



GeoCivics Lesson: *A Closer Look at Puerto Rico*
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Teacher(s): Tanisha Dudley-Williams	Unit: Puerto Rico and Geography Lesson Title: A Closer Look at Puerto Rico	Grade Level: ESL Grade 4
Notes: The lesson will take approximately 90-minutes. It includes information about maps, specific information about Puerto Rico, and activities and research about Puerto Rico.		
Pre-existing Knowledge: Students should already know what various types of landforms are. They will also need knowledge about how to create a PowerPoint.		
Overview of Content: Puerto Rico is the easternmost island of the Greater Antilles in the Caribbean Sea, approximately a thousand miles southeast of Florida and just east of the Dominican Republic and west of the U.S. Virgin Islands. The island is approximately 90 miles wide in an east-west direction and 30 miles wide between the north and south coasts. The coasts of tropical Puerto Rico are flat but most of the interior is mountainous. The tallest mountain is in the center of the island, Cerro de Punta, which is 4,389 feet high (1338 meters). About eight percent of the land is arable for agriculture. Droughts and hurricanes are the major natural hazards. https://www.thoughtco.com/geography-of-puerto-rico-1435563		
Purpose: <i>What students will learn?</i> This lesson will help students gain a better understanding of Puerto Rico's physical geography and how its geography impacts the people.		

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

- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS:

Helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

Tennessee State Social Studies Standards:

- SSP.06 Develop geographic awareness by: determining relationships among people, resources, and ideas based on geographic location (local, national, global), determining the use of diverse types of maps based on the purpose, analyzing the spatial relationships between people, circumstances, and resources, analyzing interaction between humans and the physical environment and, examining how geographic regions and perceptions of the regions change over time.
- 4.01 4.02 Students will practice map and geographic awareness skills in order to develop an understanding of the important role of geography.

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

- 1. The World in Spatial Terms: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Tennessee State Standards:

- SSP.06: Develop geographic awareness by: determining relationships among people, resources, and ideas based on geographic location (local, national, global), determining the use of diverse types of maps based on the purpose, analyzing the spatial relationships between people, circumstances, and resources, analyzing interaction between humans and the physical environment and, examining how geographic regions and perceptions of the regions change over time.
- 4.01 4.02: Students will practice map and geographic awareness skills in order to develop an understanding of the important role of geography.

ELA Standards:**National ELA Standards:**

- RI 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

ISTE Teacher and/or Student Standard:**Student Standards:**

- 1.1 Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 Knowledge Constructor: Students critically curate various resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Analyzing:** Students use language to separate whole into parts, identify relationships and patterns.

Culturally Responsive Lesson Strategies:

- **VOICE:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences.
- **CONNECTION:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.

Objective(s):

- SWBAT analyze various maps to locate and identify Puerto Rico and its landforms.
- SWBAT describe various types of landforms.
- SWBAT write an essay describing the geography of Puerto Rico and how it impacts the people.

SIOP

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

Evidence of Mastery (Measurable):**Formative**

After students work in their groups to complete a vocabulary and image matching activity, they will work together to create a Venn Diagram using a Venn Diagram Template handout (in Lesson Materials Document) to compare and contrast the landforms of Puerto Rico and of Tennessee. They will then turn their Venn Diagrams for the teacher to use to assess their learning of lesson vocabulary and interpreting maps.

Summative - After students complete a Geography Facts Worksheet to record the impacts of geography on various aspects of life, they will each write a 3 paragraph essay using the prompt: *Describe Puerto Rico's geography and how it impacts the people.* The teacher will use the Essay Rubric below to assess student learning (also located in the Lesson Materials Document for making student copies) with a score of 3 or higher indicating mastery.

