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## Mapping World News

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# Mapping World News

Created by: Beth Miller

Williams Intermediate School, Davenport Community School District

Grade Level (Req.): 4th-8th grade	Content Area (Req.): Social Studies	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Time Frame (Req.): One 45 minute class period	Goal (Req.): To help students understand how locating countries in the news provides a context for studying current events and for seeing the earth as an integrated system of regions.	
	Objective (Req.): Students will be able to use an atlas to locate countries on a world map.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• One current newspaper (Section A) for each group of 3-5 students. Online newspaper editions or news websites can be used if student groups have access to computers</li> <li>• 1-2 pairs of scissors per group</li> <li>• One large sheet of butcher (chart) paper (18" x 24") with a blank world map (8.5" x 11") pasted in the center</li> <li>• One glue stick or glue bottle per group</li> <li>• Rulers (optional)</li> <li>• If using online news sources, students will need access to a printer</li> <li>• LCD projector</li> </ul>	New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): Where in the world is news being made? Show students <a href="http://www.newsworldmap.com">http://www.newsworldmap.com</a> to show students an example of what they will be doing (or have done) with real newspapers.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Define news terms: Dateline and News lead. Dateline: name of city given at beginning of news story that originates from outside of the newspaper's community. Datelines are not given in stories that originate within the newspaper's community. News Lead: the first one or two paragraphs of a news story; a news lead will usually answer who, what, where and sometimes why.</li> <li>2. Discuss with students how they get their news and the differences between online and print sources.</li> <li>3. Explain to students that they will be working in groups to choose at least 10 newspaper articles each with a different dateline.</li> <li>4. Explain and demonstrate to students how to clip a news article to show a news lead (first paragraph or two) and dateline (where the story is coming from)</li> </ol>		

5. Explain that students will paste their news lead with dateline showing onto the butcher paper and using their atlas as a resource, draw a line from the news lead to the place in the world given in the dateline. (If students have never used an atlas, they will need instruction is how to do so.)
6. Allow 20-25 minutes for the students to work, telling them to work out some sort of assembly line: cut first, paste and then find place in atlas.
7. Monitor student groups to keep students on task and to help those who are having difficulty using and atlas.
8. Clean up.
9. Extending the Lesson: Groups finish the map TOADS (Title, Orientation, Author, Description [Key], Scale)
10. Students add to their maps by continuing to look for different datelines.
11. Find patterns of where news is coming from over days, weeks and graph results.
12. Research countries in the news.
13. Find a pen pal in a country where news is being made.
14. Learn more about holidays in countries making news. Plan a celebration.
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- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Discuss problems students had and how they were solved. Ask students to share what they learned and to show off their news maps.

Assessment (Req.): Collect maps.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 6-8: Understand the use of geographic tools to locate and analyze information about people, places, and environments.
- Geography, grade 6-8: Understand how geographic and human characteristics create culture and define regions.
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Common Core Curriculum Standards Used (Opt.):

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NGS Standards Used (Req.):

- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- The physical and human characteristics of places

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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"><li>• Location</li><li>• Region</li><li>•</li><li>•</li><li>•</li></ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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21<sup>st</sup> Century Universal Constructs (Opt.):

- Other Disciplinary Standards (Opt.):
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Other Essential Information (Opt.):

- Other Resources (Opt.):
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