



GeoCivics Lesson: Population Pyramids: US 2020 & US Territory 2020

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Teacher(s): Samuel D Francés Vázquez	Unit Title: States & Territories; Understanding Them in My Context Lesson Title: Responding to the Needs of the Population: A Civic Action Project	Grade Level: 8th
Notes: This lesson provides students an opportunity to apply what they have learned from analyzing population pyramids to create and carry out a civic action project to inform community members about potential concerns and their proposed solutions.		
Pre-existing Knowledge: Students need knowledge and experience with analyzing population pyramids and using them to make predictions about possible future concerns.		
Overview of Content: A Civic Action Project (CAP) engages students in identifying an issue or problem that matters to them and has them connect it to public policy and then carry out civic actions to try and positively impact the issue or problem of interest to them. https://crfcap.org/mod/page/view.php?id=203 Through engagement in civic action projects, students can gain important knowledge about political systems and can take an active role in issues that matter to them. Through engagement in civic action, students will develop a deeper and more meaningful understanding of what civics is and it helps them to understand the roles and responsibilities of individuals, including themselves, and groups within a society. https://rossier.usc.edu/news-insights/news/what-action-civics-six-things-educators-should-know		

Purpose:

The purpose of the lesson is to help students learn what a civic action project (CAP) is and how it can be carried out, and to give them the experience of creating and conducting their civic action project based on an issue or concern of importance to them. The students will be given a menu of options for conducting a Civic Action Project based on things they have learned through their engagement in the first 2 unit lessons, and they will be allowed to select a CAP that is of deepest interest to them and create and carry out a civic action project related to the issue/concern they have selected. When completed, the students will reflect on what they have learned about civic action projects and think about how they can engage CAPs in the future as global citizens.

National & State Social Studies Standard(s):**National:**

- NCSS: Theme:10: CIVIC IDEALS AND PRACTICES: An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship.

Arizona:

- Civics: Civic virtues and democratic principles are key components of the American political system: 8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.

National & State Geography Standard(s):**National Geography Standard:**

(NOTE: The Geography standard/s met will depend on which Civic Action Project the students select to carry out.)

Essential Element: Human Systems: Geography Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface:

- 1.B: Demographic concepts help explain the structures of population.- Compare the structures of populations in different places through the use of key demographic concepts.
- 3.C: There are multiple causes and effects of migration.- Describe the consequences of migration for people as well as on the origin and destination places.

Arizona Geography:

The use of geographic representations and tools helps individuals understand their world.

- 8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.

ELA Standards:**6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects:**

- Integration of Knowledge and Ideas: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Research to Build and Present Knowledge:

- 5. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

ISTE Teacher and/or Student Standard:

Teacher: N/A

Language Functions:

- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns:
- **Synthesizing:** Students use language to combine or integrate ideas to form a whole group.
- **Solving Problems/Problem Solving:** Students use language to define and represent a problem, determine a solution.
- **Justifying and Persuading:** Students use language to give reasons for an action, decision, point of view; convince others.

Culturally Responsive Lesson Strategies:

- **Voice:** Students will work together cooperatively and share throughout the creation and analysis of the Population Pyramids.
- **Social Justice:** Students will be given the opportunity to explore many avenues of their choosing that connect learning to social concerns that are relevant to them and enact change meaningful to them - CAP.
- **Connection:** Students will have more than one real-life connection made or represented from a variety of cultures and life experiences as they connect a state to a territory and its people.
- **Equity/Decolonization:** Students will be exposed to discourse and perspectives in a variety of inclusive ways that honor students from all backgrounds, ensuring all students of non-dominant backgrounds can access and feel included in the material.

Objective(s):

Students will be able to:

- Understand what a CAP, a Civic Action Project, is and the steps involved in a CAP.
- Create and carry out a Civic Action Project based on an issue or concern of interest.
- Explain in writing the steps for carrying out a Civic Action Project and how they followed these steps to carry out their own Civic Action Project, and explain how they can use what they have learned to engage in CAPs in the future as a global citizen.