Summative Assessment Essay Rubric

Exceeds Expectations	Answering and Addressing the Prompt: The essay fully addressed or answered the prompt. The reader saw much relatability to the prompt or the subject of the essay.	4
Meets Expectations	Answering and Addressing the Prompt: The essay mostly addressed or answered the given prompt. The reader saw relatability to the prompt or the subject of the essay.	3
Approaches Expectations	Answering and Addressing the Prompt: The essay somewhat addressed or answered the given prompt. The reader saw some relatability to the prompt or the subject of the essay.	2
Fails to Meet Expectations	Answering and Addressing the Prompt: The essay did not address or answer the given prompt. The reader didn't see any relatability to the prompt or the subject of the essay.	1

Key vocabulary & definitions:

Vocab from DOGSTAILS lesson:

- **D: Date:** When the map was made
- **O: Orientation:** the principle directions shown on the map
- **G: Grid:** A network of spaced horizontal & vertical lines used to identify locations on the map.
- **S: Symbol:** Small pictures and/or icons used on a map to represent something.
- **T: Title:** The map's name
- **A: Author:** The person who made the map
- **I: Index:** An alphabetical listing of places on the map

Materials:

- Pictures of Puerto Rico (in Lesson Materials Document)
- Map of Puerto Rico (that includes landforms/physical geography) (in Lesson Materials Document)
- Video: *Spanish Speaking Countries of the World- Puerto Rico* (Link in Sources) (5 min.)
- Student notebooks for recording observations made.
- Visual representations of each vocabulary word (in Lesson Materials Document)
- DOGSTAILS lesson by Gale Opp Ekiss - full lesson plan & PPT linked (Link in Sources)
- Online articles for students to read about Puerto Rico: (Links in Sources)

- **L: Legend:** A key on the map that explains the map symbols
- **S: Scale:** The units of measurement used to measure distance on the map

Additional Vocabulary for this lesson

- **geography:** The study of the surface and atmosphere of the earth
- **physical map:** A map that shows the landforms present in an area or region
- **compass rose:** A drawing showing different directions on a map
- **directions:** The way to go to get from one place to another - north, south, east, and west
- **physical features:** The natural features on the Earth's surface (also called Landforms)
- **Puerto Rico:** A Caribbean island which is a US territory with a landscape of mountains, waterfalls, and a tropical rainforest
- **capital:** The most important city or town of a country or region and is where the government is located
- **government:** An organization that defends and keeps the country in order, and provides services for its people
- **national symbol:** Any object or sign that represents a culture or political nation.
- **industries:** A group of businesses that produce a certain kind of goods or services
- **populations:** The whole number of people in a country or region.
- **location:** The place where something exists
- **river:** A large natural stream of water that flows over land.
- **ocean:** A great body of saltwater that covers much of the earth
- **mountain:** A landform that is part of the land but rises higher than all the land around it

- (1) *In Puerto Rico, Flooding and Loss of Coastal Habitat Are Top Conservation Concerns;*
- (2) *Puerto Rico: Geography, History, and Other Facts*

- Student access to computers to create their PowerPoint of Puerto Rico
- Vocabulary Cards with Image Cards -EXPLAIN matching activity- (in Lesson Materials Document)
- Map of Tennessee Handouts (that includes landforms/physical geography) (In Lesson Materials Document) (NOTE: Teachers can use a map of their own state/location to have students compare/contrast the landforms of Puerto Rico with those of their own location if desired (EXPLAIN activity).
- Venn Diagram Template Handouts (In Lesson Materials Document)
- Online article: *Geography of Puerto Rico* (Link in Sources)
- Geography Facts Worksheet (in Lesson Materials Document)
- Student copies of the Essay Rubric (In Lesson Materials Document)

Sources:

