



GeoCivics Lesson: *Same Same, but Different*

www.teachgeocivics.com

Teacher(s): Lizeth Herrera	Lesson Title: Same Same, but Different	Grade Level: 2nd grade
<p>Notes: Many times all a child is exposed to is their own neighborhood, their own community. In order for the student to be a more understanding citizen, it is important for them to learn about others and see in the end that we are all very similar. We all long to be part of a community and to belong. This lesson is designed to help students gain such an understanding.</p>		
<p>Pre-existing Knowledge: Students should already know how to identify specific cities on a world map.</p>		
<p>Overview of Content: “Phoenix is the capital city of Arizona and is located in the central region of the state. People may know it for its year-round sun, desert beauty, and world-class resorts and golf, but as the fifth-largest city in the U.S., it also offers sophisticated urban landscapes, southwest culture and lots of outdoor adventure. San Juan, Puerto Rico, is the capital and largest city of Puerto Rico, located on the northern coast of the island, on the Atlantic Ocean. A major port and tourist resort of the West Indies, it is the oldest city now under U.S. jurisdiction.” -- Britannica</p>		
<p>Purpose: <i>What will students learn?</i> In this lesson students will be comparing Phoenix, Arizona, with San Juan, Puerto Rico, and through doing this, they will have the opportunity to compare and contrast two communities and will see that even though there are some differences, we have many similarities.</p>		
<p>National & State Social Studies Standard(s):</p> <p>National Standard(s): <u>NCSS.1. CULTURE 1.2 PROCESSES –1.2.2:</u></p> <ul style="list-style-type: none"> ● Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. <p>Arizona Standard(s):</p> <ul style="list-style-type: none"> ● <u>2. SP2.1</u> Compare diverse cultures from around the world using primary sources such as photographs, artifacts and music and secondary sources such as fiction and nonfiction 		

National & State Geography Standard(s):

National Standard(s):

- Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- Standard 4 The physical and human characteristics of places

Arizona Standard(s):

- 2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared. Human-environment interactions are essential aspects of human life in all societies.

ELA Standards:

- 2.RI.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.3: Describe how characters in a story respond to major events and challenges.
- EL.2-3.S1 I-5: identify and describe similarities and differences between two texts.

ISTE Teacher and/or Student Standard:

Teacher:

- 2.5 Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Language Functions:

- **Comparing and Contrasting:** Students use language to describe similarities and differences in objects or ideas.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.
- **Justifying and Persuading:** Students use language to give reasons for an action, decision, point of view, convince others.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.
- **DIFFERENTIATION:** Lesson/Assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- Students will be able to compare and contrast physical objects.
- Students will be able to identify what makes a community.
- Students will be able to compare and contrast their home community to the community of San Juan, Puerto Rico.

SIOP

	SIOP Elements	
Preparation	Scaffolding	Grouping Option
Adapting content Linking to background Linking to past learning Strategies used	Modeling Guided practice Independent practice Comprehensible input	Whole class Small groups Partners Independent
Integrating Processes	Application	Assessment
Reading Writing Speaking Listening	Hands-On Meaningful Linked to objectives Promotes engagement	Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative -After learning about and reflecting on what characteristics make up a community, students will write down or draw images on a classroom poster to share ideas that they and their partner came up with to explain what makes Phoenix (or their own city) their community. The teacher will use students' responses as a formative assessment of their learning.

Summative - To record their learning about how San Juan, Puerto Rico and Phoenix (or their own city) compares and contrasts, students will make either a poster, a pamphlet, or a presentation using similarities between the two places to provide reasons for why someone from Phoenix (or their own city) would enjoy coming to live in Puerto Rico. The teacher will use the Assessment Project Rubric below to assess student learning with a score of 3 or higher indicating mastery.

