



## 2: Absolutely and Relatively Based on the Puerto Rico quarter reverse



### OBJECTIVE

Students will understand absolute and relative location. Students will use latitude and longitude to identify absolute locations. Students will identify the similarities and differences between two places.



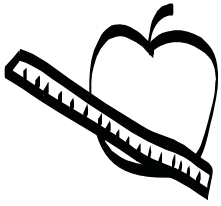
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “Puerto Rico Quarter Reverse” page
  - “Puerto Rico in the World” map
  - “Puerto Rico Writing Rubric” worksheet
- Copies of the following:
  - “Puerto Rico in the World” map
  - “Puerto Rico Writing Rubric”
- Copy of Resource Guide (available at [www.usmint.gov/kids/teachers/lessonPlans](http://www.usmint.gov/kids/teachers/lessonPlans))
- Chart paper
- Selection of newspapers from local community (optional)
- Computers with Internet access



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Puerto Rico Quarter Reverse” page
  - “Puerto Rico in the World” map
  - “Puerto Rico Writing Rubric”
- Make copies of each of the following:
  - “Puerto Rico in the World” map (1 per student)
  - “Puerto Rico Writing Rubric” (1 per student)
- Chart paper with headings: community events, sports, holidays, festivals, schools
- Locate newspapers that give information on community events, sports, holidays, festivals, schools in the local community.
- Arrange to use the school computer lab for two sessions.
- Bookmark Internet sites that contain news stories about community events, sports, holidays, festivals, and schools in the local community and in Puerto Rico.



# Absolutely and Relatively



## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

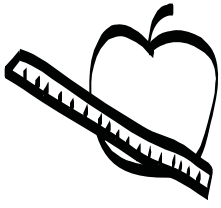
- Quarter
- Obverse (front)
- Reverse (back)
- Relative location
- Absolute location
- Territory
- Island
- Strategic geographical location



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Geography
- Latitude
- Longitude
- Summarizing
- Similarities and differences
- Map skills
- Prime Meridian
- Equator



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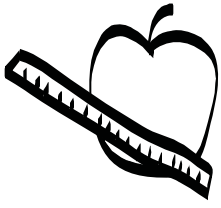
## STEPS

### Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. Locate Puerto Rico on a classroom map. Note its position in relation to your school's location. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at [www.doi.gov/oia/Islandpages/political\\_types.htm](http://www.doi.gov/oia/Islandpages/political_types.htm).
2. Display the "Puerto Rico Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front.
3. With the students, examine the coin design. Have the students identify the images and the writing included in this design. Ask the students for ideas on what the images may represent. After listening to the student responses, refer to the Resource Guide for a description of the images. Emphasize the strategic geographical location of Puerto Rico.
4. Discuss with the students the definition of the word "geography" and write the final definition on chart paper.
5. Explain to the students that in this lesson they will be looking at where a place is located in the world in relation to other places.
6. Distribute the "Puerto Rico in the World" map. Locate Puerto Rico on the map and circle it. Ask the students why they think Puerto Rico would be considered to have a strategic geographical location. Possible answers include its entrance to the Caribbean Sea, its closeness to other Spanish colonies in the New World, its closeness to trade routes, and its location between North and South America.
7. Review and define latitude and longitude. Explain that latitude and longitude express a place's absolute, or exact, location.
8. Have the students locate the school's location on their map and find its latitude and longitude. Check for accuracy.
9. Have the students complete the map worksheet. Collect the worksheets.

### Session 2

1. Review absolute location and latitude and longitude.
2. Explain to the students that absolute location is just one way to describe the location of a place. Places also have relative locations. A relative location is determined



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# Absolutely and Relatively

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in relation to other places, taking into account how places are connected with each other and how they're similar and different.

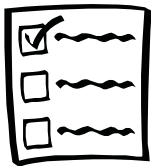
3. Explain to the students that they will be looking at local newspapers and news reports, working in pairs. They will find one article that is specific to an event in their local community, then summarize the article.
4. Display the chart paper with the topic headings. Explain to the students that they will each choose one topic and will be looking for an article on that particular topic.
5. Divide the class into pairs. Have the pairs choose a topic and write their names under the topic on the chart paper.
6. Allow the students to research the local newspapers or take the students to the computer lab and allow them time to research. Remind the students to summarize the article once they have found it.

