



GeoCivics Lesson: *Comparing Puerto Rico to Hanover County in North Carolina*

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Teacher(s): Janet H. Materdo	Unit Title: NC and Puerto Rico Lesson Title: Comparing Puerto Rico to Hanover County in North Carolina	Grade Level: 8th grade
Notes: For teachers in a different state, compare your county with Puerto Rico. This lesson could take several days to facilitate.		
Pre-existing Knowledge: Prior to beginning this lesson, the students must have knowledge of map skills. They have to know how to find the absolute location, and an understanding of latitude/longitude and prime meridian/equator. This activity will not teach the students how to use map skills. The students have to know how to identify places on maps. The students must also have knowledge of push/pull factors.		
Overview of Content: States and counties are the major legally defined political and administrative units of the United States. As such, they serve as the primary geographic units for which the Bureau of the Census reports data. The Census Bureau provides statistics for these entities in every decennial census of population and housing, in every census of agriculture and governments, and in all the economic censuses. It tabulates data for States and counties in postcensal estimates and sometimes in its various intercensal sample surveys and projections as well. In certain circumstances, it classifies entities as the statistical equivalents of States or of counties for data presentation purposes. The US is composed of 50 states, plus the District of Columbia, but the US territories are often forgotten about. The US territories are a group of islands and unincorporated areas in the Caribbean Sea and Pacific Ocean controlled by the US federal government. These include Puerto Rico, Guam, the Northern Mariana Islands, American Samoa, and Minor Outlying Islands. While they have varying levels of autonomy, all of the territories are ultimately subject to US law. Each has its own unique history, which		

makes them a fascinating part of America's culture. Here is a look at the major and some of the lesser-known US territories.

[States, Counties, and Statistically Equivalent Entities](#) / [What Are The US Territories? - WorldAtlas](#)

Purpose: *What will students learn?*

The students will learn more about their own county (in any state). Students will be introduced to Puerto Rico and learn about its history, culture, and population. The students will also review what push/pull factors are and learn about migration patterns.

National & State Social Studies Standard(s):

National Social Studies Standards:

- Culture - Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

North Carolina Social Studies Standards:

- 8.E.1.1 Explain how economic growth and decline have positively and negatively impacted individuals, groups, communities, and businesses in North Carolina and the nation.

National & State Geography Standard(s):

National Geography Standards:

- 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.
- Standard 6: How culture and experience influence people's perceptions of places and regions.
- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface (includes push/pull factors).

North Carolina State Geography Standards:

- 8.G.1.1 Summarize the human and physical characteristics of North Carolina and the nation.
- 8.G.1.2 Explain how location, resources, and human geography influenced the development of North Carolina and the nation.
- 8.G.1.3 Explain how location and human geography presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the nation.
- 8.G.1.4 Explain the reasons for and effects of forced and voluntary migration on various groups in North Carolina and the nation.

ELA Standards:

- RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

ISTE Teacher and/or Student Standard:

Student:

- **1.6 Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Language Functions:

- **Compare and Contrast:** Students use language to describe similarities and differences in objects or ideas.
- **Summarizing and Informing:** Students use language to identify, report or describe information.

Culturally Responsive Lesson Strategies:

- **VOICE:** Students work together cooperatively or share throughout, in ways deeply interwoven with the comparison of NC counties to US Territories – fully student-centered
- **DIFFERENTIATION:** Provided several ways for students to express their learning, which have been informed by student input and instructor knowledge of individual students’ strengths and needs.
- **ACCESS:** Ideas are communicated in three or more different ways that are informed by student input and instructor knowledge of students’ different learning styles.
- **CONNECTION:** Provides more than one real-life connection made or represented from a variety of cultures and life experiences.
- **EQUITY/DECOLONIZATION:** Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material.

Objective(s):

- Students will be able to compare and contrast the geography of Puerto Rico and Hanover County in North Carolina county (or their own county).
- Students will be able to communicate effectively with their peers the similarities and differences of Hanover County (or their own county) and one US Territory through written and verbal expression.

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

Formative - Students will identify on an interactive map a place that he/she has visited in the past and will record the latitude and longitude coordinates of the place. The students will then play a game with their classmates, where Student A will give his/her group members the coordinates of the location of the place he/she has visited before, and the group members will use this information to try and locate the place on the interactive map. They will then give their classmate the name of the place that they think they have visited based on the coordinates, and the teacher will make note of the students' presentation and discussion for use as a formative assessment of student knowledge/learning about using map features to locate places on a map.

