

# Tourism for Puerto Rico, the Planet, and the Wallet



 5 MODULES

 HOSPITALITY PATHWAY, SCIENCE, ETHICS

## What's this unit about?

Students are assuming the role of a developer's team that answers an open call posted by the Puerto Rico Tourism Board. The open call is a request for developers to determine the location of a new tourism facility. In the open call, the tourism board states that they are most concerned with ensuring that the project is profitable for the island and acts as a "good neighbor", in an economic, environmental, and cultural sense, to the residents. To understand the current landscape and come up with the best solution, students will form five teams (**Economic Advisors, Public Policy Consultants, Local Community Advocates, Tourism Experts, and Environmental Researchers**) and combine their knowledge for a mock presentation to "the tourism board" as the culminating deliverable.

This project is a partnership between NAF and the New York Department of Education and included an extensive co-design process where NAF and NYC Teachers gave us invaluable feedback and piloted the lessons in their classrooms during the Spring of 2022. You will find quotes from some of these teachers and their students throughout this document.

## Cultural Responsiveness

This curriculum has been grounded in [New York's Culturally Responsive-Sustaining \(CR-S\) Education Framework](#).

CR-S aims to help “educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change”.

Whenever you see a section in a **green box**, this is a cultural responsiveness highlight that can be used to contextualize the curriculum and offer implementation suggestions.



## Learning Framework

Students will learn to:

- Communicate effectively through written formats
- Communicate effectively in a presentation setting
- Understand basic coding principles and technical knowledge (A.I. Engineers)
- Understand basic ethical philosophical premises and empathize (Ethics Managers)
- Understand basic legal language (Data Privacy Consultants, Public Policy Advisors, and Civil Liberties Researcher)
- Understand and analyze the ethical and privacy concerns surrounding the use of facial recognition in law enforcement and other high-stakes settings
- Understand how to discover the context of a topic through research

## What's in the unit?

MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5
Students are introduced to the topic and narrative, split into professional teams, and get started on their research.	Students warm up with a game, continue the narrative, conduct research, participate in a Socratic Seminar, and then vote to decide what tourism facility to propose.	We warm up students with a game, continue the narrative, conduct research, do another round of experiments and case studies, and then share-out new knowledge.	Students warm up with a game, continue the narrative, and prepare for their final presentation.	Students have their final presentation, engage in a Q&A session, and then end the narrative.

## MODULE 1

## Introducing the Challenge (30-35 minutes)

Students are assuming the role of a developer's team that is answering an open call posted by the Puerto Rico Tourism Board. The open call is a request for developers to determine the location of a new tourism facility. In the open call, the tourism board states that they are most concerned with ensuring that the project is profitable for the island and acts as a "good neighbor", in an economic, environmental, and cultural sense, to the residents. Students will combine their knowledge for a mock presentation to "the tourism board" as the culminating deliverable.

---

*"The students were engaged 90% because it was a current news item."*

— Patty C., Co-Design and Pilot Teacher

---

### Setting the Scene

- ▷ **Start:**
  - ▷ Gather students and play the [Unit 3 Trailer](#), to get them engaged with the topic
- ▷ **Explain the narrative:**
  - ▷ Over the next # weeks, you will all be assuming the role of a developer's team that is answering an open call from the tourism board of Puerto Rico to propose building a new facility in one of five municipalities along the Southern coast. The tourism board is most concerned with ensuring that the proposed tourism facility is profitable and acts as a "good neighbor", economically, environmentally, and culturally, to the residents. Combining your knowledge and efforts, you will all then present your proposal to the tourism board for approval.
- ▷ **Share narrative material:**
  - ▷ Show and read the [PR Tourism Board Open Call Brief](#) as a group
- ▷ **Introduce topic background:**
  - ▷ Show the video appendices: ["Deskover" Puerto Rico Program- Video testimonial](#) and [Why Puerto Rico is not a US state](#)
  - ▷ Optionally, use the [Landscape Questions Worksheet](#) to guide background knowledge gathering for your students.
- ▷ **Split into teams:**
  - ▷ Use the [Ranked Choice Team Selection Ballot](#) to allow teams to be split per their interests

## Introducing the Teams

Now that the teams have been decided, have them familiarize themselves with what their team focus will be for the project. Distribute the team descriptions to each group so that they can read them together before getting started with their research.

- ☰ Economic Advisors Description
- ☰ Public Policy Consultants Description
- ☰ Local Community Advocates Description
- ☰ Tourism Experts Description
- ☰ Environmental Researchers Description

### Cultural Responsiveness Tip: Why is socio-cultural context important?

Understanding how tourism has historically impacted local communities economically, culturally, and socially helps students to understand the importance of considering an issue from all angles. Through this holistic view of tourism in Puerto Rico, students are able to examine one topic within the larger issue of the extractive colonial relationship that exists between Puerto Rico and the United States of America.

Recognizing the socio-cultural context of the topic can help students identify and empathize with the topic by displaying the connections to the real world and the effect it has on students now and in the future.

## 🕒 Background Research Time (35-40 minutes)

**Additional Materials:** Computers + Internet Access for Students

Students will continue by doing background research on the first research question that pertains to their team.

Students are encouraged to use all research resources available to them including online searches of newspaper articles, videos from news organizations, academic publications, and more. Students should be reminded that sites like Wikipedia are not citable, but can be useful in finding citable sources through the footnotes of entries.

Students should use the slide deck corresponding to their team to take notes and answer their research questions. Be sure to make a copy of the slide deck so that teams can edit it directly. Also, point out to students that there are sources included to help them if they get stuck.

- 📄 Economic Advisors (Module 1)
- 📄 Public Policy Consultants (Mo...
- 📄 Local Community Advocates (...)
- 📄 Tourism Experts (Module 1)
- 📄 Environmental Researchers (...)