- Pictures of Puerto Rico: [File:Bayamon Puerto Rico aerial view.jpg - Wikipedia](#) , [File:Puerto Rico and its resources \(1899\) \(14590813957\).jpg - Wikimedia Commons](#) , [File:Landforms in San Juan, Puerto Rico 2019-10-28.jpg - Wikimedia Commons](#) , [File:-conservationlands15 Social Media Takeover, July 15th, Wild and Scenic Rivers \(19701585218\).jpg - Wikimedia Commons](#)
- Map of Puerto Rico: <https://www.scielo.sa.cr/img/fbpe/rbt/v53s1/3180i3.JPG>
- Video: *Spanish Speaking Countries of the World: Puerto Rico:*
<https://video.search.yahoo.com/search/video?fr=mcafee&p=video%3A+Spanish+Speaking+Countries+of+the+World+Puerto+Rico&type=E211US714G0#id=1&vid=20200a6b9392f44636a62a4270475179&action=click>
- [DOGSTAILS](#) lesson by Gale Opp Ekiss - full lesson plan & PPT linked
- Online Articles for students to read:
 - [*In Puerto Rico, Flooding and Loss of Coastal Habitat Are Top Conservation Concerns*](#)
 - [*Puerto Rico: Geography, History, and Other Facts*](#)
- Teacher Resource: [Sample Rubric for PowerPoint Presentation \(scholastic.com\)](#)
- Map of Tennessee:
 - [https://commons.wikimedia.org/wiki/File:Winter quarters 1864 - \(vicinity of Lookout Mountain, Tennessee\) LOC 2003630473.jpg](https://commons.wikimedia.org/wiki/File:Winter_quarters_1864_-_vicinity_of_Lookout_Mountain,_Tennessee)_LOC_2003630473.jpg)
- Online Article for students to read: [*Geography of Puerto Rico*](#)
- Vocabulary Word Images:
 - https://images.search.yahoo.com/search/images;_ylt=AwrO6srMo9dlpoUE.zOJzbf;_ylu=c2xrA3RleHQEaXQDQWxzb1RyeV9OBHNIYwNyZWwEcG9zAzl-?p=Us+Physical+Map+United+States&fr2=p%3As%2Cv%3Ai%2Cm%3Ars-top%2Cct%3Abing%2Crgn%3Aatop%2Cpos%3A2&fr=mcafee&type=E211US714G0&imgl=pd#id=1&iurl=https%3A%2F%2Fcdn.pixabay.com%2Fphoto%2F2013%2F11%2F29%2F17%2F09%2Fmap-221210__180.jpg&action=click ,, -
 - https://images.search.yahoo.com/search/images;_ylt=Awrjc2XRpddloD4ReoaJzbf;_ylu=c2VjA3NIYXJjaARzbGsDYnV0dG9u;_ylc=X1MDOTYwNjI4NTcEX3IDMgRmcgNtY2FmZWUEZnlyA3A6cyx2OmksbTpzYi10b3AEZ3ByaWQDbUxV1J5ZEZRZTJZX3N6UzhwTVdDQORuX3JzbHQDMARuX3N1Z2cDMgRvcmlnaW4DaW1hZ2VzLnNIYXJjaC55YWhvby5jb20EcG9zAzAEcHFzdHIDBHBxc3RybAMwBHFzdHJsAzlzBHF1ZXJ5A3BoeXNpY2FsJlIwZmVhdHVyZXMIIMjBpbWFnZQR0X3N0bXADMTCwODYzMTU1MQ--?p=physical+features+image&fr=mcafee&fr2=p%3As%2Cv%3Ai%2Cm%3Asb-top&ei=UTF-8&x=wrt&type=E211US714G0&imgl=pd#id=1&iurl=https%3A%2F%2Fp0.piqsels.com%2Fpreview%2F352%2F519%2F710%2Fadventure-arizona-canyon-desert.jpg&action=click -
 - https://www.etsy.com/listing/151566872/meaningful-gifts-for-him-puerto-rico-map?click_key=deb9f96675268c34c89ba142312f7bcfda0fefc9%3A151566872&click_sum=36b0d0f0&external=1&rec_type=cs&ref=landingpage_similar_listing_top-6 -
 - <https://www.pexels.com/photo/mountain-range-15382/> -
 - <https://www.pexels.com/photo/ocean-water-during-yellow-sunset-747016/> -
 - <https://www.pexels.com/photo/green-grass-field-and-mountain-1034887/> -
 - <https://www.pexels.com/photo/crowd-of-people-2802809/> -
 - <https://www.pexels.com/photo/white-ipad-38271/> -
 - <https://www.pexels.com/photo/manufacturing-plant-during-daytime-2391/> -
 - <https://www.pexels.com/photo/waving-flag-of-united-states-of-america-4386426/>
 - https://www.istockphoto.com/photo/united-states-capitol-building-cemetery-during-national-cherry-blossom-festival-in-gm1168027562-322352009?utm_campaign=srp_photos_10&utm_content=https%3A%2F%2Fwww.pexels.com%2Fsearch%2FGovernment%2520representatives%2F