Summative - Students will work in small groups to create a Poster and give a Gallery Walk Presentation sharing out their learning about features of Hanover County or their own county or state and those of Puerto Rico, and describing how they compare and contrast. ***The teacher will use the Gallery Walk Poster Presentation Rubric found in the Lesson Materials Document to assess student learning with a score of 8 or higher indicating mastery.***

Key vocabulary:

- **forced migration** - people are required to move
- **voluntary migration** - people choose to move
- **push factors** - reasons you want to leave an area
- **pull factors** - reasons you want to go to an area
- **settlement** - a place where a group people establish homes
- **motivation** - reason or inspiration for doing something
- **agriculture/agricultural** - related to farming
- **inhabit/inhabitant** - to live in; a person who lives in a place
- **demographic** - a portion of human population with a shared characteristic
- **generation/generational** - the entire group of people born around the same time
- **census** - an official count of the people who live in a state or other area
- **revenue** - money gained by selling personal property investing money
- **service industry** - group of businesses that do service work (waiters, bus drivers, Uber drivers, etc.)
- **iconic** - widely recognized as a symbol or representative of something and generally thought of with high esteem
- **tourism/tourist** - the business of providing services to people who travel for sightseeing, recreation, or relaxation; A person who travels for relaxation, recreation, or to see the sights

Materials:

- Student access to paper & pencils to write down information and take notes
- U.S. map Image (in Lesson Materials Document)
- Copies of the Lesson #1 Vocabulary Handout - one per student (in Lesson Materials Document)
- Computer and Projection device to show images to the class
- Student access to laptops or computers to conduct research on their county and on a U.S territory
- Sheets of paper or student access to Google Docs for each student to record their research information on.
- Copies of the Visual List of Hanover County Features - one per student and one for the teacher to use as a model (In Lesson Materials Document) (**Note**, this sheet should be modified to match the county being researched by the students)
- Student access to the Interactive Map of the U.S. (See Link in Sources below)
- Copies of Visual List of Puerto Rico Features - one per student and one for the teacher to use (In the Lesson Materials Document.)
- Copies of the Compare and Contrast Graphic Organizer Handout - one per student (in the Lesson Materials Document)
- Gallery Walk Poster Presentation Rubric (in Lesson Materials Document)
- Poster papers and materials for students to use to create their Gallery Walk posters
- Sticky Notes

Sources:

- **Lesson Plan Overview of Content Info:** [States, Counties, and Statistically Equivalent Entities - What Are The US Territories? - WorldAtlas](#)
- NCDPI Unpacking Document: <https://www.dpi.nc.gov/social-studies-8th-grade-standards-fall-2021-implementation>
- U.S. Map Image: <File:Colton's Map of the United States of America 1855 UTA.jpg - Wikimedia Commons>
- Interactive Map of the U.S. https://www.mapsofworld.com/lat_long/usa-lat-long.html

Engage

Teacher Will:

(NOTE) Partner students strategically to support language and/or learning as needed for ELLS/SPED and Gifted students.

1. Write on the board and/or have the following subtitles written out so that the students can see them before the lesson begins. Characteristics and features of their favorite place (within their state or county) such as location, landforms, landmarks, people, language spoken, physical appearance, climate, and then ask students to think about and share out their favorite place they have ever visited in their state or county.
2. Viewing the subtitles written on the board, have the students individually brainstorm and write down a list of features of their favorite place.
3. The teacher will instruct the students to share the features of their favorite place with their partner. The students will have 5 minutes to share with their partner.
 - *Both students must have the opportunity to speak.*
 - *Each student must actively listen to their partner.*
4. The teacher will then have each partner group come together into a whole class discussion group and have each student name and share with the whole class the features of their partner's favorite place, by giving the following instructions: *"Each partnership will have the opportunity to share information about two of the features from their partner's favorite place. When the teacher calls on your group, you will each please share the information that was discussed by your partner."*
5. As the students share out, the students listening will add to their brainstorm list the

Student Will:

1. To begin the lesson, each student will have the opportunity to name their favorite place they have ever visited in their state or county. They can call it out or wait to be called on - at the teacher's discretion.