## Knowledge Share-Out (10 minutes)

Ask teams to share 1-2 slides from their research with the rest of the class that the team found to be interesting or were surprised by. Alternatively, teams can share the link to their presentations with the rest of the class.

### Cultural Responsiveness Tip: How can I differentiate or modify this lesson for my students?

#### For Students Who Need Additional Support:

- ▷ Consider assigning pairs within teams to have more built-in peer support to allow for partner reading and discussion during research sections.
- ▷ Consider leading the knowledge share-out by asking a series of questions where students can share their knowledge instead of through a slide presentation format.
- ▷ Consider using just 2 or 3 of the teams instead of using all 5 teams. This will allow for each team to be a little bit larger so that each team has more peer and teacher support in addition to reducing the overall scope of the project.

#### For Students Who Need an Additional Challenge:

- ▷ Consider using the ideas in the “Expansions” header of the “References” section at the end of this curriculum to broaden the scope of the project.

#### For Students Who Are English Learners:

- ▷ Consider differentiating the research questions into a QSSSA format; Question, Stem, Signal, Share, Assess.
- ▷ When playing any of the videos, turn on the closed captioning. This can help your English Learner students as well as increase the accessibility of the videos for all of your students.

#### For Classes With Fewer Students:

- ▷ Consider using just 2 or 3 of the teams instead of using all 5 teams. This will allow for each team to be a little bit larger so that each team has more peer support and the overall scope of the project is reduced.

#### For Combined Classes:

- ▷ Consider collaborating with other teachers from different subjects to divide the unit into more subject-focused sections. For example, an environmental sciences teacher might take on the Environmental and Medical Researchers teams and a history teacher might take the Policy Analysts and Legal Advisors teams, and a visual arts teacher might take the Advocacy Managers team.

\*See the end of the “References” section for more information on the CR-S framework which includes some ideas for how you might approach adapting and differentiating lessons.

## MODULE 2

## Why Game (10-15 minutes)

When conducting experiments and case studies, we seek answers to questions. This warm-up allows for reflection on what makes an experiment or examination most useful in helping us answer questions.

### Rules:

- ▷ Students get in groups (doesn't need to be their research/project groups) to play for 2 minutes.
- ▷ The person whose first name is last alphabetically, starts by asking one of the **Why Game Questions** to the person to their left.
- ▷ The next person answers the question, ending their answer with asking "why?", "how?", or "what if...?" to pass the question to the next person.
- ▷ This continues until someone cannot answer the question.
- ▷ The person who cannot answer the question then selects a new "why" question and start the cycle again.
- ▷ After time is up, everyone reflects together.

### Reflection:

- ▷ Did you learn anything new or unexpected from asking clarifying questions so many times?
- ▷ Asking "why" questions is a great way to put yourself in a good headspace for examining an issue or carrying out an experiment.
- ▷ What are 3 ways you can get further clarification into a topic during an experiment or case study?

## 🕒 Tourism Board Update (5-10 minutes)

### Setting the Scene

- ▷ Start by explaining that there is an update from the tourism board.
- ▷ *We just received an email from the tourism board - let's see what they have to say.*
- ▷ Read (or have a volunteer read) Tourism Board Email (Module 2) aloud.

### Engaging the Teams

Next, have the class go to their teams to prepare for their next round of research. In this round, they will be using the slide decks to keep track of their notes, but they will be presenting the information from their research and experiments in the form of a collage.

## ✓ Research Time (45-90 minutes)

**Additional Materials:** Computers + Internet Access for Students

Students will have time to research the following questions. Answering these questions specifically will be essential for students to do their experiments and case studies in the next section.

- ☐ Economic Advisors (Module 2)
- ☐ Public Policy Consultants (Modul...
- ☐ Local Community Advocates (Mo...
- ☐ Tourism Experts (Module 2)
- ☐ Environmental Researchers (Mod...

## ✓ Socratic Seminar and Voting (45-90 minutes)

Students will participate in a Socratic Seminar in order to collectively make two decisions:

- What **type** of tourism facility will they propose to be built?
- **Where** on the island should they propose this facility be built?

Students should use their prepared ☐ Socratic Seminar Guide during their participation in the Socratic Seminar. The seminar groups should be split so that there are members of each team in both sections. Students then can self-assess using the ☐ Socratic Seminar Rubric .

After the seminar has concluded, the class will hold a ranked-choice vote using the provided ☐ Tourism Facility and Location Ballot to determine the best solution of those proposed by the teams, taking a holistic view into consideration. The ballots are counted in a full-class setting so that everyone can see the full results of the Socratic Seminar.

*For more information about Socratic Seminar procedures and tips or about how to conduct ranked-choice voting, see the Resources section.*

---


***“Student engagement was at an all-time high [in the last few weeks of school] which gives insight to how enjoyable this project will be at a later point in time.”***

— Rebekah B., Co-Design and Pilot Teacher

---

## Knowledge Share-Out: Collage (30 minutes)

Students have been compiling all of their research notes and observations from their experiments and case studies. Give students 15 minutes to create a collage (1 collage per group) that represents their new knowledge. This can be a traditional collage made from paper or students can use our

 **Digital Collage Template**. It just needs to be a visual that represents the 1-2 pieces of information from their research and/or experiment that they felt were most important to share with the class.

After the 15 minutes are up, each team will present for no more than 3 minutes to give an overview of what they learned, using the collage as a visual.

### CR Tip: How can I differentiate or modify this lesson for my students?

#### For Students Who Need Additional Support:

- Consider assigning pairs within teams to have more built-in peer support to allow for partner reading and discussion during research sections.
- Consider leading the knowledge share-out by asking a series of questions where students can share and explain their collage instead of through a presentation format.

#### For Students Who Need Additional Challenge:

- Consider using the ideas in the “Expansions” header of the “References” section at the end of this curriculum to broaden the scope of the project.

#### For Students Who Are English Learners:

- Consider differentiating the research questions into a QSSSA format; Question, Stem, Signal, Share, Assess.