## Session 3

1. Review the chart from the previous session.
2. Explain to the students that they will be working in their same pairs as last session and looking at news reports or articles from Puerto Rico. They will be finding one article that is specific to the topic they researched in their local community. They will then summarize the article.
3. Take the students to the computer lab and allow them time to research. Explain to the students that they will summarize the article once they have found it.

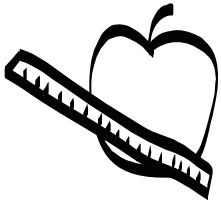
## Sessions 4 and 5

1. Display the "Puerto Rico Writing Rubric" overhead transparency. Review the writing process and the rubric.
2. Explain to the students that, in the fourth paragraph, they will write about the similarities and differences between the first article they summarized and the second.
3. Distribute a "Puerto Rico Writing Rubric" to each student. Allow the students time to write a five-paragraph essay following the format on the rubric. They will write their rough drafts, edit, and write their final drafts. Have the students complete the rubric when they are finished.
4. Collect the "Puerto Rico Writing Rubric" and final drafts.



## ASSESSMENT

- Use the "Puerto Rico Writing Rubric" to evaluate whether the students have met the lesson objectives.
- Check the students' "Puerto Rico in the World" maps for accuracy.



# Absolutely and Relatively



## ENRICHMENTS/EXTENSIONS

- Have students write a newspaper article about an event in their community.
- Have the students create a puzzle of locations in which the latitude and longitude for a location are given and the absolute location must be determined.
- Have the students write to pen pals in Puerto Rico.



## DIFFERENTIATED LEARNING OPTIONS

- Have articles already copied or bookmarked.
- Have the students use video or visual media to find similarities and differences.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have the students learn more about absolute and relative locations with the Westward Journey Nickel Series™ lesson plans “Where Are We?” at [www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/05-monticello.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/05-monticello.pdf).
- Have students learn more about the famous person who started out in the newspaper business by viewing the January 2006 Coin of the Month at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2006/01.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2006/01.cfm).

