



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

ELL Adaptation by Dennis Rees

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

4.W.4, 5.W.4, 6.W.4 and 7.W.4

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.

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

5.G1.1 Use and construct maps and graphs to represent changes in the United States.

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

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

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

7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.

SIOP Elements

Preparation

Adapting content
 Linking to background
 Linking to past learning

Strategies used

Scaffolding

Modeling
Guided practice
 Independent practice
 Comprehensive input

Grouping Option

Whole class
 Small groups
Partners
 Independent

It's Happening: Where? Finding Absolute and Relative Locations

Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral
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Arizona ELP Standards

Grade 4 and 5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Grade 6-8

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

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.

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longitude-lines on a map that show how far you are from the Prime Meridian, ex. 30° E.

compass rose-shows you the directions on a map

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 4 Ws + How and highlight each one in a different color (i.e. blue = who, pink = where, etc.) so they can make connections between the 4 Ws + 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 4 Ws + How and then return to the article and find the color-coded information for each of the 4 Ws + 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.