# It's Happening: Where? Find the Absolute and Relative Location of News Articles

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**Grade Level** 4-7  
**Duration** 1 class period  
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## National Standards

### GEOGRAPHY

**Element 1: The World in Spatial Terms**

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

**Element 6: The Uses of Geography**

18. How to apply geography to interpret the present and plan for the future

## AZ Standards

### ELA

**Reading**  
**Information Text**  
**Key Ideas and Details**

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
6.RI.1 and 7.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Writing

**Production and Distribution of Writing**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

**The use of geographic representations and tools help individuals understand their world.**

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.  
5.G1.1 Use and construct maps and graphs to represent changes in the United States.  
6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.  
7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

## SIOP Elements

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**ARIZONA GEOGRAPHIC ALLIANCE**
Overview

News articles in local papers come from all parts of the country and the world. It is interesting to find out the absolute and relative location of the articles, as well as questions the articles answer.

Purpose

Students will use the 4 W's and How to answer questions that glean the pertinent information from the first few paragraphs of a newspaper article and write a summary that includes this information. Students will also determine the absolute and relative location of the event. This lesson includes strategies for teaching diverse learners (ELLs).

Key Vocabulary

latitude-lines on a map that show how far you are from the Equator, ex. 40° N.
It's Happening: Where? Finding Absolute and Relative Locations

**Materials**
- Several newspapers articles from places in the United States or the world
- Atlases or access to internet maps
- Graphic Organizer #1 to fill out latitude and longitude and also relative locations of places where events in the article take place
- Graphic Organizer #2 to fill out information from the article answering the questions: Who, Where, When, What, and How
- Vocabulary Cards
- 5 colors of highlighters

**Objectives**
The student will be able to:

1. Find the latitude and longitude of the location in which the news article takes place.
2. Find the relative location of the place (i.e. use cardinal and intermediate directions to describe the location).
3. Write a summary of the news article answering the questions: who, what, when, where, and how.

**Procedures**
**Prerequisite knowledge:** Students should have been introduced to how to find the latitude and longitude of specific locations and should know the cardinal and intermediate directions. The following procedures include working with a partner.

Depending on the skill level of your students, it may be more appropriate to work as an individual or with a partner.

1. Introduce key vocabulary by writing words on the board with their definitions (or projecting the Vocabulary Cards) and drawing a compass rose. Have students divide a piece of paper into 6 sections and copy latitude and longitude definitions in the first two boxes. Then have the other boxes display the four cardinal directions of the compass rose with the north, south, east, and west circled. (Each box will have a different direction circled.) This will become their vocabulary chart. Practice these vocabulary terms using a map from a textbook or atlas. Practice intermediate directions also (northwest, south west, etc.) (Preparation: Strategies used; Application: Hands on; Scaffolding: Guided Practice)
2. Project a current events article and model using an atlas or internet site(s) to find the latitude, longitude and relative location of the setting. Have students refer back to their vocabulary chart to reinforce the new words. As a class, then model summarizing the article. (Scaffolding: Modeling)
3. Now distribute the same article and colored highlighters to ELLs. As a class, read the article again and find the 4Ws + How and highlight each one in a different color (i.e. blue = who, pink = where, etc.) so they can make connections between the 4Ws + How and the graphic organizer that will be later asked to complete. (Preparation: Adapting Content; Scaffolding: Guided Practice; Integrating Processes: Reading; Grouping Option: Whole class)
4. Distribute a second article and Graphic Organizer 1. Now have the students read the second article and determine the setting of the event. ELL students will work with a partner. (Grouping Option: Partners; Application: Linked to objectives; Integrating Processes: Reading)
5. Have partners work together to determine the latitude and longitude of the event as well as the relative location by using an atlas or internet sites and fill out Graphic Organizer #1. (Grouping Option: Partners; Application: Hands on; Application: Linked to objectives)
6. Distribute Graphic Organizer #2. Tell the partners to highlight the second article with their 5 colors linked to the 4Ws + How and then return to the article and find the color-coded information for each of the 4Ws + How to complete Graphic Organizer #2. (Grouping Option: Partners; Integrating Processes: Reading; Application: Linked to objectives)
7. Give the partner groups these instructions: “You are a reporter for your school newspaper. Write a newspaper article summarizing this event including who it is about, where it happened, when it happened, where it happened, and what happened.” (Grouping Option: Partners; Integrating Processes: Writing; Assessment: Written)

**Assessment**

**Geography**
Graphic Organizer #1 and 2 can be graded for geographic correctness. Mastery will be considered a score of 80% or higher.

**Writing**
The newspaper article written by the students can be graded using the Six Traits Writing Rubric with an emphasis on Ideas especially including the who, what, where, when, and how. Mastery will be considered a score of 4 or higher.
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Extensions

Use several articles from the U. S. and have students answer the following questions: "Beginning in your hometown, what would be the logical route for the reporter to travel to get to the locations mentioned in the news articles? This could be extended for several days.

Display a world map in the classroom. Have students locate their current event on the map. Their summaries could be posted and embellished with strings to the location on the map.