SIOP

SIOP Elements		
Preparation	Scaffolding	Grouping Option
Adapting content	Modeling	Whole class
Linking to background	Guided practice	Small groups
Linking to past learning	Independent practice	Partners
Strategies used	Comprehensible input	Independent

Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral Hands On

Evidence of Mastery

Formative - Students will read about the history of Casa Pueblo and use what they have learned about the CAP process to complete the Casa Pueblo Civic Action Plan Flowchart Assessment Document (in Lesson Materials Document) to show their understanding of the CAP process as it relates to Casa Pueblo. They will turn in their completed documents for the teacher to use as a formative assessment of student learning.

Summative - After students complete their Civic Action Project, the teacher will have them write a reflection essay about a CAP that addresses the following elements:

- Identify the core steps of a CAP
- Reference those steps with the CAP they completed
- Reflect on their experience completing the CAP - what did you learn? What did not work? What would you do differently next time?
- How can you carry on this knowledge of CAP into the future as global citizens?

Students will then turn in their essays, and the teacher will use the CAP Reflection Essay Rubric below to assess their learning with a score of 20 or higher indicating mastery.

Criteria	CAP Reflection Essay Rubric	Points
Exceeds Expectations	The essay accurately explains the core steps of a CAP and provides a thorough description of each step and includes a full and clearly explained example of each step from the writer's CAP. The essay includes a clear description of what was learned from carrying out the CAP and gives a clear description of what went very well and what did not work well, explaining what was learned from both of these and how what was learned would help the writer to know how to conduct the CAP differently when done again. The essay gives a thorough description of how conducting the CAP impacted the writer's view and understanding of being a global citizen and how this will influence his/her engagement as a citizen in the future.	22 +

Meets Expectations	The essay accurately identifies the core steps of a CAP and provides an example from the writer's own CAP to illustrate each step. The essay tells what was learned from carrying out the CAP and tells what did not work as expected and explains how this would be done differently next time. The essay also explains how the writer will use what was learned from conducting the CAP to engage as a global citizen in the future.	20
Approaches Expectations	The essay accurately describes the core steps of a CAP and provides some examples from the writer's CAP to illustrate most but not all of the steps. The essay tells what the writer learned from conducting a CAP but lacks a full description of what did not work well and what was learned from this. The essay only briefly explains how conducting the CAP may influence the writer's future as a global citizen.	15 to 19
Fails to Meet Expectations	The essay does not accurately describe all of the core steps of a CAP and provides only a few examples of the steps from the writer's CAP. The essay does explain a little about what was learned from conducting a CAP but doesn't describe what did not work and what was learned from that. The essay also does not explain how conducting the CAP may have influenced the writer's future as a global citizen.	0- 14

Key Vocabulary:

- **Civic Action Project (CAP):** A form of citizenship practice where one works to make a difference in the civic life of one's community
- **City Council:** A group of lawmakers who govern an urban area or town
- **Global Citizenship:** Being open to engaging positively with other identities and cultures and being able to recognize and challenge stereotypes.

Materials:

- Video: *Community Resilience San Juan Bay Estuary Program* (3:08 min.) (Link in Sources below)
- Projection tools for showing videos to the class
- *Copies of San Juan Bay Estuary Program Project Development Milestones* - One set of cut apart pieces for each group of 3 or 4 students. (In Lesson Materials Document)
- *Copies of Flowchart of the Civic Action Project* - one for each group of 3 or 4 students (in Lesson Materials Document)
- Glue or tape
- *Be a Citizen: Civic Action Project Guide* (Link in Sources below)
- Poster paper and markers or colored pencils, etc. for students to make a creative representation illustrating the San Juan Bay Estuary Program CAP
- *Copies of the Casa Pueblo Civic Action Plan Flowchart Assessment Document* - one per

	<p>each student - (In Lesson Materials Document)</p> <ul style="list-style-type: none"> ● History of Casa Pueblo Website: (Link in Sources below) ● CAP Reflection Essay Rubric (located above in the lesson plan)
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Sources:

- Video: *Community Resilience San Juan Bay Estuary Program*: [Community Resilience - San Juan Bay Estuary Program](#)
- *Be a Citizen: Civic Action Project Guide*: <https://beacitizen.org/project-guide>
- Website: *History of Casa Pueblo* -<https://casapueblo.org/proyectos/casa-pueblo/>

Additional Resource Sites:

- <https://worldpopulationhistory.org/map/1/mercator/1/0/25/>
- https://populationeducation.org/teachpop/wp-content/uploads/2016/03/mysteries_of_the_us_pyramids.pdf
- <https://www.census.gov/library/visualizations/interactive/how-has-our-nations-population-changed.html>
- <https://www.census.gov/programs-surveys/decennial-census/decade/2020/2020-census-results.html>

Engage

Teacher Will:

(NOTE): Group students strategically to support language and/or learning support as needed.

1. Tell students “Today, we are going to take our demographer journey to a whole new level; we are going to learn about the decisive actions taken by some individuals, organizations, and groups to turn an identified problem into an opportunity. We are going to learn about Civic Action Projects (CAP) and engage in our own CAP.” The teacher will engage the class in a discussion of what a **Civic Action Project (CAP)** is and what they have heard or know about how a CAP is conducted. The teacher will also introduce the other two vocabulary words: **city council** and **global citizenship** and discuss with the class the meanings of each word and have them consider and discuss how these terms relate to a Civic Action Project.
2. The teacher will then introduce and show the class the video *Community Resilience*

Students Will:

1. Listen to the teacher’s introduction and reflect on what they know and have heard before about what a civic action project is. Students will share out their knowledge of Civic Action Project (CAP) and engage in a class discussion of what it is and how it is conducted, and will also discuss the meanings of the terms city council and global citizenship and how these terms relate to a civic action project.
(Grouping; Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking)
2. Watch the video and then engage in a class discussion, sharing out what they learned from the video about Civic Action Projects.
(Grouping: Whole class) (Integrating Processes: Listening/Speaking)

[San Juan Bay Estuary Program \(Community Resilience - San Juan Bay Estuary Program\)](#)

and lead the class in a discussion of how the video is an illustration of conducting a Civic Action Project.

3. Divide students into groups of three or four.
4. Provide each group with a set (of cut apart pieces) of the [San Juan Bay Estuary Program Project Development Milestones](#) and also a copy of the [Flowchart of the Civic Action Project](#)- (Flowchart to UNDERSTAND, ASSESS, PLAN, and ACT from beacitizen.org - In Lesson Materials Document)
5. Instruct students that their task is to sort the [San Juan Bay Estuary Program](#) Project Development Milestones (each cut apart piece) and match them up to the steps taken in a Civic Action Project as laid out in the Flowchart to UNDERSTAND, ASSESS, PLAN, and ACT. Tell students that “Yes, this is a competition to see who can correctly organize each element of the San Juan Bay Estuary Program Civil Action Project which demonstrates the process undergone to transform an urban polluted lagoon into an urban recreation paradise showing how these can represent the steps in a Civics Action Project.
6. Monitor students’ working process and provide clarification and support as needed.

(Scaffolding: Guided Practice)

7. After students have completed their proposed UNDERSTAND, ASSESS, PLAN, and ACT flowchart, have students engage in a Gallery Walk in which they can share their worksheets and view other groups’ proposed sort out of the steps taken to conduct the San Juan Bay Estuary Program Project, illustrating an example of how to carry out a Civics Action Project. During the Gallery Walk, give sticky notes to the students for them to provide feedback to other groups using the following statements: “I liked...” and “I wonder...”

3. Get into their assigned groups.
4. Work with their group members to unscramble their pieces of [San Juan Estuary Program Project Development Milestones](#) and order the steps taken by the people in the Program to transform La Laguna del Condado into its current state in order to show the process used to transform an urban polluted lagoon into an urban recreation paradise by matching up and gluing (or taping) the milestones pieces onto their handout copy of the Flowchart of the Civic Action Project.