#### For Combined Classes:

- If you are collaborating with other teachers, consider recording your student’s collage presentations or leaving them up so that all of the students can see the collages of other classes when they visit your classroom next.

\*See the end of the “References” section for more information on the CR-S framework which includes some ideas for how you might approach adapting and differentiating lessons.



## MODULE 3

## 🕒 Wikipedia Race (10-15 minutes)

In your groups, race to see who can make it to the “Puerto Rico” Wikipedia entry first.

### Rules:

- Everyone starts on the same page, scrolled all the way to the top
  - Easy: [https://en.wikipedia.org/wiki/Deep\\_learning](https://en.wikipedia.org/wiki/Deep_learning)
  - Medium: <https://en.wikipedia.org/wiki/Brain>
  - Difficult: [https://en.wikipedia.org/wiki/Highland\\_cattle](https://en.wikipedia.org/wiki/Highland_cattle)
- Only click on links within the article, topic sidebars, or the “See Also” section
- Can’t use Ctrl+F/Cmd+F to find words on the page
- Once you make it to the “Cancer Alley” page, immediately tell your team and ‘show your work’ by going through the browser history to show what connections you made to arrive at the end page

### Reflection:

- What do you think it says about the nature of knowledge that no matter what the page we started on, we eventually made it to the same “Facial Recognition System” entry?
- All knowledge is connected - when we connect enough pieces, we are able to see the full context of a topic
- What are 2 ways that we might apply this type of thinking to our research work?

## 🕒 Tourism Board Update (5-10 minutes)

### Setting the Scene

- Start by explaining that there is an update from the tourism board.
- *We just received an email from the tourism board - let’s see what they have to say.*
- Read (or have a volunteer read) Tourism Board Email (Module 3) aloud.

### Engaging the Teams

Next, have the class go to their teams to prepare for their next round of research. In this round, they will be using the slide decks to keep track of their notes, but they will be presenting the information from their research and experiments in the form of a reels-style video.

## 🕒 Research Time (60-90 minutes)

**Additional Materials:** Computers + Internet Access for Students

Students will have time to research the following questions. Answering these questions specifically will be essential for students to do their experiments in the next section.

- 📁 Economic Advisors (Module 3)
- 📁 Public Policy Consultants (Module 3)
- 📁 Local Community Advocates (Module...)
- 📁 Tourism Experts (Module 3)
- 📁 Environmental Researchers (Module 3)

### Cultural Responsiveness Tip: Why is it important to show students how topics are interconnected?

Understanding how the different points of view of a topic are interconnected helps students better understand the context and what considerations should be considered during problem-solving.

For instance, without understanding the socio-cultural aspects and implications of tourism in Puerto Rico, it can be difficult to understand the context of tourism against the backdrop of the relationship between Puerto Rico and the United States of America. This extractive colonial relationship can seem theoretical and is difficult to understand without having a real-world example that illustrates how pervasive this relationship's impact is on everyday life for Puerto Rican residents, the island's economy, and the island itself.

## 🕒 Experiments (60-90 minutes)

Teams have their own experiments to do that are related to the questions that they just finished researching. We recommend setting up the room into stations so that teams are already divided up and have their materials ready to save time.

- Economic Advisors:** 📁 Economic Flow Exercise
- Public Policy Consultants:** 📁 Policy Review Exercise
- Local Community Advocates:** 📁 Economic Flow Exercise
- Tourism Experts:** 📁 Tourism Advertisement
- Environmental Researchers:** 📁 Material Testing Experiment



## Knowledge Share-Out: Reel (30 minutes)

Students have been compiling all of their research notes and observations from their experiments and case studies. Give students 15 minutes to create an Instagram Reel or TikTok-style video (1 video per group) that presents some of their new knowledge. After the 15 minutes are up, each team will present by showing their video to the class and optionally adding additional points they didn't get in the video that they think are worth sharing with the class.

*"I really loved that the students spent time doing their own research and then coming together as a team to discuss their findings."*

— Hikeisha C., Co-Design and Pilot Teacher

### CR Tip: How can I differentiate or modify this lesson for my students?

#### For Students Who Need Additional Support:

- Consider assigning pairs within teams to have more built-in peer support to allow for partner reading and discussion during research sections.
- Consider leading the knowledge share-out by asking a series of questions where students can share and explain their insights after showing their video instead of through a presentation format.

#### For Students Who Need Additional Challenge:

- Consider using the ideas in the "Expansions" header of the "References" section at the end of this curriculum to broaden the scope of the project.

#### For Students Who Are English Learners:

- Consider differentiating the research questions into a QSSSA format; Question, Stem, Signal, Share, Assess.

#### For Combined Classes:

- If you are collaborating with other teachers, consider how you might be able to share students' videos with other class periods so that everyone can benefit from the share-out.

\*See the end of the "References" section for more information on the CR-S framework which includes some ideas for how you might approach adapting and differentiating lessons.

## 🕒 Discussion Toss (10-15 minutes)

Discussions and debates are all about being able to think on your feet. This game gives students the opportunity to practice this skill and warms them up for getting into a discussion/presentation mindset.

### Rules

- Get into your project groups
- Take 5 minutes to write as many questions related to your team's research and experiments as you can
- Toss a ball and ask a question from your list
- Catcher answers the question and tosses it to the next person, asking them a question from their list
- If you don't know the answer, say so and ask the next person the same question you were asked
- Continue for 5 minutes

### Reflection:

- What did you find most difficult about this activity?
- What are 3 ways you might prepare to face a situation where you need to think on your feet during a presentation or discussion?

## 🕒 Tourism Board Update (5-10 minutes)

### Setting the Scene

- Start by explaining that there is an update from the tourism board.
- *We just received an email from the tourism board - let's see what they have to say.*
- Read (or have a volunteer read) Tourism Board Email (Module 4) aloud.

