



Let's Compare and Contrast

Created by the NC Aquarium at Fort Fisher Education Section

Essential Question:

What characteristics do North Carolina and Belize have in common?

Lesson Overview:

Students will compare and contrast the geography and culture of North Carolina and Belize. Students will use their new knowledge to write about sea turtles in Creole, a language shared by both North Carolina and Belize. They will also discover how both locations protect sea turtles.

Learning Objectives:

By the end of this lesson the class will be able to compare and contrast North Carolina and Belize. Students will be able to:

- List traits that are similar and different between Belize and North Carolina.
- List species of sea turtles that are found in both Belize and North Carolina.
- Describe the similarities between Gullah in the USA and Creole in Belize.
- Write about sea turtles using the Creole language.

North Carolina Standards:

Third Grade:

English:

- **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Social Studies:

- **3.G.1** Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).
 - **3.G.1.2** Compare the human and physical characteristics of places.
 - **3.G.1.3** Exemplify how people adapt to, change and protect the environment to meet their needs.
 - **3.G.1.6** Compare various regions according to their characteristics.
- **3.C&G.2** Understand how citizens participate in their communities.
 - **3.C&G.2.2** Exemplify how citizens contribute to the well-being of the community's natural environment
- **3.C.1** Understand how diverse cultures are visible in local and regional communities.



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- **3.C.1.1** Compare languages, foods and traditions of various groups living in local and regional communities.
- **3.C.1.2** Exemplify how various groups show artistic expression within the local and regional communities.

Fourth Grade:

English:

- **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - **Literacy.L.4.4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Social Studies:

- **4.C.1** Understand the impact of various cultural groups on North Carolina.
 - **4.C.1.1** Explain how the settlement of people from various cultures affected the development of regions in North Carolina (languages, foods and traditions).

Fifth Grade:

English:

- **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Social Studies:

- **5.C.1** Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.
 - **5.C.1.2** Exemplify how the interactions of various groups have resulted in the borrowing and sharing of traditions and technology.
 - **5.C.1.3** Explain how the movement of goods, ideas and various cultural groups influenced the development of regions in the United States.
 - **5.C.1.4** Understand how cultural narratives (legends, songs, ballads, games, folk tales and art forms) reflect the lifestyles, beliefs and struggles of diverse ethnic groups.



Time Frame:

Preparation: 20 minutes

Activity 1: 15 minutes

Activity 2: 20 minutes

Materials:

- North Carolina Fact Sheet
- Belize Fact Sheet
- Gullah, Geechee, Creole Fact Sheet
- Comparing North Carolina and Belize Worksheet
- Blue and Green Crayons or Markers or Colored Pencils
- Sea Turtle Range Maps Worksheet (these can also be found [here](#))
- “Di Kriol Langwij” Poem
- Computers with internet access
- Belize Turtle Watch Program Training DVD
- “Be Informed” Poem by Grand Master

Supplemental Background Information for Teachers:

Sea turtle conservation varies worldwide. There are many different organizations that work with sea turtles. The [Marine Turtle Specialist Group](#) is considered the world authority on sea turtles and was founded as part of the International Union for Conservation of Nature’s (IUCN) Species Survival Commission in 1966. Sea turtles are also protected under the Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). CITES is a voluntary international agreement between governments and its aim is to ensure international trade in specimens of wild animals and plants does not threaten their survival. CITES went into action in 1975. Because it is a voluntary program, CITES does not replace national laws but rather gives them a framework to use when creating laws.

Every country has its own set of laws that deal with sea turtles. For this lesson, we will be comparing North Carolina (USA) and Belize. Sea turtles were protected in the United States in the 1970s by the Endangered Species Act (1978) although some were protected even earlier (Hawksbill, Kemp’s Ridley and Leatherback in 1970, Green, Loggerhead, Olive Ridley in 1978). Many states have their own sea turtle groups that monitor nests and strandings. They must all report to the [National Marine Fisheries Service](#). The North Carolina Wildlife Resources Commission has been monitoring sea turtles in our state since 1970.

Sea turtles did not receive protection in Belize until 2002. They were protected under the Belize Fisheries Act Chapter 201 SI 66 of 2002. Groups in Belize that work with sea turtles include EcoMar, the Belize Sea Turtle Conservation Network, and the Wider Caribbean Sea Turtle Project. You can find a sea turtle organization in your area on [seaturtle.org](#).



This lesson will feature comparisons of geography, culture, and sea turtle conservation between North Carolina and Belize. These two locations were chosen as part of the North Carolina Museum of Natural Science's Educators of Excellence Program. The Educators of Excellence programs offer professional development opportunities for exceptional educators in places such as [Belize](#), [Ecuador](#), and [Yellowstone National Park](#). You can learn more about the program [here](#).

Preparation:

Print a copy of each worksheet for the students. Review the fact sheets so that you are familiar with the information. For older students, you may opt to have them research the information online rather than using the prepared fact sheets. If that is the case, you will need computers with internet access instead of printing the North Carolina and Belize Fact Sheets. You can either print the sea turtle range maps from the website or have the students access the web to answer the turtle questions. Print a copy of "Di Kriol Langwij" Poem. Review the information on the North Carolina, Belize, and Gullah/Geechee/Creole fact sheets. Access the EcoMar website: <http://www.ecomarbelize.org/turtle-watch1.html> to pull up the Belize Turtle Watch Program Training DVD and the "Be Informed" Poem. They are both found in the center of the webpage.