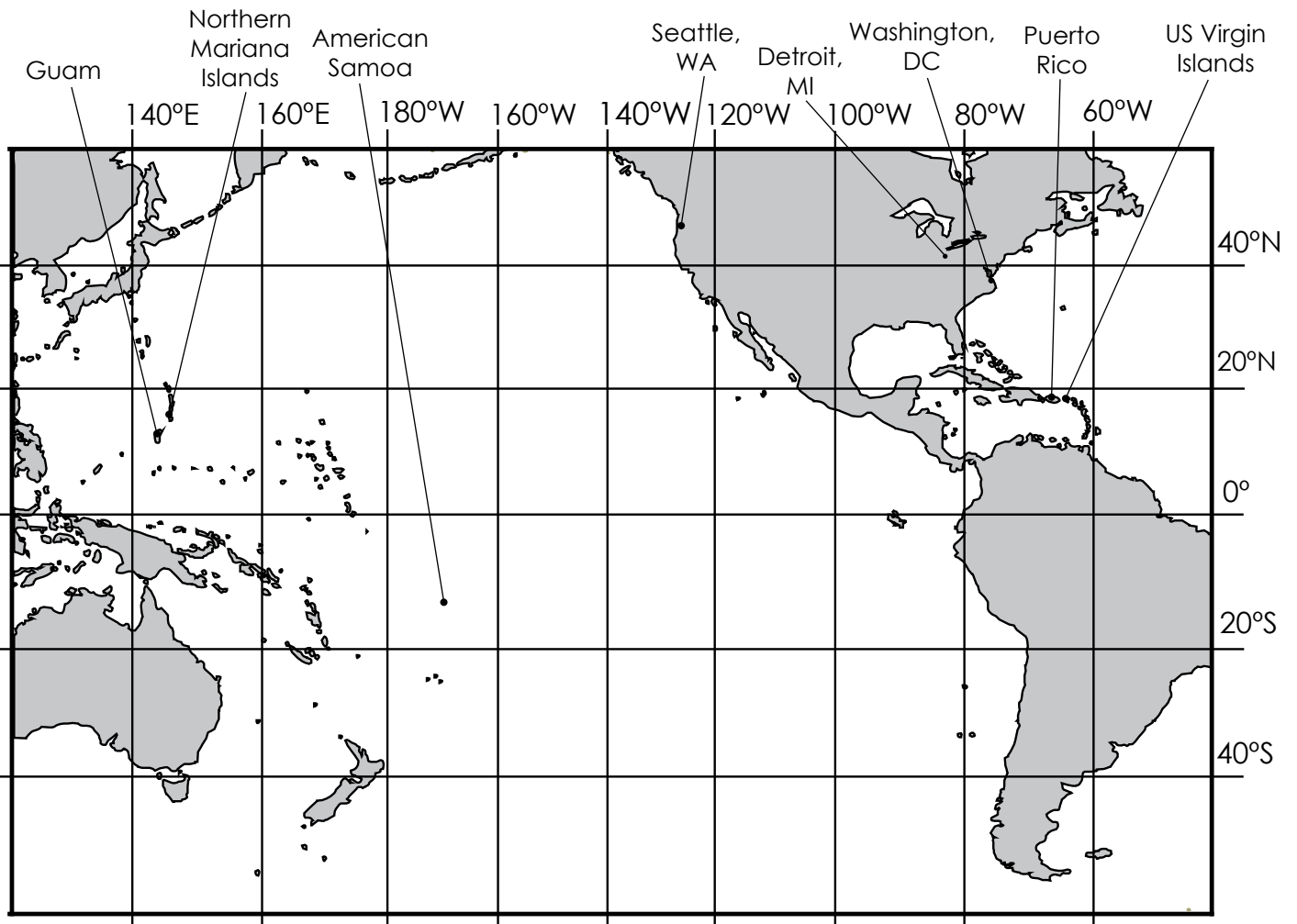


Name \_\_\_\_\_

# Puerto Rico in the World

**Directions:** Find the latitude and longitude of the places labeled on the map.

Place	Latitude	Longitude
Puerto Rico		
Virgin Islands		
Guam		
Washington, DC		
Northern Mariana Islands		
American Samoa		
Seattle, Washington		
Detroit, Michigan		





Name \_\_\_\_\_

# Puerto Rico Writing Rubric

Teacher Name \_\_\_\_\_



## FORMAT FOR ESSAY

Paragraph 1: Introduction

Paragraph 2: Summary of article on local community

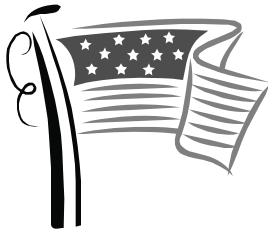
Paragraph 3: Summary of article on Puerto Rico

Paragraph 4: Similarities and differences between the articles

Paragraph 5: Conclusion

CATEGORY	4	3	2	1	SELF	TEACHER
Introduction (Organization)	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction is somewhat inviting, but clearly states the main topic and previews the paper's structure.	The introduction does not invite or preview the structure of the paper well, but it states the main topic.	There is no clear introduction of the main topic or structure of the paper.		
Sequencing (Organization)	Details are placed in a logical order and are presented to hold interest.	Details are placed in a logical order, but their presentation lacks interest.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order, causing a sense of disorganization.		
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	Facts are not reported OR most are inaccurately reported.		
Focus on Topic (Content)	There is one clear, focused topic, which is supported by details.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but lacks supporting information.	The main idea is not clear. The information seems random.		
Sentence Length (Variety)	Sentences always vary in length.	Sentences often vary in length.	Sentences sometimes vary in length.	Sentences rarely vary in length.		
Grammar & Spelling (Conventions)	No errors in grammar or spelling.	1 or 2 errors in grammar or spelling.	3 or 4 errors in grammar or spelling.	4 or more errors in grammar or spelling.		
Conclusion (Organization)	The conclusion is strong. It's clear what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up all the loose ends.	There is no clear conclusion; the paper just ends.		
<b>TOTALS</b>						

## TEACHER COMMENTS



# Puerto Rico Quarter Reverse