### Engaging the Teams

Next, have the class go to their teams to prepare for their final presentation. They will be using the final presentation deck to compile all of their slides in one spot and then practice how they will present the full deck.

---

*"I enjoyed the discussion it caused, as it genuinely had two fair points for either side."*

— Curriculum Pilot Student

---

## ✓ Presentation Prep (60-90 minutes)

Allow students time to create their slides in the Final Presentation for the group presentation at the Pre-Trial meeting. Additionally, students should be given the [PR Tourism Board Presentation Rubric](#) so that they understand what is expected of their team's slides.

## ✓ Test Run (60-90 minutes)

Allow students time to assemble their full presentation and practice as a group how they will present their findings during the Final Boss Pre-Trial Meeting.

Each team will present their slides and then each team will select one spokesperson for the discussion portion. During the discussion, the spokesperson can confer with their teammates, but they will be the voice for their team.

Encourage students to practice a full test run of the presentation and prepare for what they might need to contribute to the discussion with the company representative.

### CR Tip: How can I differentiate or modify this lesson for my students?

#### For Students Who Need Additional Support:

- Consider assigning pairs within teams to have more built-in peer support when creating slides and presenting.

#### For Students Who Need Additional Challenge:

- Consider using the ideas in the "Expansions" header of the "References" section at the end of this curriculum to broaden the scope of the project.

#### For Students Who Are English Learners:

- Consider suggesting that students write out a script for how they want to present their slides that they can practice and use during their presentation to help them if they need it.

#### For Combined Classes:

- If you are collaborating with other teachers, consider how you might be able to share the final presentations with all of the classes - perhaps a Google Drive folder (or similar) where students can upload their slide decks after their final presentations

\*See the end of the "References" section for more information on the CR-S framework which includes some ideas for how you might approach adapting and differentiating lessons.

## MODULE 5

## Final Preparations (10-15 minutes)

Allow students time to quickly make any final preparations before starting the Pre-Trial Meeting. During this time, all slides should be in the final deck, spokespersons for each team should be selected for the debate portion, etc.

---

*"I liked the concept of this where we were "presenting" to the lawmaker and their office."*

— Curriculum Pilot Student

---

## Congressperson Meeting (60-90 minutes)

Students will present their tourism facility proposal, as well as highlight the answers to their research questions, to the Puerto Rico Tourism Board. The board can be represented by teachers or other professionals who are part of your network that can be invited to be part of an audience panel. Regardless, the audience should come up with 1-2 comments or questions to pose to students at the end of their presentations.

The  PR Tourism Board Presentation Rubric can be used for assessment.

## Tourism Board Update (5-10 minutes)

### Setting the Scene

- Start by explaining that there is an update from the tourism board.
- *We just received an email from the tourism board - let's see what they have to say.*
- Read (or have a volunteer read) Tourism Board Email (Module 5) aloud.

### Engaging the Teams

Next, have the class go to their teams to prepare for their final presentation. They will be using the final presentation deck to compile all of their slides in one spot and then practice how they will present the full deck.

## **Cultural Responsiveness Tip: How can I differentiate or modify this lesson for my students?**

### **For Students Who Need Additional Support:**

- Consider assigning pairs within teams to have more built-in peer support when presenting.

### **For Students Who Need Additional Challenge:**

- Consider using the ideas in the “Expansions” header of the “References” section at the end of this curriculum to broaden the scope of the project.

### **For Students Who Are English Learners:**

- Consider suggesting that students write out a script for how they want to present their slides that they can practice and use during their presentation to help them if they need it.

### **For Combined Classes:**

- If you are collaborating with other teachers, consider how you might be able to share the final presentations with all of the classes - perhaps a Google Drive folder (or similar) where students can upload their slide decks after their final presentations

\*See the end of the “References” section for more information on the CR-S framework which includes some ideas for how you might approach adapting and differentiating lessons.

## Resources

### Research

Are your students stuck during research? First, have them check the resource(s) listed on their research slides. If they need additional support, here are some resources that might help:

[All laws and regulations pertaining to tourism in Puerto Rico \(Source: PR Tourism Company\)](#)

[Frequently Asked Questions for Tourists \(Source: PR Tourism Company\)](#)

### Socratic Seminar

A content extension that would lend itself well to this material would be to have a Socratic Seminar rather than a presentation as the final deliverable. Tips and resources on Socratic Seminars are available below:

- [Socratic Seminar Strategy Guide from Read Write Think](#)
- [Socratic Seminar Teaching Strategy from Facing History and Ourselves](#)
- [Five Steps to a Successful Socratic Seminar from Minds in Bloom](#)

### Ranked-Choice Voting Information

A ranked-choice vote is where instead of making one selection on a poll, voters rank the poll selections in order of preference. When votes are tabulated, voters' first choices are all selected. If the result does not give any choice 50% or more of the total votes, the least popular choice is eliminated. All of the votes from the least popular choice are then redistributed to the second choice designated on those ballots only. This process continues until one option has 50% or more of the total votes.

- For information on how this looks in action, usually in politics, [Ballotpedia has an extensive entry.](#)

### Modifications and Expansions

- Consider collaborating with other teachers from the same or different subjects to divide the unit into shorter, or more subject-focused, sections. If considering this option, we recommend dividing it so that one teacher has 1-3 of the teams so that with all of the teachers combined, all five teams are still present.
- Consider utilizing your advisory board or professional peer network for the Tourism Board final presentation; rather than being the representative, an individual professional or a panel of professionals can further the narrative and help students practice their presentation and debate skills in a way that feels more real. It can also let you focus on assessment if you don't also have to participate.
- Additional content expansion can include comparing and contrasting what the relationship between tourism and locals is like in your state/city versus in Puerto Rico.
- Consider adding an Architect team for students who may be interested in architecture and civil engineering



## CR-SE Framework

The Culturally Responsive-Sustaining Education (CR-SE) Framework was developed by the New York State Education Department for the purpose of “helping educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change”.