Activity 1:

1. Explain to the class that they will be comparing their home state of North Carolina with the country Belize.
2. Pass out the North Carolina Fact Sheet and have the students read through it.
3. Pass out the Belize Fact Sheet and have the students read through it.
4. Have the students read the two sheets again and have them circle any characteristics that are the same between the two places.
5. Have the students read the two sheets again and have them underline any characteristics that are different between the two places.
6. Watch the Belize Sea Turtle Watch Program Training DVD: <http://www.ecomarbelize.org/turtle-watch1.html>. The first 10 minutes will talk about why protecting sea turtles is important, the historical uses of sea turtles in Belize, and describe the different species of sea turtles.
7. Pass out the Compare North Carolina and Belize worksheet along with a blue and a green crayon.
8. Students can work alone or in pairs to fill in their worksheet. For the question about sea turtles, pass out the printed sea turtle range maps or have the students access the Sea Turtle Exploration site: <http://seaturtleexploration.com/explore-and-learn/sea-turtle-facts/>.
9. As a class, discuss the similarities and differences between the two locations. You may choose to have the students organize their work in a Venn Diagram....



Activity 2:

1. Explain to the students that they will be learning about two similar cultures found in North Carolina and Belize.
2. Pass out the Gullah, Geechee, and Creole fact sheet. Higher level students can also research these two cultures online.
3. Have the students circle the characteristics that are the same or similar between the Gullah/Geechee culture and the Creole Culture.
4. Tell the students that they will be learning more about the Belizean Creole Language.
5. Listen to the “Be Informed” Poem by the Grand Master: www.ecomarbelize.org/turtle-watch1.html. This will allow them to hear what Creole sounds like from a native speaker.
6. As a class, read “Di Kriol Langwij” poem. Pass it around the class and have each student read one line. Kriol is spelled somewhat phonetically. Have each student attempt to translate their line before passing the poem to the next student.
7. Ask the students what they noticed about the Kriol Langwij.
8. Inform the students that they will be attempting to write a statement about sea turtles in Kriol.
9. Each student should write a sentence about sea turtles in English. If students need to review sea turtle information from previous lessons, they can visit: <http://seaturtleexploration.com/explore-and-learn/sea-turtle-facts/>
10. Using computers with internet access, visit the Kriol-Inglish Dikshineri: http://www.sil.org/system/files/reapdata/91/95/49/91954925699176285931841170600318709537/BelizeKriol_EngDic_49337_2009.pdf
11. Have the students translate their sentences into Kriol using the dictionary. It may help for them to use “Ctrl”+”F” to search for the words within the dictionary. The English portion starts on page 393 if you type it into the pdf page button. Here is an example:
 - a. The sea turtle swam across the ocean to look for food.
 - b. De lagrahed kross de oashan an luk fa food.
12. Once the students have translated their sentences, they should trade with another student. The student should read their partner’s statement out loud. Then the class should attempt to translate the statement.
13. Discuss, as a class, the fact that many people in Belize speak Creole at home and English in school. Would the class find that difficult? What cultures may be similar to that in North Carolina? (Families that speak Spanish at home and English at school).
14. To assess student understanding, have the students turn in their English sentences and the Creole translations. Check the English sentences to make sure they are original (not copied from the fact sheets) and make sense when read. Also check for proper sentence structure. Also check to make sure that the sea turtle sentences are factual based on the information given in previous lessons.



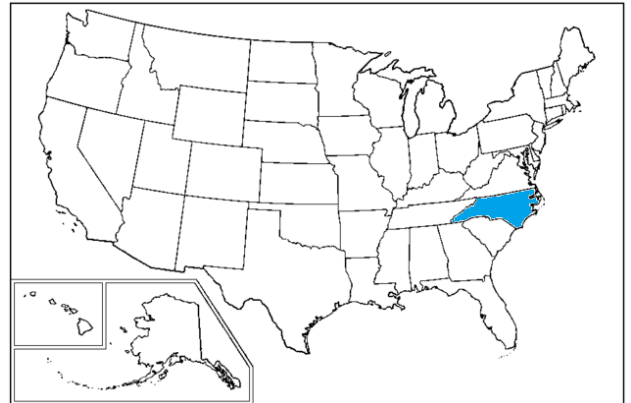
Extensions:

1. Have older students research Belize and North Carolina and create their own fact sheets to share with the class.
2. Look further into the Gullah/Geechee culture in the United States. Are there famous people who identify with this culture? Here is a list to get you started:
<http://gullahheritage.com/famous-gullah-decendants/>
3. Research sea turtle conservation in other countries. How does their culture impact sea turtle conservation? Watch this video on sea turtle conservation in Nicaragua <https://www.youtube.com/watch?v=vnc4IbHUMRI> or read the book Turtle Bay by Saviour Pirotta featuring children learning about sea turtles in Japan.
4. Connect with a school in Belize and share the students' work in Creole. How close were their translations? Cultivate penpal relationships. The students can learn more about the Creole culture and sea turtles in Belize.



