dishes. It is a mixture of onion, Italian frying pepper, garlic cloves, sweet chile peppers, and cilantro leaves.</li>

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<li><strong>Sopao</strong>- a soup usually spiced with sofrito. Made with plátano, garlic, and garbanzos.</li>

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<li><strong>Taino Indians</strong>- the native people to the island of Borinquen or Boriken.</li>

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<li><strong>Tembleque</strong>- a coconut flavored pudding.</li>

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<li><strong>Tostones</strong>- fried plantains.</li>

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<li><strong>Yuca</strong>- a tropical root.</li>