Below are the four principles of CR-SE. The full framework can be found [here](#).



## Unit 3:

# Tourism for Puerto Rico, the Planet, and the Wallet

 5 Modules

 Hospitality Pathway, Science



## What's this unit about?

Students are assuming the role of a developer's team that is answering an open call posted by the Puerto Rico Tourism Board. The open call is a request for developers to determine the location of a new tourism facility. In the open call, the tourism board states that they are most concerned with ensuring that the project is profitable for the island and acts as a "good neighbor", in an economic, environmental, and cultural sense, to the residents. In order to understand the current landscape and come up with the best solution, students will form five teams (**Economic Advisors, Public Policy Consultants, Local Community Advocates, Tourism Experts, Environmental Researchers**) and combine their knowledge for a mock presentation to "the tourism board" as the culminating deliverable.

## Learning Framework:

---



### Learning Objectives

Students will learn to:

- Research topics from multiple types of sources
- Communicate effectively through written formats
- Communicate effectively in a presentation setting
- Understand basic economic principles (Economic Advisors)
- Understand policy jargon and implications of policy implementation (Public Policy Consultants and Local Community Advocates)
- Understand the viewpoints of local communities (Local Community Advocates)
- Understand the local tourism landscape (Tourism Experts)
- Understand basic ecology and the local biomes (Environmental Researchers)
- Understand basic architecture principles and how to use architectural software (Developers/Architects)



### Research Questions

At the end of the unit, students will be able to answer:

#### Economic Advisors

- How much annual revenue does Puerto Rico make on tourism?
- What are the most profitable types of tourism facilities and/or experiences in Puerto Rico?
- Are there any regions where it would be difficult to build a new development for reasons of access to infrastructure?

## UNIT 3

- Based on what you believe to be most profitable, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- Where is the economic profit of tourism distributed? Does it remain in Puerto Rico or is the economic profit exported?

### Public Policy Consultants

- What are some of the economic incentives that might apply to a development project for tourism?
- Are there any public policies regulating tourism or tourist activities in Puerto Rico?
- Based on what public policies may have an effect on your project, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- Now that you and your team have determined the tourism facility, which of the economic incentives would apply to your project, specifically.

### Local Community Advocates

- How do locals feel about tourists and the tourism industry in Puerto Rico?
- What kinds of jobs are created for locals by the tourism industry? How does this affect the perspective of locals towards the tourism industry?
- Bearing in mind the local landscape community and their perspectives, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- Will your development project create cultural impacts?
- Will your development project aim to maintain economic profits in the local community?
  - If yes, how? If not, where will the economic profits be distributed?

### Tourism Experts

- What does the landscape look like for traditional tourism (i.e. resorts, hotels, etc.)?
- What does the landscape look like for ecotourism?
- What does the landscape look like for agritourism?
- Based on what the tourism landscape is in Puerto Rico, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- What category of tourism would your project fall under and why did you and your teammates choose this type of tourism project?

### Environmental Researchers

- What are the different ecological zones in Puerto Rico and are there any protected lands where you cannot build new developments?
- Based on the ecological landscape in Puerto Rico, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- What site, from an environmental standpoint, is best suited for building your tourism facility?
- How will your development project impact the local environment?
- What kinds of materials do you suggest building this facility out of and why?



## Project Components

In this lesson, students will be creating the following artifacts:

### **Economic Advisors**

#### **1. Presentation Slides Answering Research Questions**

- a. How much annual revenue does Puerto Rico make from tourism?
- b. What are the most profitable types of tourism facilities and/or experiences in Puerto Rico?
- c. Are there any regions where it would be difficult to build a new development for reasons of access to infrastructure?
- d. Where is the economic profit of tourism distributed? Does it remain in Puerto Rico or is the economic profit exported?

### **Public Policy Consultants**

#### **1. Presentation Slides Answering Research Questions**

- a. What are some of the economic incentives that might apply to a development project for tourism?
- b. Are there any public policies regulating tourism or tourist activities in Puerto Rico?
- c. Now that you and your team have determined the tourism facility, which of the economic incentives would apply to your project, specifically.

### **Local Community Advocates**

#### **1. Presentation Slides Answering Research Questions**

- a. How do locals feel about tourists and the tourism industry in Puerto Rico?
- b. What kinds of jobs are created for locals by the tourism industry? How does this affect the perspective of locals towards the tourism industry?
- c. Will your development project create cultural impacts?
- d. Will your development project aim to maintain economic profits in the local community?
  - i. If yes, how? If not, where will the economic profits be distributed?

### **Tourism Experts**

#### **1. Presentation Slides Answering Research Questions**

- a. What does the landscape look like for traditional tourism (i.e. resorts, hotels, etc.)?
- b. What does the landscape look like for ecotourism?
- c. What does the landscape look like for agritourism?
- d. What category of tourism would your project fall under and why did you and your teammates choose this type of tourism project?

### **Environmental Researchers**





#### **1. Presentation Slides Answering Research Questions**

- a. What are the different ecological zones in Puerto Rico and are there any protected lands where you cannot build new developments?
- b. What site, from an environmental standpoint, is best suited for building your tourism facility?
- c. How will your development project impact the local environment?
- d. What kinds of materials do you suggest building this facility out of and why?



## Materials

The following materials will be needed for the activities in this lesson:

-  PR Tourism Board Open Call Brief
-  Economic Advisors Description
-  Public Policy Consultants Description
-  Local Community Advocates Description
-  Tourism Experts Description
-  Environmental Researchers Description
- [Local Community Advocate Articles](#)
-  Merchant Marine Act of 1920 Article.pdf
-  Socratic Seminar Guide
-  Socratic Seminar Rubric
-  Tourism Facility and Location Ballot
-  Economic Flow Exercise
-  Material Testing Experiment
-  Policy Review Exercise
-  Tourism Advertisement
-  PR Tourism Board Presentation Rubric

## Module 1

---



### Introducing the Challenge (15 minutes)

You Will Need:  PR Tourism Board Open Call Brief

#### Setting the Scene

- Students will arrive at a team meeting to brief them on their next project.
- The open call, detailing what the tourism board is seeking, is distributed.
- Videos are included as appendices on the open call.
- Teams (Economic Advisors, Public Policy Consultants, Local Community Advocates, Tourism Experts, Environmental Researchers, Developers/Architects) are then formed and priorities for each team are set.