<https://www.pexels.com/photo/the-united-states-capitol-building-in-washington-dc-12504957/> -
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[https://commons.wikimedia.org/wiki/File:1948_Kurdistan_by_the_CIA_\(map_key\).jpg](https://commons.wikimedia.org/wiki/File:1948_Kurdistan_by_the_CIA_(map_key).jpg) -
https://commons.wikimedia.org/wiki/File:Caucasus_topographic_map-fr.svg -
https://commons.wikimedia.org/wiki/File:Democracy_Index_2019.png File:Title - Map of Terrace, UT.jpg - Wikimedia Commons
https://commons.wikimedia.org/wiki/File:The_geologic_map_of_the_Moon_at_1-2.5M_scale.png
https://commons.wikimedia.org/wiki/File:Cartographic_Symbols.jpg
https://images.search.yahoo.com/search/images?p=image+showing+map+orientation&fr=mcafee&type=E211US714G0&imgurl=https%3A%2F%2Fopenclipart.org%2Fimage%2F2400px%2Fsvg_to_png%2F233063%2FCompassRose2.png#id=16&iurl=https%3A%2F%2Fwww.pngkit.com%2Fpng%2Fdetail%2F52-525200_compass-directions.png&action=click
<https://media.davidrumsey.com/rumsey/Size4/D0110/01104036.j>

Engage

Teacher Will:

1. Ask students to describe physical characteristics of their school, neighborhood, city, state, etc. (landforms, buildings, parks, etc.) and have students share out their response to the question: *How do these characteristics affect their daily lives?* Record students' responses on the whiteboard.
2. Now, ask students to describe the Pictures of Puerto Rico and the Map of Puerto Rico (in Lesson Materials Document) in detail, and share what they have observed during a whole group discussion. Specifically ask students about the different types of landforms they observed in the pictures. Add a separate column on the whiteboard to record their responses.
3. Ask students if they think the physical features on the Map of Puerto Rico are the same or similar to what they described around their homes, cities, states - yes/no? Why and what's different?

Student Will:

1. Students describe what they see in their school, neighborhood, city, state, etc. (landforms, buildings, parks, etc.) and share out their response to the question: *How do these characteristics affect their daily lives?*
(Preparation: Linking to background) (Grouping: Independent/Whole class)(Application: Promotes engagement) (Integrating Processes: Listening/Speaking)
2. Students describe the **pictures and map** of Puerto Rico in detail. Students respond to the teacher's questions about their observations.
(Grouping/Independent/Whole class) (Integrating Processes: Listening/Speaking/Reading) (Application/Meaningful/Promotes engagement)
3. Compare and share out their thoughts about how the physical features of Puerto Rico compares to their description of their homes, cities, states, etc.
(Preparation/Linking to background) (Grouping/Independent/Whole class) (Integrating Processes: Listening/Speaking) (Application/Meaningful/Promotes engagement)

<p>4. The teacher will show the students the video: Spanish Speaking Countries of the World- Puerto Rico to give students a general overview of Puerto Rico, and have students record observations made in their notebooks. Following the video, have students share observations they made about the land of Puerto Rico and also give a general overview of what they have learned about Puerto Rico.</p> <p>5. Introduce the vocabulary words by providing <u>visual representations of each vocabulary word</u>, and have students respond using sentence stems. Possible Sentence Stems: -Geography is..... -The map shows that..... -Puerto Rico is..... -I noticed that..... -I observed landforms including.....</p> <p>(Scaffolding: Guided Practice)</p>	<p>4. Students watch the video and record observations made and share out their observations with the class. (Grouping/Independent/Whole class) (Integrated Processes: Listening/Speaking/ Reading/Writing) (Application: Meaningful/Promotes engagement)</p> <p>5. Students review visual representations of the vocabulary words and respond to questions using sentence stems. (Grouping/Independent/Whole class) (Integrating Processes: Listening/Speaking/Reading)</p>
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Explore