Welcome to North Carolina

North Carolina is located in the southeastern United States. It is the 28th largest state with 53,819 square miles of land. It is bordered to the east by the Atlantic Ocean, to the north by Virginia, to the west by Tennessee, and to the south by South Carolina. Today North Carolina is home to over 9,752,000 people. The capital, Raleigh, and Charlotte are two of the country's ten fastest growing cities. The state has become a popular tourist destination with 34 state parks, and 14 national parks.



North Carolina has three distinct geographic areas. The Smoky Mountains make up 20% of the state. The piedmont, or plateau sloping from the mountains to the ocean, makes up 35% of the state. The coastal plain makes up almost half of the state at 45%. North Carolina has 301 miles of coastline and includes many barrier islands. Being on the coast, North Carolina is the second most likely state to be hit by a hurricane.



Prior to European settlement, North Carolina was home to approximately 30 Native American tribes including the Cherokee, the Catawba, the Tuscarora, and the Croatans. North Carolina was one of the original colonies when the United States declared independence in 1776. After the American Revolution, it became the 12th state in the Union.

For many years, inhabitants of North Carolina used sea turtles as a source of food and income. Catching sea turtles was one of the first commercial fisheries in southeastern United States. Sea turtles were abundant and easy to catch when they came ashore to nest. Green sea turtles got their name because hunters noticed their meat was greenish in color. Not only were turtle meat and eggs a staple in many diets but the shells were often used for jewelry and other trinkets. This continued until the 1970s when sea turtles were protected. Hawksbill, Kemp's Ridley and Leatherback turtles were protected in 1970 where as green, loggerhead, Olive Ridley turtles were covered by the Endangered Species Act in 1978.



Welcome to Belize

Belize is located in Central America. It is bordered on the east by the Caribbean Sea, to the north by Mexico, and to the west and south by Guatemala. Until 1981 Belize was a British Colony called British Honduras and Queen Elizabeth II is still the head of state. She is supported by a Governor and a Prime Minister. Belize is home to over 340,844 people. While English is the official language, some people also speak Belize Creole (Kriol) or Spanish.



Belize is a rather small country with only 8,867 square miles of land. It has two major geographic regions: the Maya Mountains, which includes the surrounding basins and plateaus, and the coastal plain, which includes many islands, called cayes (pronounced keys), and the second largest barrier reef system in the world. As a coastal country, Belize is threatened by hurricanes.



Prior to Spanish exploration, Belize was home to several Mayan communities. The Spanish came to find gold but moved on when there was none to be found. Later the area was settled by Englishmen who began logging for mahogany. They brought in slaves from West Africa to help with the logging. These cultures are still found in Belize today. There are still Mayan communities and there is a thriving Creole culture founded by the early slaves. Much of the population is considered Mestizo, as a mix of Mayan and Spanish ancestry.

For many years, when logging and piracy was still common, sea turtles were an important export for Belize. Sea turtle meat was often smoked and sold to passing ships. It was also exported to England when it became a delicacy overseas. Hawksbill turtles were overfished for their decorative shells. Belize did not have any regulations on sea turtles until 2002. It is now illegal to harvest sea turtles in Belize.



Gullah, Geechee, and Creole

North Carolina was home to many enslaved communities. From these communities came rich and diverse cultures including the Gullah communities. The Gullah/Geechee Cultural Heritage Corridor extends from Wilmington, North Carolina in the north to Jacksonville, Florida, in the south. The culture has been linked to specific West African ethnic groups who were enslaved on island plantations to grow rice, indigo, and cotton. Gullah is typically used for the communities in the Carolinas whereas Geechee refers to groups in Georgia and Florida. The Gullah/Geechee speak the only African American Creole language developed in the United States. It combines elements of English with over 30 African dialects.

Much of the Gullah/Geechee culture survived after the Civil War. Since many of these communities were on islands, they were isolated from outside influences. This changed in the 1950s when the islands became desirable for resorts. There is a movement to strengthen the Gullah/Geechee culture and spread awareness of these communities.

Belize has a similar culture called Creole (which is often spelled Kriol). Creole people are descendents of slaves brought from West Africa to Belize for the logging industry. Because the slaves worked so closely with the loggers, they combined elements of both languages. Their children and grandchildren passed on the culture and language of Creole. Although English is the official language of Belize, many people speak Kriol in informal settings. In the 1990s there was a big movement to strengthen the Kriol language. A [Kriol - English Dikshineri](#) was created to help more people learn the language.

Creole languages were created by the interactions between masters and slaves in the holding cells of Sierra Leone in West Africa all the way to the coasts of Georgia and the Carolinas. Bringing slaves from western Africa across the Atlantic to the Central American Caribbean coastal areas of Belize, Nicaragua, Panama, Costa Rica further contributed to the development of the language. A Creole language can be thought of as the result of the combination of a colonizer's language with the grammar of one or more African languages. The Caribbean and Atlantic Coast regions have Creole languages that are either based in English, French, Dutch or Spanish; it depends on which country colonized the area.