## UNIT 3

- Consider allowing students to choose their own teams based on personal interest or using a skills survey to find the team that interests them the most. See *Resources* for suggestions.

### Introducing the Teams



-  Economic Advisors Description
-  Public Policy Consultants Description
-  Local Community Advocates Description
-  Tourism Experts Description
-  Environmental Researchers Description

#### Why These Teams?


In order to understand the full extent of the implications of building a new tourism facility in Puerto Rico, people need to take into account multiple scientific, legal, and ethical considerations. Our way of ensuring these points of view are included are to divide students to dive a little deeper into each subject and then coming back together to share and benefit the whole class.

Understanding the economics of the PR tourism industry (economic advisors), the incentives and limitations that exist for tourism (public policy consultants and tourism experts), the effects of the industry on locals (local community advocates), and the industry's effect on the environment (environmental researchers) provide students with the knowledge and perspectives that will help them understand what a possible solution would need to take into account to propose a facility that is not only successful, but is not extractive or exploitative to the local community or the environment.

### 🕒 Background Research Time (30-65 minutes)

You Will Need:  Background Research Questions ,  Research Graphic Organizer , Computers + Internet Access for Students

Students will start by taking the time to do some background research on the core question that pertains to their team. These questions can be shared by projecting the

 Background Research Questions slide or another method that is convenient (posting the questions online, etc.).

Students are encouraged to use all research resources available to them including online searches of newspaper articles, videos from news organizations, academic publications, and more. Students should be reminded that sites like Wikipedia are not citable, but can be useful in finding citable sources through the footnotes of entries.

## UNIT 3

Students can use the [Research Graphic Organizer](#) or take notes on their own by hand or digitally in a Google Document (or similar).

### Economic Advisors

- Main Background Question: How much annual revenue does Puerto Rico make from tourism?
  - Guiding Questions:
  - What does the PR Act 272 Room Tax Act do?
    - <https://bit.ly/pr-room-tax-act>
  - How much **total** revenue was generated from lodging last year?
    - <https://bit.ly/pr-tourism-stats>
  - How much was collected in room tax last year?
  - What other sources of revenue go directly to the Puerto Rican government?

### Public Policy Consultants

- Main Background Question: Are there any public policies regulating tourism or tourist activities in Puerto Rico?
  - Guiding Questions:
  - What is the Merchant Marine Act of 1920 and how does it affect Puerto Rico's tourism industry?
    - [Vox Article](#)
  - What does the PR Act 272 Room Tax Act do?
    - <https://bit.ly/pr-room-tax-act>
  - What legal incentives exist based on PR Law 60 and what kind of businesses are eligible?
    - <https://bit.ly/pr-tour-incentives>

### Local Community Advocates

- Main Background Question: How do locals feel about tourists and the tourism industry in Puerto Rico?
  - Guiding Questions: *(Use provided translated articles to hear the local voice)*
  - What is The Christopher Columbus Landing Project? How do locals feel about it?
  - What happened at Jobos Bay and how do locals feel about it?
  - During the pandemic, tourism from mainland tourists surged. How did locals feel about it?
  - What types of jobs are generated by the tourism industry for locals? Are these typically well-paying jobs?

### Tourism Experts



### UNIT 3

- Main Background Question: What does the landscape look like for traditional tourism (i.e. resorts, hotels, etc.)?
  - Guiding Questions:
  - How much revenue was generated from lodging last year?
    - <https://bit.ly/pr-tourism-stats>
  - What was the average duration of tourist stays last year?
  - How do tourists visit Puerto Rico?
  - What are some of the top tourist attractions on the island?

### Environmental Researchers

- Main Background Question: What are the different ecological zones in Puerto Rico and are there any protected lands where you cannot build new developments?
  - Guiding Questions:
  - What are the ecological life zones in Puerto Rico?
    - <https://bit.ly/pr-eco-systems>
  - Where are the protected areas of land and water in and around Puerto Rico?
    - <https://bit.ly/pr-land-conserve>
  - Aside from protected lands, what other mechanisms exist for nature conservation that could affect your tourism facility project?

### Why These Questions?

When we look at the landscape of the topic, we like to take a holistic approach; if we don't look at the full picture, we might miss something important, especially when it comes to understanding the full scope of socio-cultural implications of a topic. If we don't examine what the economic, environmental, cultural, and social implications are to a new development on Puerto Rico, it can lead to the same historic pattern of exploitation, reinforcing a relationship with the mainland United States that has been categorized by the U.N. as "colonial".

When exploring the landscape of a topic, what kinds of questions do you begin by asking yourself?

### 🕒 Knowledge Share-Out (5 minutes)

Have teams assign one student to be the team spokesperson and share 1-2 things that they learned from their research that surprised the team or that the team found to be interesting. Alternatively, teams can write their points on the board or on an online board and then share with the rest of the class.



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**

**How might you use one or more of the CR-SE framework\* pillars with this module to to:**

- Adapt to your specific classroom
- Differentiate for your multilingual learners
- Differentiate for your IEP students

\*See the end of the “References” section for more information on this framework and ideas for how you might approach adapting and differentiating lessons.

## Module 2

### 🕒 Research and Socratic Seminar Prep (45-90 minutes)

Students will have time to do research on their respective topics. During this research time, teams will individually decide what type of facility and where it should be built, purely based on their subject matter’s perspective. Teams should use the [Socratic Seminar Guide](#) to take notes and prepare for the Socratic Seminar where collectively as a class, they will make the final decision on the type and location of the facility.