(Preparation: Linking to background) (Grouping: Whole class) (Integrating Processes: Listening/Speaking)

2. The students will individually create a list of characteristics and features from their favorite place: location, landforms, landmarks, people, language spoken, physical appearance, climate, etc.

(Grouping: Independent) (Preparation: Linking to background) (Integrating Processes: Reading/Writing) (Application: Promotes engagement)

3. Share with their partner the features of their favorite place and listen carefully to the features shared out by their partner.

(Grouping: Partners) (Integrating Process: Listening/Speaking) (Application: Promotes engagement)

4. Come together as partners into a whole class discussion group and then each one, when called on, will share out the information shared with them by their partner about the features of his or her favorite place.

(Grouping: Whole class/Partners) (Integrating Processes: Listening/Speaking) (Application: Promotes engagement)

5. Listen to their fellow students' share out about features of favorite places and write

items that are being shared and discussed during the whole group discussion.

6. As the students share their information, the teacher will add the students' examples of the features from their favorite places under the following subheadings already on the board: location, landforms, landmarks, people, language spoken, physical appearance, climate, etc.

these down creating a list of items being shared out and discussed.

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

Explore

Teacher Will:

Note) For ELLs - the materials will be provided in Spanish and English. This lesson can be done in a DLI class and/or be used as modifications for ELL students.

IQ 1# What are features and characteristics of Hanover county in North Carolina?

(NOTE) the IQ can be modified to ask about features and characteristics of one's own county and state.

1. Post a copy of the US map Image (in Lesson Materials Document) in the classroom, or project the map using the link in Sources above) and review the map components (i.e: title, scale, legend, compass rose, latitude and longitude, etc.) with the class to ensure students understand both the vocabulary terms and map elements. The teacher will then introduce the lesson vocabulary words to the class, and engage the students in a discussion of the meaning of each word, and will pass out copies of the Lesson #1 Vocabulary Handout (in Lesson Materials Document) and have the students write down each word and its meaning on the handout.
2. The teacher will then explain that students will work with their partners to research the features of Hanover County, NC (or one's own county) in partner groups. The students will

Student Will:

1. Students will follow along with the map element review, and will then focus their attention on the vocabulary words and their meanings when introduced by the teacher, and then write these down on their copy of the Lesson #1 Vocabulary Handout.

(Preparation: Linking to past learning)
(Grouping: Whole class) (Integrating Processes: Listening/Speaking)

2. Make note of the features they are to research with their partners in order to learn about their county. As they conduct their research, each of the students will

research the following features of New Hanover County (or their own county) to include: absolute location (latitude/ longitude), located in what region of the world, located in what NC region, migration patterns (how did people arrive in different places) and push/pull factors (what causes people to leave and/or arrive in a new place). The teacher will introduce appropriate feature vocabulary words and their meanings, and then have students use their computers to conduct research and record their information on a sheet of paper or a Google Doc.

(NOTE:) As students conduct their research the teacher will walk around the classroom and monitor the students as they are working together, and answer any questions the students may have to help them effectively conduct the research and record their information.

(Scaffolding: Guided Practice)

3. After working with their partners to conduct research on features of their county, the students will prepare to share their research on one of the features from Hanover County (or their own country).

(Note) The feature shared by each partnership will be decided by the students and teacher before they engage in a whole class discussion of their research.

4. The students will then come together as a whole group, and when called on by the teacher, the students will share their research about their particular feature with the rest of the class. The teacher will pass out copies of the Visual List- Hanover County Features to each student to take notes on.

5. As Student A of each partnership shares their information, Student B will record the information on their copy of the Visual list of Hanover County Features (In lesson Materials Document). The teacher can also record the research on a classroom copy of the visual list, as a model for the students completing their own lists at their individual seats. Once the

record their findings (on their own sheet of paper or on Google Docs.)

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

3. After working with their partners, the students will come together as a whole group. The students will prepare to share their research on one of the features from Hanover County. The feature shared by each partnership will be decided by the students and teacher before the group discussion.

4. When called on by the teacher, the students will share their research about their particular feature with the rest of the class.

