



GeoCivics Lesson: *How has the change in population affected the culture of North Carolina?*
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Teacher(s): Janet H. Materdo	Unit Title: Human Population and Culture Lesson Title: How has the change in population affected the culture of North Carolina?	Grade Level: 8th grade
Notes: N/A		
Pre-existing Knowledge: Prior to beginning this lesson, the students must have knowledge of the human population in general. They need to know what are push/pull factors and what causes people to either leave or stay in their homes.		
Overview of Content: Since the earliest times, humanity has been on the move. Some people move in search of work or economic opportunity, to join family, or to study. Others move to escape conflict, persecution or large-scale human rights violations. Still others move in response to the adverse effects of climate change, natural disasters or other environmental factors.		
Purpose: <i>What will students learn?</i> The students will learn about the human population in North Carolina. They will learn about the history of the population, how the population has changed and how it has changed the culture.		
National & State Social Studies Standard(s): National Social Studies Standards: 1. <u>Culture</u> - 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
- 8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.
- 8.H.2.3 Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.
- 8.H.2.2 Explain the influences of individuals and groups during times of innovation and change in North Carolina and the nation

National & State Geography Standard(s):

National Geography Standards:

- Standard 4: The physical and human characteristics of places
- Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface

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:

- 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:

- **Cause and Effect:** Students use language to describe why and how relationships and patterns exist between events.
- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.

Culturally Responsive Lesson Strategies:

- **VOICE:** Students work together cooperatively or share throughout, in ways deeply interwoven with the effects of the changes in the human population and the culture in NC – fully student-centered.
- **DIFFERENTIATION:** 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 communicated in three or more different ways that are informed by student input and instructor knowledge of students’ different learning styles.
- **CONNECTION:** 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 communicate effectively with their peers about the human population in NC, the history of the population in NC, the changes in the NC population, and how the changes have impacted the culture of NC 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 work together in small groups to conduct research on a chosen topic in response to the question:” **Why has the population changed in North Carolina throughout different time periods?**” and then each group will prepare and give a presentation to the class to share out what they have learned from their research in response to the question, and as each group gives their presentation, the teacher will take notes for use as a formative assessment of student learning.

Summative - After conducting research and learning about how the population of North Carolina has changed over time and how these changes have impacted the culture of North Carolina, the students will write an essay that will include the following information as well as have an introduction and conclusion.

- *How has the human population changed overtime in North Carolina?*
- *Why have the changes in the human population occurred in North Carolina?*
- *How have the changes in the human population affected the culture of North Carolina?*
- *What are your predictions for the future of the human population in North Carolina?*

Teachers will use the Essay Rubric (in the Lesson Materials Document) to assess students’ essay writing and learning with a score of 18 or higher indicating mastery.

Key vocabulary:

- **forced migration** - People are required to move
- **voluntary migration** - People choose to move
- **immigration** - Immigration refers to the movement of persons into a new country with the intention to reside in that country. This includes state sanctioned immigration (sometimes referred to as “legal immigration”) and unlawful immigration (sometimes referred to as “illegal immigration”).
- **Push factors** - reasons you want to leave an area
- **Pull factors** - reasons you want to go to an area
- **culture** - customs, arts, social institutions, and achievements of a nation, people, or any other particular group
- **settlement** - a place where a group people establish homes
- **motivation** - reason or inspiration for doing something
- **inhabit/inhabitant** - to live in; a person who lives in a place
- **demographic** - a portion of human population with a shared characteristic

Materials:

- Sheets of paper or notebooks for students to record notes on.
- Video: North Carolina County Population, 1920 to 2030: (0.38 min.) (Link in Sources below)
- Computer and Project device to project videos/images to the class
- Large Chart Paper or Large Sticky Note Paper for creating a class list
- Copies of Lesson Vocabulary Handout - one per student (in Lesson Materials Document) (Note, a Modified version is also available for providing support for language learners /SPED students who may need it.)
- Student access to Computers/Laptops for conducting research
- Student access to Google Slides to create and present research findings
- Presentation Rubric (in Lesson Materials Document)
- Copies of Cause and Effect Graphic Organizer - one per student (in Lesson Materials Document - (Note: there are 2 Cause and Effect Graphic Organizer options - the teacher can choose which one they want their students to complete)