Teams will focus on the following questions:

#### Economic Advisors

- What are the most profitable types of tourism facilities and/or experiences in Puerto Rico?
  - Take a look at the top hotels, restaurants, casinos, and tourist attractions in Puerto Rico. Based on what you can find out about them, what type of facility/experience is:
    - The most visited?
    - The most profitable?
- Are there any regions where it would be difficult to build a new development for reasons of access to infrastructure?
  - What are the roads like throughout the island; are there any places that are not accessible by road?
  - Are there any zones that have limited access to electricity, water, etc.?

### UNIT 3

- Based on what you believe to be most profitable, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).

#### Public Policy Consultants

- What are some of the economic incentives that might apply to a development project for tourism?
  - Are there any economic incentive programs that are run by the island to attract investment and development?
  - What kinds of tax incentives exist for outside investment and development?
- Based on what public policies may have an effect on your project, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).

#### Local Community Advocates

- What kinds of jobs are created for locals by the tourism industry?
  - What types of jobs currently exist for the locals that work in the hospitality and tourism industry?
  - What type of earning potential do these jobs usually carry?
  - How do you think this affects the perspective of locals towards the tourism industry?
- Bearing in mind the local landscape community and their perspectives, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).

#### Tourism Experts

- What does the landscape look like for ecotourism?
  - What is ecotourism?
  - What are some examples of current ecotourism attractions in Puerto Rico?
- What does the landscape look like for agritourism?
  - What is agritourism?
  - What are some examples of current agritourism attractions in Puerto Rico?
- Based on what the tourism landscape is in Puerto Rico, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).

#### Environmental Researchers

- Based on the ecological landscape in Puerto Rico, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- What site, from an environmental standpoint, is best suited for building your tourism facility?
  - Where are the zones that are preserved or set aside for environmental protections?
  - Where are there areas that are already developed and would require minimal additions to infrastructure?
- How will your development project impact the local environment?
  - Would your facility cause some kind of effect on:
    - Noise pollution?
    - Light pollution?
    - Runoff from increased number of cars driving on a road?
    - Increased need for sewage and water infrastructure?



### Why These Questions?


In order to be a good socio-economic neighbor, it is important for businesses to fully understand the community that they will be benefiting from and interacting with. Might they want to be received in the best light by the locals? What do they need to know so that they can perform their business in a way that will be well-received?

## 🕒 Socratic Seminar and Voting (45-90 minutes)

Students will participate in a Socratic Seminar in order to collectively make two decisions:

- What **type** of tourism facility will they propose to be built?
- **Where** on the island should they propose this facility be built?

Students should use their prepared  **Socratic Seminar Guide** during their participation in the Socratic Seminar. The seminar groups should be split so that there are members of each team in both sections. Students then can self-assess using the  **Socratic Seminar Rubric**.

After the seminar has concluded, the class will hold a ranked-choice vote using the provided  **Tourism Facility and Location Ballot** to determine the best solution of those proposed by the teams, taking a holistic view into consideration. The ballots are counted in a full-class setting so that everyone can see the full results of the Socratic Seminar.

*For more information about Socratic Seminar procedures and tips or about how to conduct ranked-choice voting, see the Resources section.*



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**


**How might you use one or more of the CR-SE framework\* pillars with this module to:**

- Adapt to your specific classroom
- Differentiate for your multilingual learners
- Differentiate for your IEP students

\*See the end of the “References” section for more information on this framework and ideas for how you might approach adapting and differentiating lessons.

# Module 3

## 🕒 Research Time (45-90 minutes)

You Will Need:  Research Graphic Organizer , Computers + Internet Access for Students

Students will have time to research the following questions. Answering these questions specifically will be essential for students to do their experiments and case studies in the next section.

### Economic Advisors

- Where is the economic profit of tourism distributed?
  - Look at specific examples; a single hotel, for instance. What companies or individuals make a profit off of the operation?
  - Where are those companies located? Where do those individuals live?
  - What kinds of taxes do those companies or individuals have to pay off of those profits?
  - Does it remain in Puerto Rico or is the economic profit exported?

### Public Policy Consultants

- Now that the tourism facility and location have been determined, which of the economic incentives would apply to your project, specifically?
  - Look at the economic incentives that your team found and determine what the requirements are to take advantage of each of them. How many apply to your project given the location and nature of the tourism facility?

### Local Community Advocates

- Will your development project create jobs for locals?
  - What kinds of jobs are needed for operating your tourism facility?
  - What kind of compensation do those jobs usually get?
  - Are these jobs that you would want to advertise and hire locals or would they be positions that you would take from your existing workforce that is familiar with your company and transplant them to Puerto Rico?
- Will your development project aim to maintain economic profits in the local community?
  - If yes, how? If not, where will the economic profits be distributed?

### Tourism Experts

- What kind of tourists would you try to attract and what would be the selling point(s) to attract them?

## UNIT 3

- Where would you try to bring tourists from? The mainland U.S.A. or somewhere else?
- What are selling points for mainland tourists?
- What are selling points for foreign tourists?

### Environmental Researchers




- What kinds of materials do you suggest building this facility out of and why?
  - What normal weather conditions do buildings in Puerto Rico withstand?
  - What type of natural disasters or extreme weather conditions occur most frequently in Puerto Rico?
  - What kinds of materials are buildings there typically made from?
  - Are these the best materials to use in a place like this?

### Why These Questions?

In Puerto Rico specifically, why might there be such an intense focus on something like a “good neighbor” business policy? Historically, have there been extractive relationships with governments and businesses?