<p>Teacher Will: IQ #1: <i>What types of information can be learned from maps?</i></p> <p>(NOTE) Group students strategically to provide language and/or learning support as needed for ELLs/SPED and Gifted students.</p> <ol style="list-style-type: none"> 1. Divide class into groups, and explain that the DOGSTAILS activity is a lesson about the vocabulary word associated with the different components of a map and this is what they will be learning. 2. Follow directions in the <u>DOGSTAILS lesson DOGSTAILS</u> to facilitate students understanding of the vocabulary words associated with a map. 3. Using what they have learned from the activity about the DOGSTAILS vocabulary, have students find various types of 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Get into their assigned groups to prepare for the DOGSTAILS activity. 2. Participate in the DOGSTAILS activity with their group members. (Grouping: Small groups/whole class) (Application: Promotes engagement) 3. Using what they have learned from the DOGSTAILS activity, students will find various types of information represented on the Puerto
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corresponding information represented on the Puerto Rico map. (For example, identifying Orientation, Grid, Symbol, Title, Scale).

4. Students will now conduct research on the physical characteristics of Puerto Rico.

Each group will be assigned to read one of the two following articles.

- a. In Puerto Rico, Flooding and Loss of Coastal Habitat Are Top Conservation Concerns
- b. Puerto Rico: Geography, History, and Other Facts

(NOTE) To provide assistance for students, if needed, you may choose to read aloud chunks of the article to the students, and discuss key points and important vocabulary words. Also, you may assign specific chunks of the article for students to read.

(Preparation/Strategies used)

5. Each group will then work collaboratively to *complete a PowerPoint presentation* of the information in each article.

(NOTE): The Teacher may model how to create a PowerPoint or review how to create a PowerPoint presentation. Each student will be given a role in their group during the research and presentation of their PowerPoint:

Roles:

- a. Materials Manager
- b. Data Recorder
- c. Team Leader
- d. Presenter

(Scaffolding/Modeling/Guided Practice)

6. When done, the teacher will engage each group in sharing their PowerPoint presentation with the class. Lead the class in a general discussion after each presentation to summarize their learning.
7. The teacher will then present Inquiry Question #1 to the class: ***What types of information can be learned from maps?*** and have students share out their response and lead them in a discussion of the question.

Rico map and match up the DOGTAILS vocabulary to the corresponding information on the Puerto Rico map.

(Grouping: Small groups)

(Preparation: Linked to past learning)

4. Student groups will each read one of two articles provided by the teacher and record information they read about Puerto Rico.

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

5. Students will work collaboratively to research and create a PowerPoint presentation based on what they learned as they fulfill the roles they are assigned.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/Reading/Writing)

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

6. Students share their PowerPoint presentation with the class and engage in a class discussion after each group's presentation.

(SIOP Elements: Modeling, Scaffolding, Preparation)

7. Students will share out their response to Inquiry Question #1 with the class and engage in a class discussion of the question.

(Preparation: Linking to past learning)

(Grouping: Independent/Whole class)

(Application: Meaningful)

SIOP Elements: Modeling, Scaffolding, Preparation	
Explain - Formative Assessment	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Have student groups match <u>vocabulary cards with image cards</u> to connect and reinforce vocabulary and landform types. 2. Then, the teacher will review definitions and have groups do the matching activity again to ensure that they have learned the content. 3. Students will then carefully review the <u>Map of Tennessee (in Lesson Materials Document)</u>. <p>(NOTE) Teachers can use a map of their own state/location in place of Tennessee for this compare and contrast activity).</p> <ol style="list-style-type: none"> 4. The teacher will pass out <u>Venn Diagram Template</u> handouts (in Lesson Materials Document) to students and will explain and model how to use it to compare and contrast the landforms of Puerto Rico and Tennessee, and have students work in groups to complete their Venn Diagram. The student will turn in their Venn Diagrams when done for the teacher to use as a formative assessment. <p>(Preparation: Strategies Used (Scaffolding, Guided Practice))</p>	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Groups will match vocabulary terms with image cards. (Grouping: Small groups) (Application: Hands-on/Meaningful/ Promotes engagement) (Preparation: Linked to past learning) 2. Following teacher review, groups will complete the task again. (Grouping: Whole class/Small groups) (Application: Hands on/Meaningful) 3. Students will review the Tennessee map 4. Students will work with their groups and create a Venn Diagram on their handout to compare and contrast the landforms of Puerto Rico and Tennessee. (Assessment: Group/Written) (Integrating Processes: Listening/Speaking/ Reading/Writing) (Groups: Small groups)
Elaborate	
<p>Teacher Will:</p> <p><i>IQ #2: How does physical geography impact the lives of people in Puerto Rico?</i></p> <ol style="list-style-type: none"> 1. The teacher will introduce Inquiry Question #2 to the class and have students share their thoughts about how physical geography may impact the lives of people in Puerto Rico. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Reflect on Inquiry Question #2 and share out their thoughts about how physical geography may impact the lives of people in Puerto Rico.

