

Lesson Vocabulary Handout:

__ Incomplete __ Mostly Incomplete __ Partially Complete __ Mostly Complete __ Complete __ CompletewithExtensions

Vocabulary Chart

Essential Question: What are the important vocabulary words in this unit?

Extension Idea: color the pictures in your chart.

Vocabulary Word	Definition	Sentence	Picture
forced migration			
voluntary migration			
push factors pull factors			
culture			

settlement			
motivation			
inhabit/inhabitant			
demographic			

generation/ generational			
census			
tourism/tourist			

Modified (IEP) Lesson Vocabulary Handout

__ Incomplete __ Mostly Incomplete __ Partially Complete __ Mostly Complete __ Complete __ CompletewithExtensions

Vocabulary Chart

Essential Question: What are the important vocabulary words in this unit? **Extension Idea: color the pictures in your chart.**

Vocabulary Word	Definition	Sentence	Picture
Forced migration			
Voluntary migration			
migration			
Push factors	reasons you want to leave an area		
Pull factors	reasons you want to go to an area		

Culture			
Settlement	a place where a group people establish homes		
motivation			
Inhabit/ Inhabitant			

demographic	a portion of human population with a shared characteristic		
generation/generational			
census	an official count of the people who live in a state or other area		

Presentation Rubric

Student Name: _____

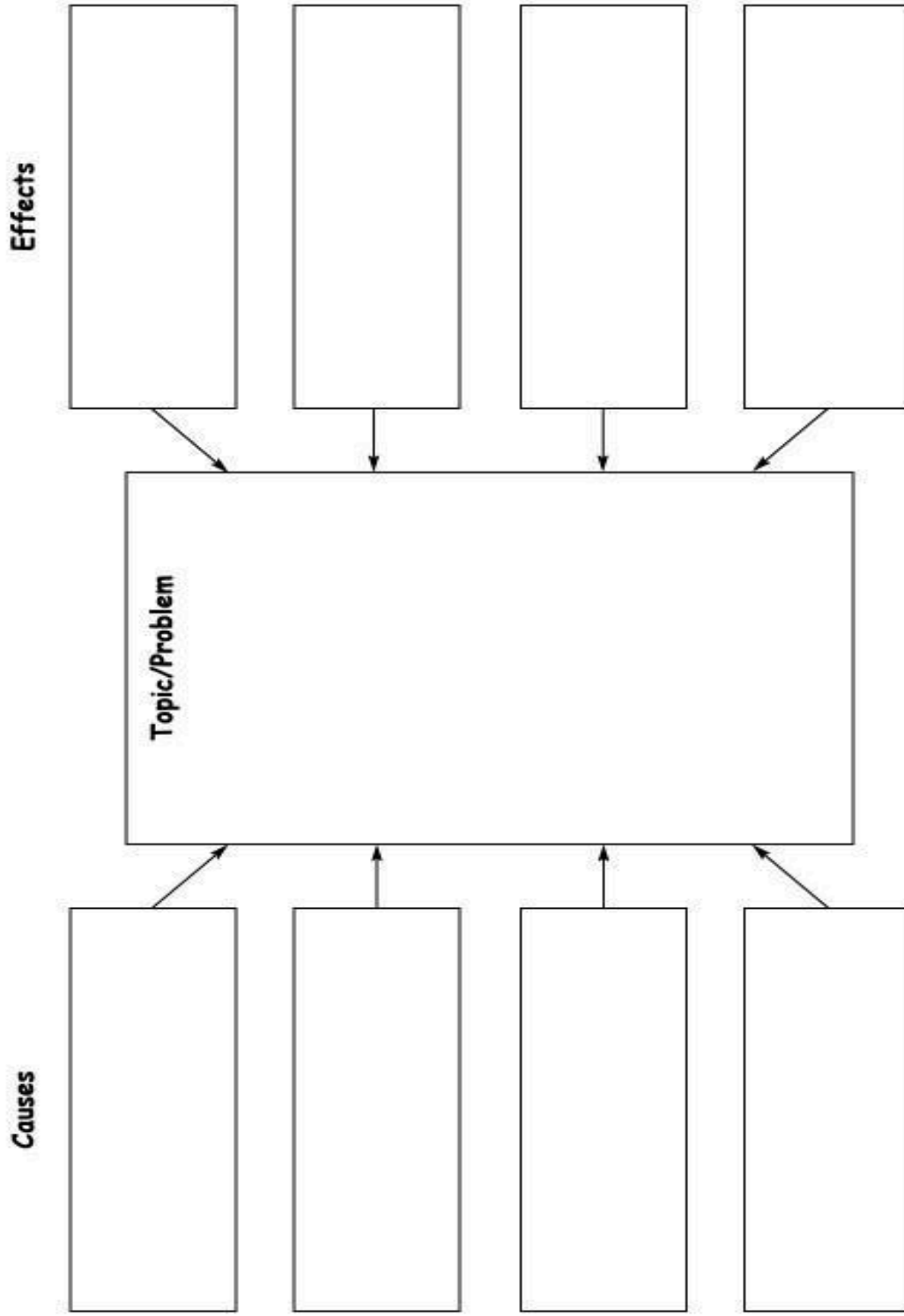
Date: _____

	1	2	3	4
Ideas/content/knowledge level	Topic given with much prompting and support needed. Information about item—lacks purpose Unable to demonstrate knowledge of item	Describes topic with some prompting and support. Information is not always in a logical/sequential order Able to demonstrate some knowledge of item	Clearly describes topic with little prompting and support. Information is logical and sequential Able to demonstrate knowledge of item	Clearly describes topic without prompting and support.
Delivery of Information	A lot of movement with no eye contact with audience	Some movement and has some eye contact with audience	Little to no movement Maintains good eye contact with audience	Excellent delivery of information.
Vocal Delivery	Very little expression. Does not speak clearly where others can hear	Uses some clear expression of thoughts, feelings, or ideas while speaking. Speaks at an appropriate volume	Very good expression of thoughts, feelings, or ideas Speaks at an appropriate volume	Excellent delivery and use of voice.
Language Skills	Limited vocabulary Is not descriptive	Good use of vocabulary Can at times be very descriptive	Great use of vocabulary Very descriptive	Excellent use of vocabulary and description. .
Use of Visual displays	Did not have item Or did not hold item where it could be seen clearly by audience	Spoke about other items instead of the item being presented or did not always hold item so that it could be seen clearly by audience	Very good use of visual. Spoke only about item or things related to that item Held item so that it could be seen clearly by audience	Excellent use of visual displays. Visual displays clearly enhanced the oral presentation.