<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Essay Rubric (In lesson Materials Document) <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> ● Teacher Resource for using the “Language Bridging” strategy: (Link in Sources below) ● (Teacher Resource): Requirements for Research (In Lesson Materials Document) ● (Teacher Resource): Presentation Requirements: (In Lesson Materials Document) ● (Teacher Resource): Essay Requirements (in Lesson Materials Document)
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<p>Sources:</p> <ul style="list-style-type: none"> ● Video: North Carolina County Population, 1920 to 2030: North Carolina County Population, 1920 to 2030 ● Teacher Resource: Language Bridging Strategy: 2018/10/03/how-little-sponges-utilizes-bridging/ ● Teacher Resource: North Carolina Department of Instruction - Standards site: https://www.dpi.nc.gov/social-studies-8th-grade-standards-fall-2021-implementation ● Teacher Resource: World Population video: Population Growth Video by Population Education

Engage

<p>Teacher Will: (NOTE:) To support ELLs: The materials in the Lesson Materials Document will be provided in Spanish and English. This lesson can be done in a DLI class and/or be the modifications for ELL students.</p> <ol style="list-style-type: none"> 1. Ask students if they have ever moved. Have students share why they have moved - was it because of family? Their parent’s work? Where did they move from? If a student has never moved, have them describe why they have always stayed in the same place. The teacher can ask for volunteers or call on students individually. 2. As a whole group, the teacher will create a list on the board showing the different places the students have lived and the reasons for moving. <p>(Scaffolding: Modeling)</p> <ol style="list-style-type: none"> 3. At their seats, the students will create their own list showing the places where fellow 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Think about their own experience of moving and share out with the teacher and class why they have moved and where they moved from, or if they have not ever moved, they will share why they have stayed in the same place. <p>(Grouping: Whole class/Independent) (Preparation: Linking to background) (Integrating Processes: Listening/Speaking)</p> <ol style="list-style-type: none"> 2. Read and reflect on the list showing where classmates have moved from and why they have moved. <p>(Grouping: Whole class/Independent)</p> <ol style="list-style-type: none"> 3. Work independently at their seats, and use what the class has discussed and what
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<p>students have lived and the reasons for moving that were discussed during the whole group discussion.</p> <p>4. The Teacher will introduce the vocabulary words: push/pull factors, migration, and immigration, and lead the students in a discussion to make connections between the vocabulary words and what the students have shared out about moving. Have the students write down the words and their meanings on their own papers or in a notebook.</p>	<p>the teacher has recorded on the board, to create their own list of the places their classmates have lived and why they have moved.</p> <p>(Grouping: Independent) (Integrating Process: Listening/Reading/Writing) (Application: Promotes engagement)</p> <p>4. Discuss with the teacher and class the vocabulary words - push/pull factors, migration and immigration and their meanings and how they connect to the things the students have shared out, and then write these down on a piece of paper or in their notebooks to keep for future reference.</p> <p>(Grouping: Whole class/Independent) Integrating Processes: Listening/Speaking/Writing) (Preparation: Linking to past learning)</p>
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Explore

<p>Teacher Will: IQ 1# What <i>Changes have taken place in the population of North Carolina?</i> (NOTE) Partner students strategically to provide language and learning support as needed for ELLs/SPED and Gifted students.</p> <p>1. The teacher will introduce Inquiry Question #1 to the class and instruct the students to watch the following North Carolina County Population, 1920 to 2030 as a whole group and to take notes on what they learn about the changes in population in N.C. and the causes of these changes.</p> <p>(NOTE) The teacher will show the video to the class and support students as needed to be able to take notes on what they see and hear about the changes in the human population in NC and the causes of these changes.</p> <p>2. After the video teacher will have the students turn-and-talk with their partner, using what they learned from the video to answer and discuss the following questions</p>	<p>Student Will:</p> <p>1. Listen to and reflect on the inquiry question shared by the teacher and prepare to watch the video to learn about the changes that have taken place.</p> <p>(Grouping: Whole class)</p> <p>2. Watch the video, paying attention to and take notes on changes in the population of N.C. and what has caused these changes.</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Writing)</p>
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with each other: *“What are the changes in the NC human population since 1920?”*
“How were the changes different in different parts of the state?” *“What do you think may have caused those changes?”* *“What do you predict are the future changes in the human population in North Carolina?”*

3. The teacher will then engage the students in a whole class discussion to share what they saw in the video and discussed with their partners about the changes in the human population of North Carolina and what may have possibly caused these changes. The teacher will create a list on chart paper or big sticky note paper showing the students’ responses and have the students copy these to create their own list on a piece of paper or in their notebooks.