(Grouping: Whole class/Partners/Independent) (Integrating Processes: Speaking/Listening) (Application: Hands-on/Meaningful/Promotes engagement)

5. As Student A of each partnership shares the information, Student B will record the information on their copy of the visual list. Students will observe the teacher's recording of the research information on the class copy of the Visual List to support their own accurate recording.

(Grouping: Whole Class/Partners/Independent)

<p>visual list is complete, then the teacher will hang the final list in the classroom. (Scaffolding: Modeling)</p>	<p>(Integrating Processes: Speaking/Listening/Reading/Writing) (Application: Hands-on/Meaningful)</p>
<p>Explain - Formative Assessment</p>	
<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Teacher leads a whole group discussion regarding the visual list, summarizing the research findings regarding the features of their county. <p>(Preparation: Linking to past learning)</p> <ol style="list-style-type: none"> 2. Each student will now identify on an <u>Interactive Map of the U.S.</u> (See link in Sources above) a place that he/she has visited before and will record the absolute location (latitude/longitude) and in what region of the United States. 3. The teacher will then strategically group the students into small groups, providing language and/or learning support as needed, and will tell the students that they are to play a game with their group members where each of them will give their group members the coordinates of the location of the place they have visited, and their group members will then work using the interactive map to try and identify the name of the place that you have visited based on the coordinates you have provided them. 4. As students engage in the game, the teacher will walk around the room and record students' discussions and interactions for use as a formative assessment of student learning. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Participate in a whole class discussion of what was learned through their research. (Grouping: Whole Class) (Application: Meaningful) 2. Each student will now identify on an interactive map the place that he/she has visited and record on paper the latitude and longitude of the place visited. (Grouping: Independent) (Preparation: Linking to past learning) 3. The students will then play a game with their classmates in groups. Student A will give his/her group members the coordinates of the location of the place he/she has visited before, and then the group members will try to find where the place is located on the map using the coordinates given. (Assessment: Group/Oral)
<p>Elaborate</p>	

Teacher Will:**IQ #2: What are features and characteristics of Puerto Rico?**

1. Introduce Inquiry question #2 to the class and explain to the students that they will now work with a partner to research the features of the US Territory, Puerto Rico, and that they are to record the information they find on a sheet of paper (or a Google Doc,) and that they are to research the following information: absolute Location (latitude/longitude); located in what region of the world?; Where located in relation to North Carolina (or their own state); the history of Puerto Rico in relation to its migration patterns (how/from where did people arrive in different places here?); push/pull factors (what has caused people to leave and/or arrive here as a new place to live?)
The teacher will then give students time and any support needed to conduct their research.
2. After completing their research, the students will prepare to share their research on one of the features from Puerto Rico. The feature shared by each partnership will be decided by the students and teacher before the group discussion. Then the students will come together as a whole group and prepare to share out their research with the whole class.
3. When called on by the teacher, the students will share their research about the particular feature with the rest of the class.
4. As Student A of the partnership shares the information, Student B will record the information on their copy of the Visual List: Puerto Rico Features (found in the materials document).
5. Lead the class in a discussion to summarize what they have learned about Puerto Rico, discussing its location, its history in terms

Student Will:

1. Students will listen to and reflect on Inquiry Question #2 and think about the research they will now do on Puerto Rico, using what they have learned before about conducting such research. They will then work with their assigned partners to research features of Puerto Rico and record the information they find on a sheet of paper or a Google Doc, *including the following*: absolute location (latitude/longitude), located in what region of the world, where located in relation to their own state, the history of Puerto Rico in relation to its migration patterns telling how did people arrive in different places in Puerto Rico, and push/ pull factors leading to people leaving and/or arriving in Puerto Rico as a new place to live.)

(Grouping: Whole class/Partners) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes Engagement)

2. After working with their partners to conduct their research, the students will prepare to share their research about one of the features of Puerto Rico, after discussing with the teacher which feature they will be responsible for sharing with the class.

(Grouping: Small Groups) (Preparation: Linking to past learning)

- 3 & 4. Share their research about the particular feature they have been given to share out with the rest of the class. Student A in each group will share their information with the class, and Student B will record the information shared out by other students onto their Visual List : Puerto Rico Features handout.

of migration patterns and push/pull factors, and its population, and can also have students share out any other information they have learned and found interesting about Puerto Rico, its history and culture from the research they have done.