Collaborative Conversation	Would not answer questions or take turns listening/speaking	Hesitant about answering questions or did not answer questions clearly to maintain a conversation Has some trouble listening to others/taking turns speaking	Clearly answered questions to maintain a conversation Listens to others/takes turn speaking	Excellent collaborative conversation.

Cause and Effect Graphic Organizer #1

CAUSE AND EFFECT GRAPHIC ORGANIZER

Instructions: List the topic or problem that you are exploring in the center of the organizer. Under the Causes section record what you think makes the problem happen. Under the Effects section, record what happens because of these causes.



Cause and Effect Graphic Organizer #2:

Name _____

Date _____

Cause and Effect Graphic Organizer

Directions: Record the cause and effect relationships in the graphic organizer.

Cause

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Effect

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Essay Rubric

(Middle School Informative Writing Rubric)

Scores for each element:

Element	Needs Improvement 1	Fair 2	Strong 3	Excellent 4
Topic	Topic is unclear.	Introduces the topic but the focus is unclear.	Introduces the topic.	Clearly introduces the topic.
Evidence	Little to no facts, concrete details, quotations, or examples included.	Attempts to develop the topic with facts, concrete details, and examples but some of the information is not relevant.	Develops the topic with facts, concrete details, quotations, and examples.	Thoroughly develops the topic with relevant facts, concrete details, quotations, and examples.
Explanation & Analysis	Little to no explanation or analysis of the information presented.	Explanation and analysis attempt to discuss the information but is unclear or lacks depth.	Clear explanation and analysis that discusses most of the information presented.	Clear and concise explanation and analysis that thoroughly discusses the information presented.
Conclusion	Abrupt ending. No concluding statement.	Ends with a concluding statement that does not clearly relate to the topic.	Ends with a concluding statement about the topic.	Effectively ends with a strong concluding statement.
Formal Tone and Style	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and objective tone.	Writing maintains a formal and objective tone throughout.
Organization & Transitions	Little to no attempt at organization.	Attempts to organize ideas, but transitional language is needed.	Organizes ideas in a logical way. Transitional language used.	Strong organization and transitional language used skillfully throughout.
Mechanics (Spelling & Grammar)	Distracting mechanical errors throughout.	Mechanical errors distract at times.	A couple errors present, but they do not distract.	Mechanics reflect careful editing.