Assessment Project Rubric

Exceeds Expectations	Student's poster, pamphlet, or presentation shows 3 or more comparisons of why someone from Phoenix (or one's own city) would like to visit San Juan, Puerto Rico.	4 +
Meets Expectations	Student's poster, pamphlet, or presentation shows at least 1 true similarity between Phoenix (or one's own city) and San Juan, Puerto Rico.	3
Approaches Expectations	Student's poster, pamphlet, or presentation includes a drawing or writing about one thing from San Juan and one thing from Phoenix (or one's own city) but with no comparison of the two.	2
Fails to Meet Expectations	Student's poster, pamphlet, or presentation only includes drawing or writing about something unrelated to Phoenix (or one's own city) or San Juan.	1

<p>Key vocabulary:</p> <ul style="list-style-type: none"> ● Similar: alike in some ways ● Different: not the same ● Compare: to look for what is the same or similar between two or more things. ● Contrast: to look for what is different between two or more things. ● Characteristics: something that identifies or describes a person or thing 	<p>Materials:</p> <ul style="list-style-type: none"> ● A real apple and a banana ● A Picture of Phoenix, Arizona (in Lesson Materials Document) ● A Picture of San Juan, Puerto Rico (in Lesson Materials Document) ● Map of Puerto Rico (Link in Sources) ● A Poster Board ● Book “Coqui in the City” by Nomar Perez - if book is not available use the Youtube Video: <i>Coqui in the City Read Aloud</i>: (5.41 min.) (Link in Sources) ● Student access to notebooks ● Copies of the Venn Diagram Worksheet - one per student (in Lesson Materials Document) ● Posters, paper, pamphlets, colors, markers, pencils, etc. for students to use to create their assessment project ● Assessment Project Rubric (above in Lesson Plan)
---	---

<p>Sources:</p> <ul style="list-style-type: none"> ● Youtube Video: Coqui in the City Read Aloud: https://www.youtube.com/watch?v=5vgY_2YyLSY ● https://www.google.com/maps ● Map of Puerto Rico: Where Puerto Rico is Located on the Map: https://www.whereig.com/puerto-rico/# ● Picture of Phoenix, Arizona: https://commons.wikimedia.org/wiki/File:Phoenix.skyline.750pix.jpg ● Picture of San Juan, Puerto Rico: https://commons.wikimedia.org/wiki/File:Old_San_Juan_aerial_view.jpg

Engage

<p>Teacher Will:</p> <p>(NOTE) The teacher will strategically group ELL/SPED and Gifted students to provide language and/or learning support as needed.</p> <ol style="list-style-type: none"> 1. Put students in pairs. 2. Show students an apple and a banana and introduce the word “characteristic” by writing it on the board and telling the students that this word means “something that identifies or describes a person or thing” and ask the students to talk to their shoulder partner and discuss the characteristics of each and then tell them to decide what 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Join together with their assigned partner. 2. Talk with their partner to describe the characteristics of an apple and of a banana and together discuss and come to an agreement on what are the similarities and differences between the two, and then share out with the class their thoughts about similarities and differences between an apple
--	---

characteristics of each are “similar”- meaning “alike in some ways”, and which are “different” meaning “not the same” (as the teacher writes these words on the board also). Then have the students share and discuss their thoughts with the whole class telling them to use the words “characteristics”, “similar”, and “different” when sharing out their ideas.

3. Ask students to discuss with their partners what else they could identify with differences and similarities. *(Possible responses: Pets? Shoes? Physical features like eye and hair color? Then have the students share out their responses with the whole class.*

4. Now, show students a Picture of Phoenix, Arizona and a Picture of San Juan, Puerto Rico (in Lesson Materials Document). Ask them to describe with their partner *characteristics that are the same and those that are different* and introduce the vocabulary words “compare” and “contrast” by writing them on the board and giving the definitions of each. Then tell students they are going to compare the two pictures by identifying similarities between them and they will contrast the two pictures by identifying differences between them, and then they will share out and discuss these with the whole class. The teacher will provide the following sentence stems for students to use in their discussion and when they share their responses with the class.

- Something that is the same is _____
- Something else that is the same is _____
- Something that is different is _____
- Something else that is different is _____

(Preparation: Strategies Used) (Scaffolding: Guided Practice)

and a banana using the words characteristics, similar, and different as they share out their ideas.