(Scaffolding: Modeling)

Vocabulary

4. Introduce the lesson vocabulary to the class by writing them on the board and have students work in table groups to discuss the possible definitions of the vocabulary words by looking at the word roots, cognates, and using any prior knowledge that they may have.
5. The teacher will then give students the option to either work in pairs or groups of 4 to complete their vocabulary assignment of completing the Lesson Vocabulary Handout (in Lesson Materials Document) by looking up and writing down the vocabulary definitions, creating meaningful sentences using each word, and creating a visual image of each word. The teacher will also explain/reiterate the group norms and the expectations for group work that have already been established by the teacher.
6. The students will then work in their groups or with a partner to look up the definitions of each word and write them in their own words, create a sentence using each word in

3. Sit with and use the notes they have written to discuss with their partner their answers to the questions asked by the teacher about what was learned from the video about the changes in the population of N.C.

(Grouping: Partners) (Integrated Processes: Listening/Speaking/Reading) (Application: Meaningful/Promotes engagement)

4. Engage in a class discussion sharing out what they have heard and discussed about the human population changes in N.C. and what may have caused these changes, and observe and copy the list created by the teacher on chart paper or big sticky note paper to create their own list on paper or in their notebook.

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

Vocabulary

5. Discuss the vocabulary words in groups using the word roots, cognates and their prior knowledge to try and define each word as a group.

(Grouping: Small groups) (Preparation: Linking to past knowledge) (Integrating Processes: Reading/Listening/Speaking).

6. Listen carefully to the teacher’s explanation of what they are to do to complete their vocabulary assignment.

a meaningful way, and draw a picture that represents the definition of each word on their copy of the Lesson Vocabulary Handout (in Lesson Materials Document) provided by the teacher.

(NOTE: the teacher has the option to provide students with either the fully blank Vocabulary Handout or the Modified Vocabulary Handout which includes some word definitions for support.) In the Modified Handout, students will have modified notes already; students will match the vocabulary word to the provided definition; students will draw a picture to represent the vocabulary word and definition.

To provide additional student support when needed, the students can complete the Vocabulary Handout in their home language and when completed, the teacher will use the strategy “bridging” to ensure that the students also know and understand the vocabulary in English and/or their home language.*Bridging is a strategy used for MLL students and DLI students. (See Language Bridging Resource for more information: [2018/10/03/how-little-sponges-utilizes-bridging/](https://www.2018/10/03/how-little-sponges-utilizes-bridging/))

(NOTE) This vocabulary activity could take 35 minutes total. (The list could be divided in half and not be done all at once.) *Throughout each class period the students will complete activities that will help to review and use the vocabulary words in context. For example, writing the words in sentences, using the vocabulary words in discussion, and using the words in sentence stems/frames when responding aloud or completing a written activity.

Research

7. The teacher will now inform the students of their next task: research, tell the students they will be conducting research with their partners to answer the question:” Why has the population changed in NC throughout different time periods?” The teacher will also explain to the students that they are to

7. The students will work with their partner or group members to complete the Lesson Vocabulary Handout individually while working in groups.

(Grouping: Partners or Small groups)
(Integrating Processes: Listening/Speaking/ Reading/Writing) (Application: Hands-on/

<p>begin their research on why the population has changed in NC by researching a specific topic that they will be assigned (or they can choose their topic) from the list below.</p> <p>8. The teacher will then divide the class into pairs and/or groups assigning or having each group choose a specific topic that they will be researching. The topics could include the following:</p> <ul style="list-style-type: none"> ● Early inhabitants of NC ● Demographic changes in NC ● How cultural values, practices, and interactions of various indigenous, religious, racial, and marginalized groups have influenced the development of North Carolina ● How industry and trade impact the economy and people of North Carolina ● How location, resources, and human geography have influenced the development of North Carolina <p>Then provide time for the student groups to conduct their research and ensure they write down notes to record their research findings.</p> <p>(NOTE) See the Requirements for Research in Lesson Materials Document for an explanation of what each pair will research.</p>	<p>Meaningful/Promotes engagement)</p> <p>8. The student pairs will be given or will choose which topic they want to research and will begin their research together, taking notes to record their research findings on paper.</p> <p>(Grouping: Whole Class/Partners or Small Groups) (Integrating Processes: Listening/Speaking/Reading/Writing) (Application: Hands-on/Meaningful/Promotes engagement)</p>
<p>Explain - Formative Assessment</p>	
<p>Teacher Will:</p> <p>1. After conducting their research, explain to the students that each group will present their research findings on the topic that they chose and that they will be the teachers, sharing their information to inform the whole class about what they have learned from their research. Explain also that each group must use at least 5 of the vocabulary words in their presentation and that they will present their information by creating Google Slides, some interactive activities,</p>	<p>Student Will:</p> <p>1. Listen and make note of how they are to use what they have learned through their research to give a presentation to the class.</p> <p>(Grouping: Whole class)</p>

and that they can also use any other technological application if desired and if available to give their presentation to the class.