Resources:

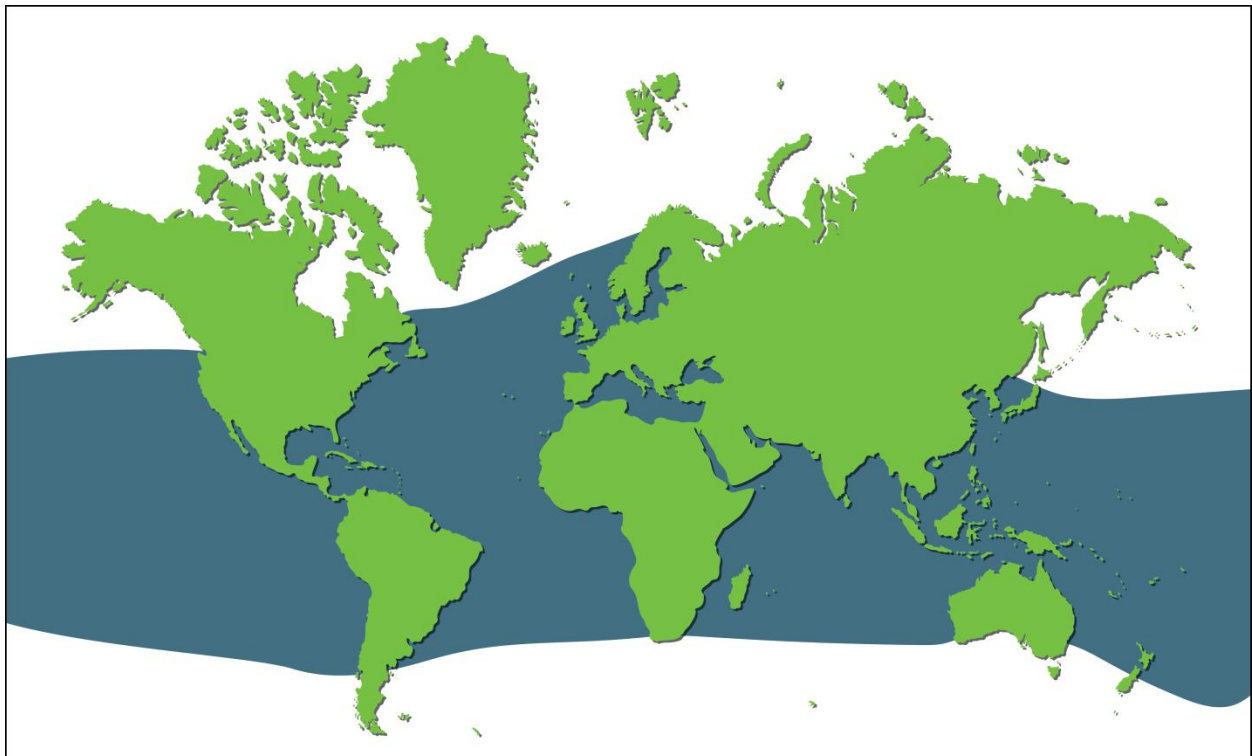
- National Park Services. Gullah/Geechee Cultural Heritage Corridor North Carolina, South Carolina, Georgia, Florida. n.d. 3 September 2014. <http://www.nps.gov/nr/travel/cultural_diversity/Gullah_Geechee_Cultural_Heritage_Corridor.html>.
- Sumpter, Althea. Geechee and Gullah Culture. 31 March 2006. 3 September 2014. <<http://www.georgiaencyclopedia.org/articles/arts-culture/geechee-and-gullah-culture>>.
- Woods, Silvana. Say it like d' Belizean. Ed. Naturalight Productions. n.d. 3 September 2014. <www.belizeanjourneys.com/features/kriol/newsletter.html>.



