



STAR IT

(Simplify the Article's Really Important Topic) by Using the 5 Themes of Geography

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Grade Level	6-8
Duration	2 class periods

National Standards

GEOGRAPHY

Element 5:

Environment and Society

14. How human actions modify the physical environment

15. How physical systems affect human systems

16. The changes that occur in the meaning, use, distribution, and importance of resources

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

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

AZ Standards

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.

6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of 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

Arizona Social Science Standards

GEOGRAPHY

Human-environment interactions are essential aspects of human life in all societies.

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.

8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

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.

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the development, organization, and style are appropriate to task, purpose, and audience.

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

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. Students may already know the Five Ws & the H: Who, What, Where, When, Why, and How. Now they can learn to summarize using the 5 Themes of Geography. 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

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Region: an area that has similar features

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
- Sample Article for guided practice
- 5 Themes of Geography Found in the Sample Article (for teacher use)
- STAR IT graphic organizer
- Possible: xeroxed articles from local newspaper

Objectives

The student will be able to:

- Identify the Five Themes of Geography in a news article.
- 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; Scaffolding: 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 important information in a story or news article. Give an example of a recent news story that students will know. As a guided practice, take students through the news article and look at the 5 Themes. (**Scaffolding: 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; Scaffolding: Comprehensible Input; Application: Promotes Engagement**)

4. If your school has access to a news service, instruct students to download and print a current event story that deals with **Human/Environment Interaction (ex. earthquake, heat wave, drilling for oil, new road to be built, mining operations, etc.)**. Since it is increasingly hard to find free newspaper articles, you may need to download several articles if you have an account with a local newspaper or buy a few newspapers to xerox articles for students to choose from.

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. (**Scaffolding: Comprehensible Input**)
2. Have students use their color-coding technique from Session One to identify the 5 Themes in the current event story. Then have them complete the graphic organizer. Have students trade with a partner group to get feedback on what to edit. (**Grouping Option: Partners**)
3. After editing, have students write a short summary of this news article revolving around the theme of Human Environment Interaction. (**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.