(Grouping: Small groups) (Integrated Processes: Listening/Speaking/Reading) (Application: Hands-on/ Meaningful/ Promote engagement)

7. Engage in a Gallery Walk to show how they have unscrambled and reordered their puzzle to illustrate the steps taken and compare it how other groups have done theirs. Then use sticky notes to write down and provide feedback to the other groups by using the sentence stems provided by the teacher - “I liked.....” “i wonder”

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful Promotes engagement)

(Preparation: Strategies used)	
Explore	
<p>Teacher Will: IQ#1 - <i>How does a group of people go from encountering a problem to enacting change to tackle such a problem?</i></p> <ol style="list-style-type: none"> 1. The teacher will present Inquiry Question #1 to the class and have students think/pair/share their response with a partner and then with the whole class. The teacher will strategically group students to provide language and/or learning support as needed. 2. The teacher will present the <u>Be a Citizen: Civic Action Project Guide</u> to the students (https://beacitizen.org/project-guide). 3. Engage the students in a discussion of the questions shown on the Project Guide that drive the CAP process at each of the levels - Understand, Assess, Plan, Act. 4. Have students evaluate whether or not their <u>San Juan Bay Estuary Program</u> milestones sort matches each of the levels based on answering the questions that guide the process. If they find discrepancies then they can make corrections to ensure their sort reflects the appropriate CAP process. 5. Have students use the corrected <u>San Juan Bay Estuary Program</u> milestones to make a creative representation of that CAP. The teacher will provide poster paper, markers or colored pencils, etc. for students to create their representations. (i.e. Students can draw a diagram of an estuary and place the Understand, Assess, Plan, Act milestones within that diagram. 6. When completed, the teacher will facilitate a class discussion of IQ#1 “How does a group of people go from encountering a problem to enacting change to tackle such a problem?” 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Reflect on Inquiry Question #1 and share their thoughts about how to answer the questions with their group members and then with the whole class. <p>(Grouping: Small group/Whole class) (Preparation: Linking to background)</p> <ol style="list-style-type: none"> 2. Listen to and think about elements of a CAP. 3. Reflect on the steps taken by the people in the La Laguna del Condado - San Juan, Puerto Rico Bay <i>Estuary Program Project</i> and think about which cards/pieces matched up with each of the CAP steps presented by the teacher, and engage in a class discussion to answer the questions shown on the Project Guide. <p>(Grouping: Whole class) (Preparation: Linking to past learning) (Application: Meaningful/promotes engagement)</p> <ol style="list-style-type: none"> 4. Look over and reflect on whether the way they have matched up the San Juan Bay Estuary Program milestones pieces are in the right places on their Flowchart or not, and make any changes needed to correct their placement. <p>(Grouping: Independent/Whole class) (Application: Hands-on/Meaningful/Promotes engagement)</p> <ol style="list-style-type: none"> 5. Use their corrected San Juan Bay Estuary Program milestones Flowchart to create a representation of the CAP process using what they have learned about the steps of a CAP process. <p>(Grouping: Independent) (Preparation: Linking to past learning) (Application: Hands-on/Meaningful/Promotes engagement)</p>

	<p>6. Reflect on their learning of the CAP process. and engage in a class discussion to answer Inquiry Question #1 using what they have learned about a CAP.</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/ promotes engagement/Linked to Objectives)</p>
<p>Explain:</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Provide students with the Casa Pueblo Civic Action Plan Flowchart Assessment Document (in Lesson Materials Document) and provide the link to the History of Casa Pueblo Website - Historia de Casa Pueblo <p>(NOTE): the website is in Spanish, but Google translation is available to switch the content to English), and have students read the information of the history of Casa Pueblo and complete the assessment to show their understanding of the CAP process as it relates to Casa Pueblo.</p> <p>(NOTE): ELLs/SPED students can be partnered with a fellow student if needed, to help read through the website and collect the information needed to complete their assessment document. Students will turn in their documents when completed to be assessed.</p> <ol style="list-style-type: none"> 2. Teachers will use this as a formative assessment of the students’ knowledge about the CAP process. 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Use the link to the History of Casa Pueblo to read about a Casa Pueblo Civic Action Plan and use the information and what they have learned about the CAP process to complete the Casa Pueblo Civic Action Plan Flowchart Assessment Document and then turn it in to be assessed by the teacher. <p>(Assessment: Individual (or partners if needed) /Hands-on)</p>
<p>Elaborate</p>	