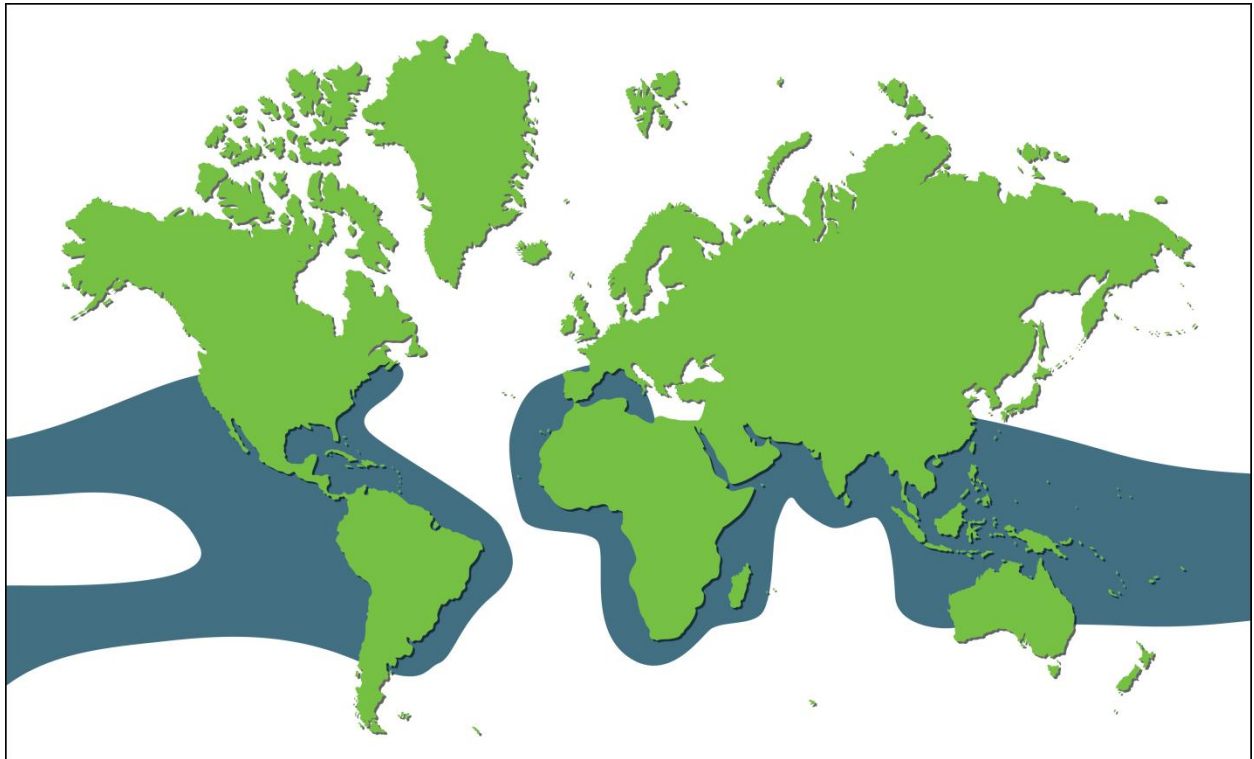
Sea Turtle Range Maps



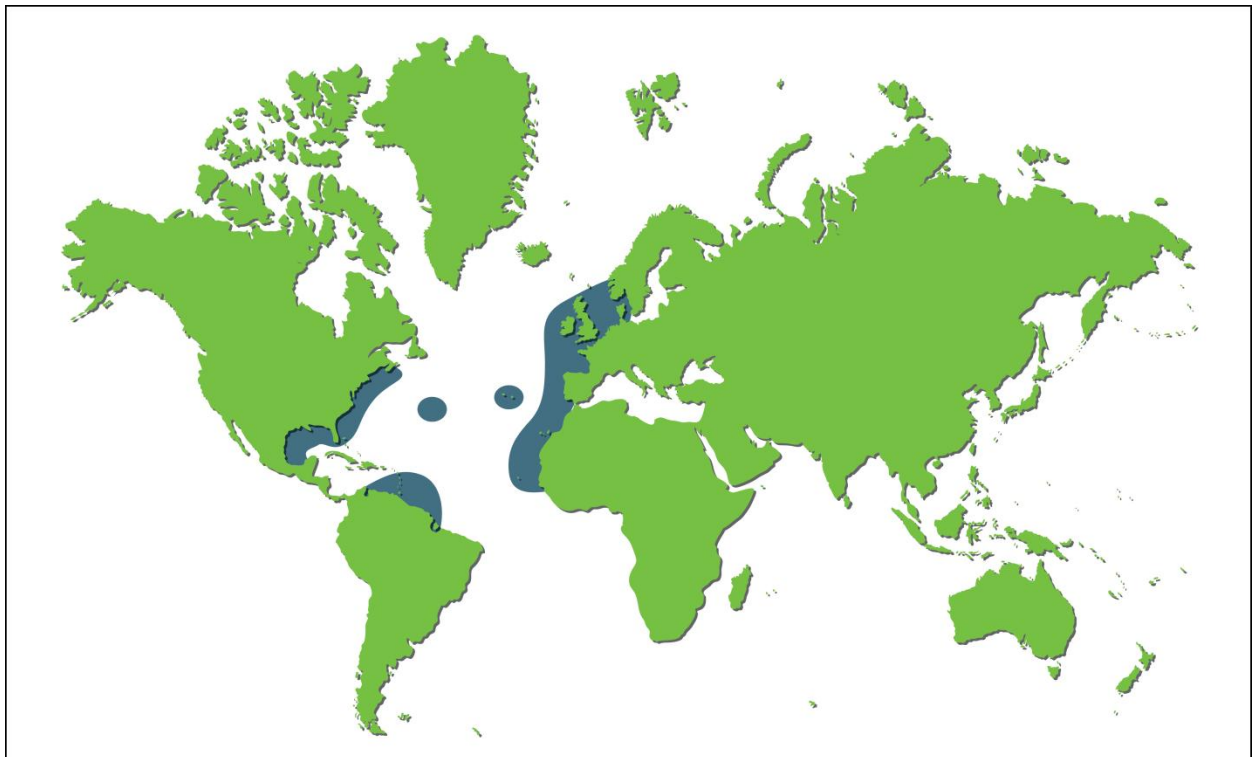
Flatback Range Map



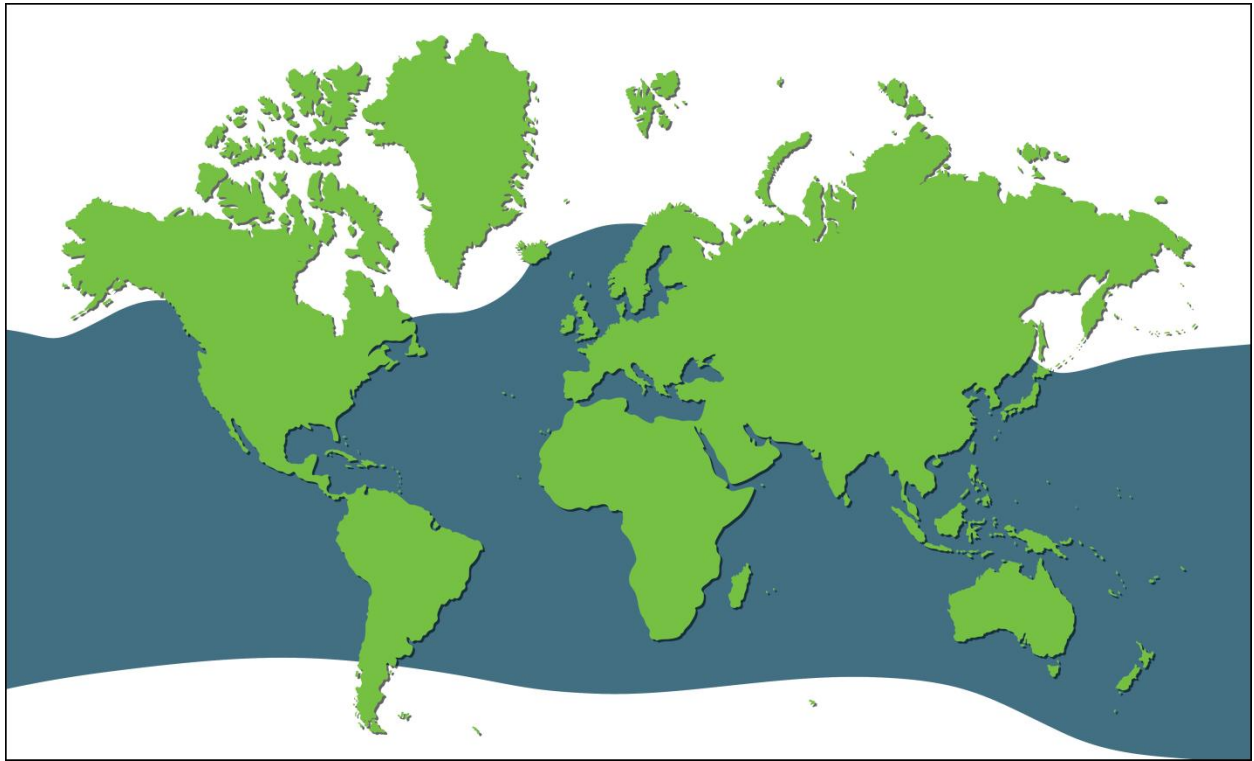
Green Range Map



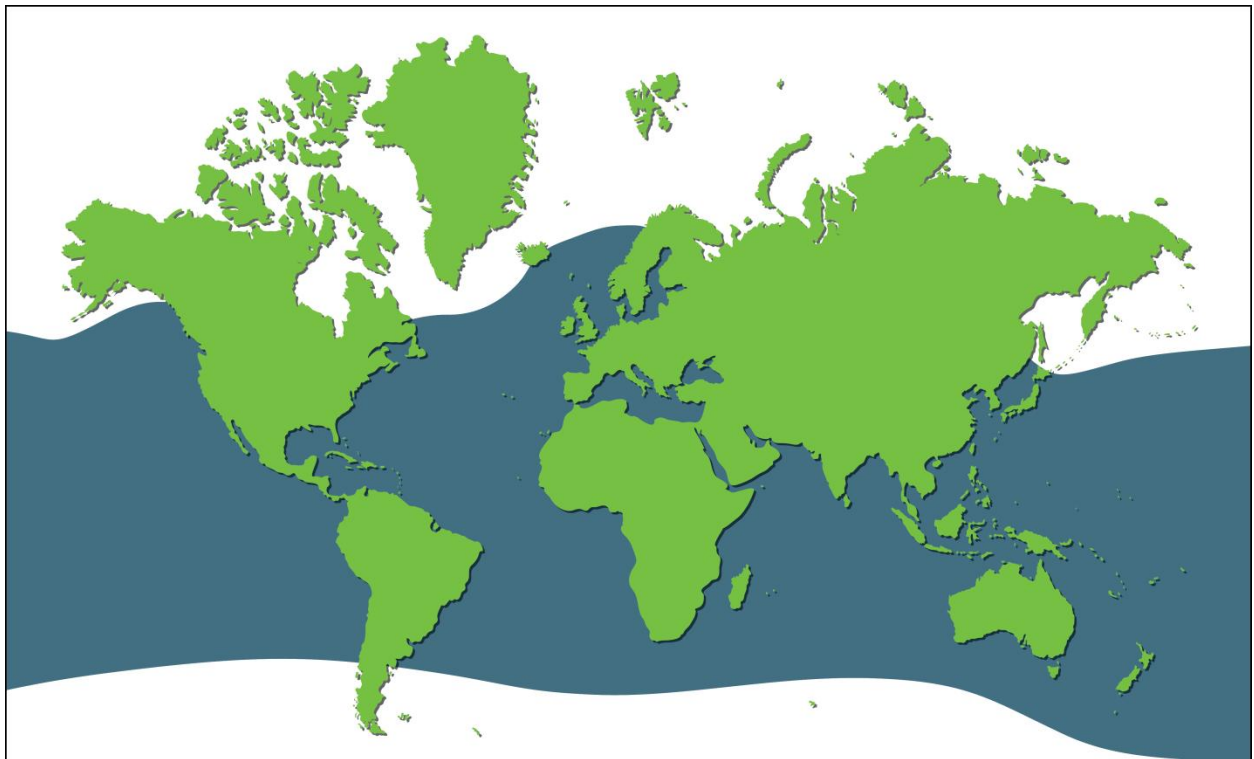
Hawksbill Range Map



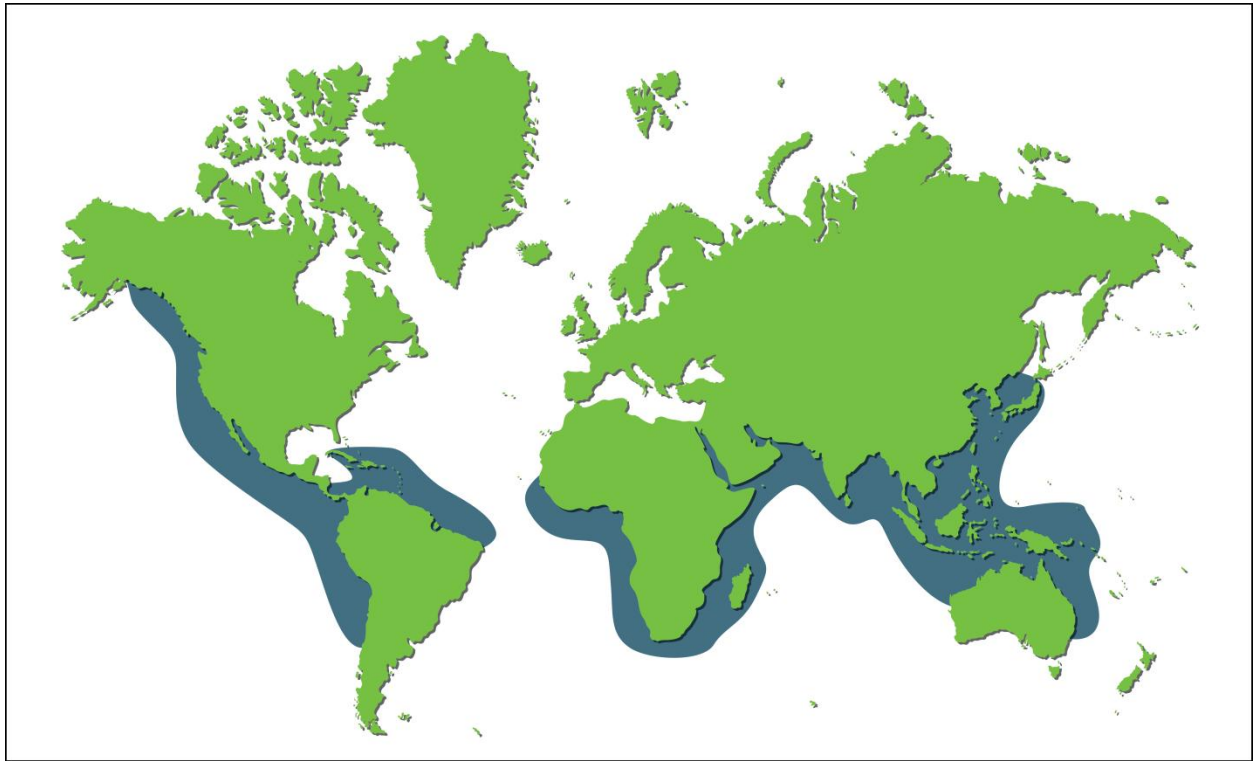
Kemps Ridley Range Map



Leatherback Range Map



Loggerhead Range Map



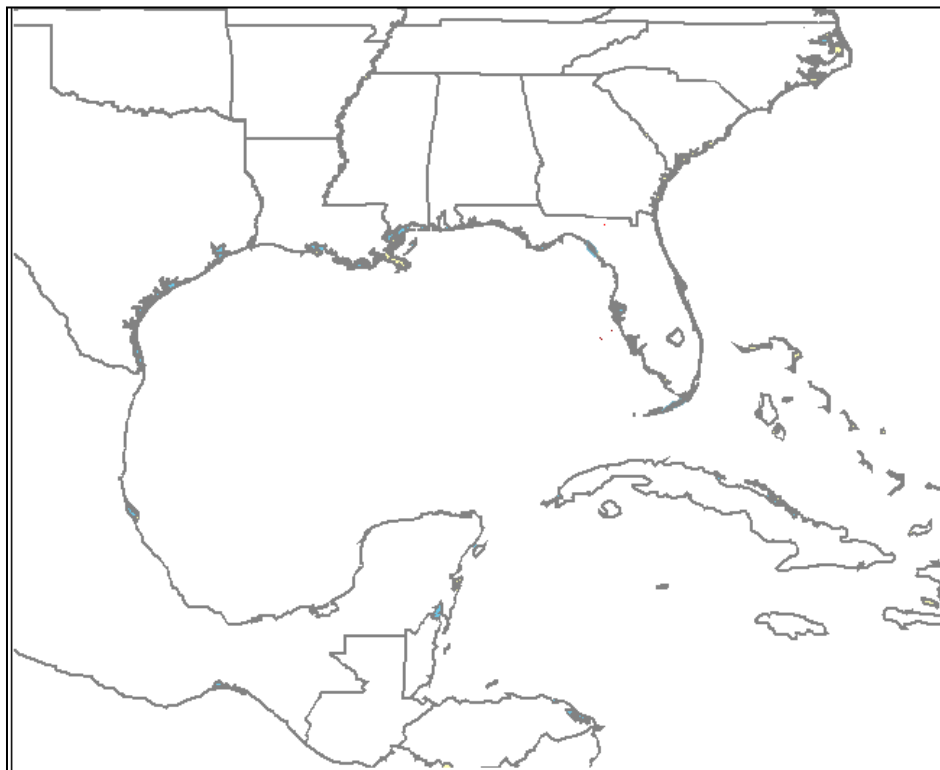
Olive Ridley Range Map



Comparing North Carolina and Belize

| | North Carolina | Belize |
|--|-----------------------|---------------|
| What is the title of the Leader? | | |
| What year did the country gain its independence? | | |
| What is the population size? | | |
| What is their capital? | | |
| What are the colors of the flag? | | |
| What type of money is used? | | |
| What is/are the major language(s)? | | |
| How much land area do they have? | | |
| What are three geographic features? | | |