(Teacher Resource): Requirements for Research:

Objective: Each group will be expected to research one of the broad topics about NC

Directions:

1. Each group will research one of the topics found below about NC
2. Through their research, the group must answer the following questions:
 - **How has the human population changed overtime in NC?**
 - **Why have the changes in the human population occurred in North Carolina?**
 - **How have the changes in the human population affected the culture of NC?**

*Each group will choose how to present their research to the class. (can use Google Slides, Canva, or any other technology program of your choice)

3. Every member of the group must speak
4. When a student groups is not presenting, they are to take notes on each presentation. The students in the audience will create their questions for the Q&A from the notes that they have taken in class.
5. Each student group will be prepared for a Q & A from their peers.

Some topics may include but are not limited to:

- **Early inhabitants of NC** - the three different groups that settled NC, Native Americans, Europeans, and Africans
- **Demographic changes in NC** - Race and Ethnicity in NC, Third Wave of Immigration in NC, and Foreign-Born Population in NC
- **How cultural values, practices, and interactions of various indigenous, religious, racial, and marginalized groups have influenced the development of North Carolina** - history of dance, arts/crafts, music, and drama within the different groups of people
- **How industry and trade impact the economy and people of North Carolina** - college sports in NC, NC Attractions and Tourist Sites, Festivals and Events - how they all affect NC's economy
- **How location, resources, and human geography have influenced the development of North Carolina** - NC Coast, NC Mountains, and NC Piedmont

(Teacher Resource): Presentation Requirements: MUST Include:

1. Students' names
2. Research about their group's topic. The research must include:
 - The history of the topic in NC
 - How the topic has affected NC
 - Answer one of the following questions based on the research from your group's topic: **How has the human population changed overtime in NC?**
Why have the changes in the human population occurred in North Carolina?
How have the changes in the human population affected the culture of NC?

3. Each slide that has a written explanation must also include at least one picture to describe the information

4. **The presentation must be at least 10 slides.**

Slide 1 - Title of Presentation, Group member names, and Class Period

Slide 2 - Introduction to the topic, pictures

Slides 3-9 - Information slides about the topic, each slide must include a visual (pictures and/or videos)

Slide 10 - Conclusion slide - possibly here is where your group answers on of the above highlighted questions, visual (pictures and/or videos)

Slide 11 - Citation slide: Cite the information used

Your group may have more than 10 slides - the last informational slide must be the conclusion slide

(Teacher Resource): Essay Requirements

Objective: To write an essay that will use research and analysis.

Each student will write a formal essay. The essay must include:

1. Introduction

This paragraph tells your audience what your essay will be about. Specific details are not included in the introduction.

2. At least 3 body paragraphs

The body paragraphs will contain many details and be at least 5-7 sentences in length. Make sure there are connector sentences that connect one paragraph to the next.

- **Paragraph 1 - How has the human population changed over time in NC?**
- **Paragraph 2 - Why have the changes in the human population occurred in North Carolina?**
- **Paragraph 3 - How have the changes in the human population affected the culture of NC?**

3. Conclusion

- This paragraph will bring your essay to an end. It should summarize your essay. You may also want to answer this question: **“What are your predictions for the future of the human population in NC?”** in this paragraph. This paragraph should resemble your Introduction Paragraph.
- Some ways to begin your Conclusion Paragraph:

As you can see,

In conclusion,

As a result,

*Use only one of the examples above to begin your Conclusion Paragraph.