2. Let student groups know that they will also need to be prepared for a Q & A from their peers, because after giving their presentation, their classmates will be asking them specific questions about their research findings that they will need to answer for the class. And explain that the students that are not presenting, are to take notes on each presentation, and that as students in the audience, they will create questions for a Q&A following the presentations using the notes that they have taken in class. The teacher will then present the Presentation Rubric (In Lesson Materials Document) to the students and explain the expectations for giving the presentation. The rubric will explain the requirements for each part of the presentation.
3. The teacher will then provide time for the students to work together in their groups to prepare their presentation using Google Slides and using the Presentation Rubric as a guide.
4. The teacher will have each group present their research findings to the class, and while listening to other groups' presentations, have the students in the audience take down notes and create questions to ask after the presentations as a Q&A.
5. And as the students give their presentations, the teacher will take down notes of each group's research findings for use as a formative assessment of student learning.

2. Continue to listen to the teacher's explanation and instruction for how they are to create and give their presentation, and view and reflect on the Presentation Rubric as a guide for how to do their presentation to the class.

(Grouping: Whole Class)

3. & 4. Work together in their groups to create their research presentation using what they have learned from their research and give their presentation to the class, explaining what they have learned through their research. And then when listening to fellow students' presentations, they will write down notes about what is presented, and will create questions to ask the presenting group based on what they have heard and are wondering about.

**(Grouping: Small group) (Integrating Processes: Listening/Speaking/Reading/Writing)
(Application: Hands-on/Meaningful/
Promotes engagement/Linked to Objectives)
(Assessment: Group: Oral & Written)**

Elaborate

Teacher Will:

IQ #2: How have the changes in the human population affected the culture of N.C.?

1. Introduce Inquiry Question #2 to the class and tell students they will now continue their research on changes in the human population of N.C. to learn how these have affected the culture of N.C.
2. Pass out copies to the students of the Cause and Effect Graphic Organizer (2 options available in Lesson Materials Document - the teacher can choose which one the students will complete) and have them work in their groups to research how the changes in human population in N.C. have affected the culture of N.C and have them complete their Cause and Effect Graphic Organizer. Explain that in the Cause section, students will write the reasons for the changes in the human population in N.C. and in the Effect section, they will write how the changes have affected the culture of NC.

(NOTE) To support ELLs/SPED students when needed, the teacher can provide these students a graphic organizer that already provides the reasons for the changes in the human population, and the students will only be responsible for providing a modified answer for how the changes have affected the culture of N.C.

Student Will:

1. Listen to and reflect on Inquiry Question #1 and think about how the changes they have already researched and learned about may have affected the culture of N.C.

(Grouping: Whole class) (Preparation: Linking to past learning)

2. Work with their group members to discuss and fill out the Cause sections of their graphic organizers by adding in information they have already researched about the changes that have occurred in the human population of N.C. and then work together to conduct research to learn how these changes have affected the culture of N.C. and use this information to fill out and complete the Effect section of their graphic organizers.

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

(Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

Evaluate - Summative Assessment

Teacher Will:

1. As a final summative assessment, the teacher will tell the students to write an essay that will include the following information and also an introduction and conclusion.
 - a. How has the human population changed overtime in NC?

Student Will:

1. Listen to the teacher's instructions for what to include in their essay and reflect on how they can use what they have already learned to write out their essay.

(Grouping: Whole class) (Preparation: Linking to past learning)

- b. Why have the changes in the human population occurred in North Carolina?
- c. How have the changes in the human population affected the culture of NC?
- d. What are your predictions for the future of the human population in NC?

2. The teacher will present the Essay Rubric to the students using it to explain the criteria for how students are to write out their essay and have them use it as a guide when writing their essays, and then provide time and support as needed for students to individually write out their essays.

(NOTE) To support ELL/SPED students, the teacher can have the students create a recording and/or video that will include the information for the above essay instead of writing it out in essay form.

3. When done writing their essays, students will turn them in and the teacher will use the Essay Rubric to assess students' essays with a score of 18 or higher indicating mastery.

2. Look at and reflect on the Essay Rubric criteria and use it as a guide as they write out their essay and respond to all four of the questions presented by the teacher. When done, turn in their essay for grading by the teacher.

(Assessment: Individual/Written)

Extensions:

The students can be given an opportunity to present their essays to other students by creating a Google Slide or a Prezi Presentation with pictures that will describe their essay. The students can present their essays and visual presentation in person, and should be sure to connect their pictures in the presentations to the content of their essay.