| What is the coastline length? | | |
| What types of sea turtles are found there? | | |
| What year were sea turtles protected? | | |
| Are hurricanes a threat? | | |



Color North Carolina Blue and Belize Green





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Answers

| | North Carolina | Belize |
|--|---|---|
| What is the title of the Leader? | Governor (or President of USA) | Queen of England is represented by a governor and a prime minister |
| What year did the country gain its independence? | 1776 | 1981 |
| What is the population size? | 9,752,000 (2012) | 324,060 (2012) |
| What is their capital? | Raleigh | Belmopan |
| What are the colors of the flag? | Red, white, blue, gold  | Red, white, blue and seal. It is the only flag in the world with people on it.  |
| What type of money is used? | US Dollar | Belizean Dollar |
| What is/are the major language(s)? | English | English (National Language), Creole, Spanish |
| How much land area do they have? | 53,819 sq miles | 8,867 sq miles |
| What are three geographic features? | Mountains, piedmont, Coastal plain, barrier islands | Mountains, coastal plain, barrier reefs |
| What is the coastline length? | 301 miles (all shorelines 3,375 miles) | 240 miles |
| What types of sea turtles are found there? | 3 most common: loggerhead, green, leatherback | 3 most common: loggerhead, green, Kemp's Ridley |
| What year were sea turtles protected? | 1970s (Hawksbill, Kemp's Ridley and Leatherback in 1970, Green, Loggerhead, Olive Ridley in 1978 with Endangered Species Act) | 2002 |
| Are hurricanes a threat? | Yes | Yes |



Weh Wi Ga Fi Seh" Weekly Kriol Article:

Di Kriol Langwij
bai Priscilla Brown-Lopez

Sohn pipl seh,
“Noh taak braad Kriol”
Noh tel mi: Ah noh waahn noa how
Ai noh di taak like dat!”

Yu meen fi seh, yu noh si weh Ah gat?
Yu noh mee ejukaytid?