(Grouping: Partners/Whole class) (Integrating Processes:/Reading/Listening/Speaking)

(Preparation: Linking to background) (Application: Hands-on/Meaningful/promotes engagement)

3. Reflect on the teacher’s question and talk about it with their partner to come up with the names of other things that have similarities and differences, and then share out their ideas with the whole class.

(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking) (Preparation: Linking to background) (Application: Hands-on/Meaningful /promotes engagement)

4. Look closely at the pictures shown by the teacher and reflect on what similarities and differences they see. Listen to the teacher’s discussion of the new words “compare” and “contrast” and ask any questions they may have about the words and how they are used. The students will then talk with their partners about the two pictures using the sentence stems to identify two similarities and two differences. they will then share their ideas with the whole class, again using the sentence stems.

(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking/Reading)

(Application: Hands-on/Meaningful/promotes engagement)

Explore

<p>Teacher Will: IQ 1# <i>What characteristics make up a community?</i></p> <p>(NOTE): For this part of the lesson, the teacher should use their own community or city in place of Phoenix, if located in another place.)</p> <ol style="list-style-type: none"> 1. Ask students to describe the area that their home is located in (describing what else is in the community: school, grocery store, church, etc.). 2. Share with the class that Phoenix (or your own city) is our community and tell students this is where we live and where our school is, but what makes Phoenix (or your own city) our community? 3. The teacher will then introduce Inquiry Question #1 <i>“What characteristics make up a community? and have students brainstorm and share out their thoughts about what characteristics make up a community, and have them provide a simple description of what a community is.</i> 4. Refer back to the Engage section where the two very different cities (Phoenix/San Juan) were compared. Make connections that while they have some different characteristics, they have some similar ones as well. 5. Show the Map of Puerto Rico (Link in Sources) and discuss where Puerto Rico and Phoenix (or your own city) are located. Compare locations on the map, discussing what BIG differences do they see? 	<p>Students Will:</p> <ol style="list-style-type: none"> 1. Students participate in a class discussion of the area where their home is located, describing other things located there as well.. (Grouping: Whole class) (Preparation: Linking to background) 3. Students brainstorm what characteristics make up a community and then with their partner, talk about how Phoenix (or their own city) is our community, and share with the class their description of what a community is. (Grouping: Partners/Whole class) (Preparation: Linking to background) 4. Listen to the teacher's discussion of and reflect on what they have discussed before about how Phoenix and San Juan have different and similar characteristics. 5. View the map showing Puerto Rico and North America and engage in a discussion about where both Puerto Rico and their own city are located, noting and discussing any differences they see about the locations of both places. (Grouping: Whole class) (Application: Meaningful/promotes engagement)
--	--

Explain - Formative Assessment

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Post a blank poster board in the front of the classroom and have each student come up and write down and/or draw what ideas they came up with their partner about what makes Phoenix (or your city) our community. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Write and/or draw images to present their ideas on the poster board that they came up with with their partner about what makes Phoenix (or your city) our community. (Assessment: Individual/Written)
---	--

<p>(Ex: We have our school. We live with our family here. We take care of each other, etc.) The teacher will make note of the students' writings/drawings for use as a formative assessment of student learning. (NOTE): The teacher will allow partners to work together if language support for ELLs/SPED students are needed.</p> <ol style="list-style-type: none"> When done, the teacher will read aloud the book "<u>Coqui in the City</u>" or show the <u>Youtube Video: <i>Coqui in the City Read Aloud</i></u> to present the community characteristics of San Juan. During the reading, have the students draw or write down in their <u>notebooks</u> every similarity from the story between Miguel's community in Puerto Rico and Phoenix (or their own home community/city). While reading or showing the video, the teacher will connect relevant vocabulary with any content presented/discussed during Engage and Explore. <p>(Preparation: Strategies used)</p>	<ol style="list-style-type: none"> Students listen to the story. Students draw or write in their <u>notebooks</u> the similarities between San Juan and Phoenix that they hear in the story. Students will participate in discussion with the teacher regarding lesson vocabulary. <p>(Preparation: Linking to past learning) (Application: Meaningful/promotes engagement)</p>
---	---

