STAR IT
Simplify the Article's Really Important Topic
Focus: The 5 Themes of Geography

<table>
<thead>
<tr>
<th>National Standards</th>
<th>Author</th>
<th>Grade Level</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOGRAPHY</td>
<td>Barbara Martin</td>
<td>6-8</td>
<td>2 class periods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Standards</th>
<th>AZ Standards</th>
<th>Arizona Social Science Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 5: Environment and Society</td>
<td>Element 6: The Uses of Geography</td>
<td>GEOGRAPHY</td>
</tr>
<tr>
<td>14. How human actions modify the physical environment</td>
<td>17. How to apply geography to interpret the past</td>
<td>Human-environment interactions are essential aspects of human life in all societies.</td>
</tr>
<tr>
<td>15. How physical systems affect human systems</td>
<td>18. How to apply geography to interpret the present and plan for the future</td>
<td>8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.</td>
</tr>
<tr>
<td>16. The changes that occur in the meaning, use, distribution, and importance of resources</td>
<td></td>
<td>8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</td>
</tr>
</tbody>
</table>

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.

ELA Reading
Key Ideas and Details
6.RI.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. secondary sources.
7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Production and Distribution of Writing
6.W.4, 7.W.4, and 8.W.4 Produce clear and coherent writing in which
STAR IT Simplify the Article’s Really Important Topic

<table>
<thead>
<tr>
<th>SIOP Elements</th>
<th>7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Adapting content Linking to background Linking to past learning</td>
</tr>
<tr>
<td></td>
<td>Strategies used Scaffolding Modeling Guided practice Independent practice</td>
</tr>
<tr>
<td></td>
<td>Comprehensible input Grouping Option Whole class Small groups Partners Independent</td>
</tr>
<tr>
<td>Integrating Processes</td>
<td>Application Hands on Meaningful Linked to objectives Promotes engagement</td>
</tr>
<tr>
<td></td>
<td>Assessment Individual Group Written Oral</td>
</tr>
</tbody>
</table>

Arizona ELP Standards

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.

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.
Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.
B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.
B-2: use general academic and content specific words, phrases, and phrases to express ideas.

Overview

Summarizing information from a source can be challenging for some students. Using a technique, called STAR IT, can help students focus on main concepts to use in their summaries.

Purpose

The purpose of the lesson is to have the students incorporate what they already know from one discipline, geography, into the areas of reading and writing. The students will learn how the Five Themes of Geography fit into the Five Ws: Who, What, Where, When, Why, and How. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

Location: where a place is
Movement: how people or things go from one place to another
Place: what you see when you are there
Region: an area that has similar features
STAR IT Simplify the Article's Really Important Topic

Human/Environment Interaction: how people change or interact with an area and/or how the environment affects people
urban sprawl: cities getting bigger
dwindling: getting smaller

Materials
- Vocabulary Cards
- Tucson Photos
- 5 Themes of Geography Review
- How the 5 Ws Link to the 5 Themes of Geography
- Sample Article
- 5 Themes of Geography Found in the Sample Article (for teacher use)
- STAR IT graphic organizer

Objectives
The student will be able to:
- Identify the Five Themes of Geography in an article.
- Match a geographic theme to its correlated "W." or "H"
- Write a summary of a current event illustrating the theme of Human/Environment Interaction.

Procedures
Prior Knowledge: This lesson is most effective with those students who have a working knowledge of the five themes of geography and can recall them easily. A great lesson to learn the 5 Themes can be found at: https://geoalliance.asu.edu/5Themes

SESSION ONE
1. Beginning the lesson by projecting (and/or distributing) the Vocabulary Cards and provide visual examples (Preparation: Link to past learning; Scaffold: Guided Practice) of each theme through the Tucson photos. Ask students if they recognize any of the pictures. (Preparation: Linking to Background; Application: Meaningful)
2. Project the 5 Themes of Geography Review and remind students of the descriptions for each theme. (Preparation: Linking to Background; Application: Meaningful)
3. Explain that the geographic themes can help determine the Who, What, Where, When, Why and How of the article. Project How the 5 W’s Link to the 5 Themes of Geography. Think of a recent news story that students will know. As a guided practice, take students through the news article and look at the 5 Ws and see how they link to the 5 Themes. (Scaffold: Guided practice, Modeling)
4. Distribute 5 colors of colored pencils or highlighters to each student. Assign a color to each of the themes (ex. Location = brown).
5. Project the sample article and read as a class. Have students highlight or underline the 5 Themes as they are mentioned. (Integration: Listening; Scaffold: Comprehensible Input; Application: Promotes Engagement)
4. Assign as homework, students need to find a current event story that deals with Human/Environment Interaction (earthquake, heat wave, drilling for oil, new road to be built, etc.).

SESSION TWO
Prior to the Session: Pair ELLs with English proficient students and have them select one of their homework articles to summarize. (Grouping Option: Partners)

1. Project the STAR IT graphic organizer and explain how to use it. (Scaffold: Comprehensible Input)
2. Have students use their current event story to complete the graphic organizer. Have students trade with a partner to get feedback on what to edit. (Grouping Option: Partners)
3. After editing, have students write a short summary stating the main idea of the article. (Assessment: Written)

Assessment
ELA and Geography
The STAR IT graphic organizer can be graded for completeness. Mastery will be considered a score of 100%.

The summary can be scored for Ideas and Content using the Six-Trait Writing Rubric. Mastery will be considered a score of 4 or higher.

Extensions
“Hot Spots in the World”: a world map on the classroom wall can be decorated with the news clippings. Strings can stretch from the location of the event to the news clipping itself.

Sources
Geography, The World and Its People, Glencoe, New York, 1