(Grouping: Whole class/Partners) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes Engagement)

- Engage in a class discussion sharing out and summarizing what they have learned about Puerto Rico from their research and from other class members' research that has been shared out with them.

(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)

Evaluate - Summative Assessment

Teacher Will:

- Pass out copies of the Compare and Contrast Graphic Organizer Handout (In Lesson Materials Document) and explain to students how they are to individually complete the graphic organizer to explain how the U.S. territory of Puerto Rico compares and contrasts with Hanover county North Carolina (or how it compares with their own county or state).
- When done, the teacher will prepare the class for a Gallery Walk and a Q&A by creating student groups that will provide language and/or learning support for students as needed and will explain that they are to work together to create a poster (or trifold) that will build on the information learned in the lesson which they will present to the class in a Gallery Walk. The teacher will explain to the students the expectations for creating and giving their presentations, by telling the class that the groups' Gallery Walk presentation must include pictures and information from their former presentations and from information received from fellow students presentations to describe the features of

Student Will:

- Receive the instructions to complete their graphic organizer. Students will then individually create a graphic organizer using the Compare and Contrast Graphic Organizer Handout in which they will explain the comparison between a US Territory and Hanover county or their own county or state.

(Grouping: Whole class/Independent) (Preparation: Linking to past learning) (Application: Hands-on/Meaningful/Promotes engagement)

- Listen to the teacher's explanation of how they are to work as a group to create a poster (or trifold) to use in giving their presentation during the class Gallery Walk and also how they are to ask fellow students appropriate questions about their comparison and contrast presentation of Puerto Rico and their own county or state.

(Grouping: Whole Class)

their own county or state and those of the U.S. territory of Puerto Rico. Their posters must include: a title, information in logical order, 5 different vocabulary words from their original presentation and graphics. Each group must also include and choose how to present their comparison and contrast of the US Territory of Puerto Rico and NC county (or own county or state) as a key part of their presentation.

(Note) Students could be allowed to use Google Slides, Canva, or any other technology program of their choice to create their presentation.

3. The teacher will explain that every member of the group must speak during the presentation and that the student groups, when not presenting, are to take notes on each presentation given. And, the students in the audience will create questions for the Q&A using the notes that they have taken in class. The students' presentation will also include at least two questions and the answers to the questions that the group received from their peers when giving former presentations to the class. The teacher will let the class know that during the Gallery Walk, each group will be asked 3 questions from classmates based on their Gallery Walk Presentation and they are to answer the questions when asked. Before beginning the Gallery Walk Presentation, the teacher will explain the expectations for creating and completing the three student-created questions, and will give example questions to guide students in creating their questions for the presenters, letting them know that each question must be able to be answered in a complete sentence. Example of a question that can be asked: "*What new information did you learn?*" And the teacher will provide students with Information about how to create a question, telling them that the questions cannot be yes or no

questions. An Example of what is **not** an acceptable question: *“Did you like the gallery walk?”* The teacher will explain that *One question asked must elicit a compare/ contrast response. For example: *“how can you compare the population of Puerto Rico to the population of your county/state?”*

Scaffolding: Guided Practice)

4. The teacher will then provide time for the groups to work together to prepare their Gallery Walk Poster Presentation and when done, will have the students engage in the Gallery Walk, presenting their presentations, and as they walk through the Gallery Walk, they will provide feedback to their fellow students by providing them with sticky notes responding to the following two sentence starters:

- *I wonder...*
- *I loved...*

(Preparation: Strategies used)

5. As student groups give their presentations during the Gallery Walk, the teacher will use the Gallery Walk Poster Presentation Rubric (in Lesson Materials Document) to assess students’ learning with a score of 8 or higher indicating mastery.

4. Students will work with their group members to create their Gallery Walk Posters and prepare for their presentation, and will then engage in the class Gallery Walk to give their presentation to their classmates and also will listen to fellow students’ presentations and ask them questions and also provide feedback to them on sticky notes to respond to the two sentence starters provided by the teacher.

(Grouping: Small Groups/Whole Class)

(Preparation: Linking to past learning)

(Application: Meaningful/Linked to Objectives/Promotes engagement) (Assessment: Group/Oral/Written)

Extensions: Students can continue to research Puerto Rico to learn more about its history and culture. They can also research other U.S. territories and compare and contrast these with what they have learned about Puerto Rico.