Teacher Will:

IQ#2 - How can we identify an issue of relevance to us, our community, or a specific group of people and propose changes to tackling that issue?

1. The teacher will present and discuss Inquiry Question #2 with the class: **“How can we identify an issue of relevance to us, our community, or a specific group of people and propose changes to tackling that issue?”** and will let students know that they will now have an opportunity to create their own Civics Action Project to address an issue of relevance to themselves, their community, or a specific group of people. The teacher will then provide students with the following menu of options to reflect on for conducting a Civic Action Project:
 - a. Analyze a local community population pyramid, identify future needs, and write a letter to the city council on how to tackle it.
 - b. Create an alternative to the Population Pyramid that accounts for non-binary Ids.
 - c. Identify an organization of individuals in your state who originated from one of the US territories, contact them to explore areas of concerns they have regarding their territory or their community within the state in which they live. Identify potential solutions to the organizations’ concerns and write a letter to either the state legislature or Congress in which you present the concerns and your proposed solutions.
2. Have students share with the class the Civic Action Project they want to do, and then have students who have chosen the same project option get together into a group and talk over and write down how they plan to carry out their project.
3. The teacher will provide time and support through modeling and/or guided practice for the students to plan out and carry out their Civic Action Projects, making sure that each group has whatever they need to carry out their plan together.

Students Will:

1. Reflect on Inquiry Question #1 and think about how they might identify an issue of relevance to themselves. Reflect on the menu of options presented by the teacher for conducting a CAP, and make a decision about which one they want to conduct themselves based on what is of relevance or concern to themselves.

(Grouping: Whole class/Independent)

(Preparation: Lining to background)

- 2./3. Share with the class which Civic Action Project choice they want to conduct and listen to their classmates' choices as well and get together with other students who have chosen the same CAP that they have chosen to talk about and begin writing down their ideas for how they can conduct their CAP. Students will then work with their group to create and carry out their Civic Action Project.

(Grouping: Independent/Whole class/Small group) (Integrating Processes: Listening/Speaking /Writing) (Application: Hands-on/ Meaningful/ promotes engagement/Linked to Objectives)

(Scaffolding: Guided Practice/Modeling)

Evaluate - Summative Assessment

Teacher Will:

1. When students have completed their Civic Action Project, have students complete a reflection essay about a CAP in which they include the following elements:
 - Identify the core steps of a CAP
 - Reference those steps with the CAP they completed.
 - Reflect on their experience completing the CAP - what did they learn? What did not work? What would you do differently next time?
 - How can you carry-on this knowledge of CAP into the future as global citizens? The teacher will also present the CAP Reflection Essay Rubric to the students to use as guidelines when writing their essay.

(NOTE): The teacher can allow ELLs/SPED students, when needed, to work together with one of their group members to write out their essays. When done with their essays, the students will turn them in for the teacher to assess using the CAP Reflection Essay Rubric, with a score of 20 or higher indicating mastery.

Students Will:

1. Students will work independently, or if needed, with one of their group members, to write out a reflection essay that addresses all 4 elements presented to them by the teacher. They will use the CAP ESSAY Rubric to guide their writing of their essay and will then turn it in to be graded.

(Assessment: Individual or Group/Written)

Extensions:

Have students write other options of CAP that can be completed related to this unit of study. Ask students to explore the La Laguna del Condado or Casa Pueblo websites and further develop the timeline of these Civic Action Projects.