Elaborate

<p>Teacher Will: IQ #2: <i>In what ways are communities the same or different?</i></p> <ol style="list-style-type: none"> Reread the <u>book "Coqui in the City"</u> or reshoot the video to the class and ask the students Inquiry Question #2: "<i>In what ways are communities the same or different?</i>" and have students reflect on how they would answer the question. Then pass out copies of the <u>Venn Diagram Worksheet</u> to students and explain that this is used to show how things compare and contrast. Create a Venn Diagram in front of the class, and tell the students, "Now we will put all of the similarities and differences into our Venn Diagram" and model for the students how 	<p>Student Will:</p> <ol style="list-style-type: none"> Listen to the Coqui in the City story and think about how the community shown in the video is similar and different from their own. (Preparation: Linked to past learning) (Grouping: Independent/Whole class) Integrating Processes: Listening/Speaking) Receive their Venn Diagram worksheet and think about what it is used for.. Observe the teacher modeling how to create a Venn Diagram and how to write down similarities and differences to fill in the diagram. Ask any questions they may have about creating and filling in a Venn Diagram. Work with their partners to fill in their Venn Diagrams listing the similarities and
---	--

<p>and where to write down similarities and differences to fill in their Venn Diagram.</p> <p>(Scaffolding: Modeling)</p> <p>4. Tell students “Now you will create a Venn Diagram writing down what similarities and differences there are between Puerto Rico and Phoenix” (or your own city). Give the students time to work with their partners to complete their Venn Diagrams and when done, have students share out the similarities and differences they have noted on their diagrams.</p>	<p>differences they have identified between Puerto Rico and Phoenix (or their own city). When done, students will share out the similarities and differences they have written on their diagrams.</p> <p>(Grouping: Partners/Whole class) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Promotes engagement/Linked to Objectives) (Preparation: Linked to past learning)</p>
--	--

Evaluate - Summative Assessment

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Tell the students: “Now that we have learned about both Puerto Rico and Phoenix and how they compare and contrast, imagine you move to San Juan, Puerto Rico and want your friend to come live with you there. Think about what you would need to tell your friend to convince them to come live in San Juan, Puerto Rico with you. You are going to have a choice to make either a poster, a pamphlet, or put together a presentation where you will give reasons why someone from Phoenix (or your own city) would enjoy coming to San Juan, Puerto Rico, by sharing what you have learned about the similarities between San Juan, Puerto Rico and Phoenix (or your own city). For example: in Phoenix we have bakeries and in Puerto Rico there are bakeries, so if your friend likes fresh baked foods, they would enjoy coming to Puerto Rican bakeries. Think about what you have learned about the similarities and differences between Phoenix and San Juan, Puerto Rico and decide which of these you could use to convince your friend that they would enjoy living in Puerto Rico with you and then you are going to create a poster, a pamphlet or a presentation that tells about these things. 2. The teacher will provide materials (posters, 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Think about what they have learned about Puerto Rico and what they could tell their friend that might convince them to want to come to Puerto Rico to live with them there. Reflect on the choices they have for creating their project and decide which one they want to create as a way to share information with their friend. Reflect on the similarities and differences between Phoenix (or their own city) and Puerto Rico and decide which of these they will include in their project. <p>(Preparation: Linking to past learning) (Grouping: Independent or Partners if needed) (Application: Hands-on/Meaningful/promotes engagement)</p> <ol style="list-style-type: none"> 2. Work to create a poster, pamphlet, or presentation to share out key similarities
---	---

paper, pamphlets, colors, markers, pencils, etc. for students to create their projects and will provide time and support as needed, allowing students to work together if needed to provide support. Students can also use their completed Venn Diagrams, written notes, etc. as references when creating their projects.

3. When done with their projects, the teacher will use the Assessment Project Rubric to grade their work with a score of 3 or higher indicating mastery.

between Puerto Rico and Phoenix (or their own city) that could help convince their friend to live in Puerto Rico.

(Assessment: Individual/Written)

Extensions:

In second grade there is a community extension on rules and responsibilities of community members. An extension can be comparing the government in a territory like Puerto Rico and a state like Arizona.