## Experiments (35-80 minutes)

- Economic Advisors
  -  Economic Flow Exercise
    - *Can work with Local Community Advocates or on their own, comparing their results with the Local Community Advocates after both teams have finished*
- Public Policy Consultants
  -  Policy Review Exercise
- Local Community Advocates
  -  Economic Flow Exercise
    - *Can work with Economic Advisors or on their own, comparing their results with the Economic Advisors after both teams have finished*
- Tourism Experts
  -  Tourism Advertisement
- Environmental Researchers
  -  Material Testing Experiment



## Share-Out (10 minutes)

Students will assign one person from their group to share 1-2 important or surprising points that they learned from their research or experiments with the rest of the class.



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**

**How might you use one or more of the CR-SE framework\* pillars with this module to:**

- Adapt to your specific classroom
- Differentiate for your multilingual learners
- Differentiate for your IEP students

\*See the end of the “References” section for more information on this framework and ideas for how you might approach adapting and differentiating lessons.

## Module 4

### 🕒 Final Boss Preparation (45-90 minutes)

Students should receive the [PR Tourism Board Presentation Rubric](#) to know what their assessment will be based on. Give teams time to prepare their slides as well as time to combine their slides with the other teams into one slide presentation. Additionally, students should practice presenting their slides to each other and coordinate how they plan to present to the tourism board.



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**

**How might you use one or more of the CR-SE framework\* pillars with this module to:**

- Adapt to your specific classroom
- Differentiate for your multilingual learners
- Differentiate for your IEP students

\*See the end of the “References” section for more information on this framework and ideas for how you might approach adapting and differentiating lessons.

# Final Boss

## Ⓢ Final Presentation Preparation (5-10 minutes)

Allow students a short, day-of preparation period before their final presentation to the tourism board.

## Ⓢ Presentation to the Tourism Board (40-85 minutes)

Students will present their tourism facility proposal, as well as highlight the answers to their research questions, to the Puerto Rico Tourism Board. The board can be represented by teachers or other professionals who are part of your network that can be invited to be part of an audience panel.

Regardless, the audience should come up with 1-2 comments or questions to pose to students at the end of their presentations.

The [PR Tourism Board Presentation Rubric](#) can be used for assessment.



**Welcoming  
and affirming  
environment**



**High  
expectations  
and rigorous  
instruction**



**Inclusive  
curriculum and  
assessment**



**Ongoing  
professional  
learning**

**How might you use one or more of the CR-SE framework\* pillars with this module to:**

- Adapt to your specific classroom



- Differentiate for your multilingual learners
- Differentiate for your IEP students

\*See the end of the “References” section for more information on this framework and ideas for how you might approach adapting and differentiating lessons.

## Resources & Extensions

---

### ✓ Skills Assessments

Consider using a skill assessment you are familiar with to allow your students some insights before making a choice on what team they wish to join. Other assessments to consider include:

- [16 Personalities MBTI Test](#)
- [MAPP Assessment](#)

### ✓ Socratic Seminar Resources

- [Socratic Seminar Strategy Guide from \*Read Write Think\*](#)
- [Socratic Seminar Teaching Strategy from \*Facing History and Ourselves\*](#)
- [Five Steps to a Successful Socratic Seminar from \*Minds in Bloom\*](#)

### ✓ Ranked-Choice Voting Information

A ranked-choice vote is where instead of making one selection on a poll, voters rank the poll selections in order of preference. When votes are tabulated, voters' first choices are all selected. If the result does not give any choice 50% or more of the total votes, the least popular choice is eliminated. All of the votes from the least popular choice are then redistributed to the second choice designated on those ballots only. This process continues until one option has 50% or more of the total votes.

For information on how this looks in action, usually in politics, [Ballotpedia has an extensive entry](#).

### ✓ Research Sources

Stuck and can't find the information your students need? Try the resources below:

- [All laws and regulations pertaining to tourism in Puerto Rico \(Source: PR Tourism Company\)](#)
- [Frequently Asked Questions for Tourists \(Source: PR Tourism Company\)](#)



## Adding Developers/Architects Team

For students who are interested in architecture, this would be a natural expansion opportunity for this project. We suggest the following research questions for this team:

### Developers/Architects

- What parts of the island have the proper physical and existing infrastructure conditions for development?
- Based on developmental desirability/feasibility in Puerto Rico, **what type** of tourism facility do you propose to develop **and where?** (*Work with all teams*).
- What site, from a development standpoint, is best suited for building your tourism facility?
- What will this facility look like?
- What kinds of materials do you suggest building this facility out of and why? (*Work with Environmental Researchers*).



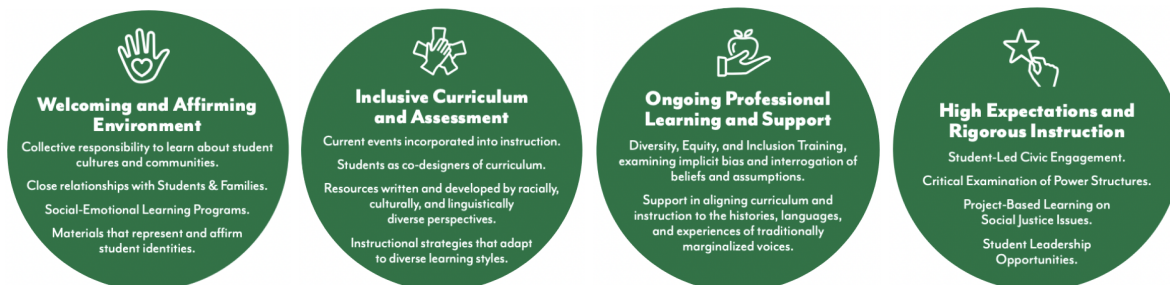
## Additional Extension Ideas

- Compare and contrast what the relationship of tourism and locals is like in your state/city is like with other US territories and their local residents



## CR-SE Framework

- The Culturally Responsive-Sustaining Education (CR-SE) Framework was developed by the New York State Education Department for the purpose of helping educators create student-centered learning environments that: affirm racial, linguistic and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.
- The four principles of CR-SE are:



- The full framework can be found [here](#).