<ol style="list-style-type: none"> 2. Strategically place students in groups, providing language and/or learning support as needed and have the students read and discuss together the article: <u><i>Geography of Puerto Rico</i></u>, with Inquiry Question #2 in mind. 3. Then in the whole group, students will explain key points in a concise manner, and elaborate on important ideas. 4. The teacher will pass out copies of the <u>Geography Facts Worksheet</u> (in Lesson Materials Document) to the groups, and have students record the impacts of geography on various aspects of life in preparation for the summative assessment. <p>(Scaffolding: Guided Practice)</p>	<p>(Preparation: Linking to past learning/Linking to Background) (Grouping: Independent/Whole class) (Integrating Processes: Listening/Speaking)</p> <ol style="list-style-type: none"> 2. Students work with their group members to read and discuss the article about the geography of Puerto Rico, with Inquiry Question= #2 in mind. <p>(Grouping: Small groups) (Integrating Processes:Listening/Speaking/Reading)</p> <ol style="list-style-type: none"> 3. Students then explain to the whole class key points read in the article in a concise manner, and elaborate on important ideas. <p>(Grouping: Whole class) (Application: Promotes engagement)</p> <ol style="list-style-type: none"> 4. Using the <u>Geography Facts Worksheet</u>, students will work in their groups to record impacts of geography on various aspects of life. <p>(Preparation: Linking to past learning) (Grouping: Small groups) (Application: Meaningful/Promotes engagement)</p>
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Evaluate - Summative Assessment	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Explain to students that they will now use what they have learned about Puerto Rico and about how geography can impact various aspects of life to write a three paragraph essay responding to the prompt: <i>Describe Puerto Rico’s geography and how it impacts the people.</i> 2. Provide students with copies of the <u>Essay Rubric</u> (in Lesson Materials Document) and discuss the criteria for writing the essay, and answer questions related to rubric expectations. 3. Provide time for the students to write their own essays in response to the prompt and use the rubric as a guide. <p>(NOTE): The teacher can provide ELLs/SPED students support as needed by providing sentence starters, access to language translation tools, or</p>	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Students will reflect on what they have learned and how it relates to the following prompt: <i>Describe Puerto Rico’s geography and how it impacts the people.</i> <p>(Preparation: Linking to past learning) (Grouping: Individual)</p> <ol style="list-style-type: none"> 2. Use provided rubric as a guide for essay expectations and ask questions as needed to clarify rubric expectations. <p>(Integrating Processes: Listening/Speaking/ Reading) (Application: Meaningful/Promotes engagement)</p> <ol style="list-style-type: none"> 3. Work independently to write their 3 paragraph essay in response to the prompt given by the teacher and use the Essay Rubric to guide their response. When done, students will turn in their essays for grading.

allowing students to respond to the prompt using drawings and /or by allowing students to use their completed Geography Facts Worksheet, Venn Diagrams, PowerPoints, and/or lesson notes, etc. to write their essay. Teachers can support Gifted students by having them include in their essay a discussion of how the geography of Puerto Rico compares and contrasts to the geography of where they live.

4. When done, the teacher will collect the students' essays and use the rubric to assess their learning. A score of 3 will indicate mastery.

(Assessment: Individual/Written) (Preparation: Linking to past learning)(Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

Extensions:

- Have students find articles about various cultural expressions in Puerto Rico and do research to learn about the cultural aspects of life in Puerto Rico.
- Students could also give a PowerPoint presentation about their learning of Puerto Rican culture.