Ai gat mi digree ahn mee “elevated.”
Mi hed maita tof, bot now Ah noa nof.
Ah shaap-op wid mi hai heel,
Ah kyaahn eebn tel yu how Ah feel!

Yu eva yehr wahn Spanish man
Frayd fi taak ih langwij?
Er wahn English man
Di chrai fi haid ih heritij?
Soh luk ya man,
Pleez chrai fi andastan!
Yoo ahn mee da Kriol man ahn uman.
Andastan wi kandishan.
Noh geh rifain
Ahn figet yu kain.
Tek wahn stan.
Memba aal a wi da wan.

Wi ga wi tingz fi feel prowd fa.
An wi hafu stan shoalda tu shoalda.
Memba wi ansestaz
Ahn aal weh dehn mi stan fa.
Now wi ga wi Kriol dikshineri,
Soh yu noh hafu wori.
Ah noa yu ku manij
Fi taak ahn reed ahn rait di Kriol langwij.

(Wi tank Priscilla-Brown Lopez fu dis Kriol poayem! Yu ga sohnting yu waahn shyaa wid wi?
Jos rait tu wi da Reporter er tu Di BileeZ Kriol Projek, P.O. Box 1964, Belize City, Belize.)

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<http://www.belmopancityonline.com/kriol-language.aspx>