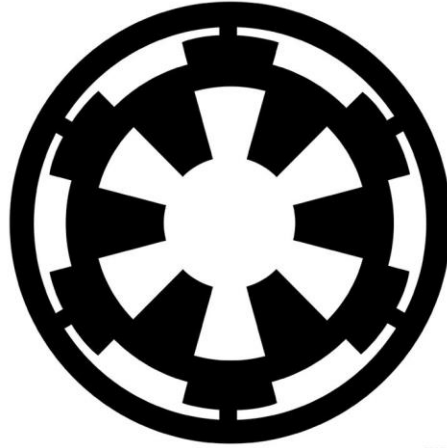


Star Wars geography Unit

Students will create a Star Wars planet and fill it with life using concepts they have learned in Geography and Science. At the end of the unit students should have a full color model of their planet as well as a booklet describing the culture, climate, vegetation and other key factors of that planet.



Common Core Standards:

WHST.6-8.4 produce a clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

WHST.6-8.7 conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.6.2 write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

SL.6.1 engage effectively in a range of collaborative discussions with diverse partners on topics, texts and issues, building on others ideas and expressing their own clearly.



National Geography Standards:

2a identify important human and physical features on a map.

3B analyze and explain patterns of land use such as distance, accessibility and connections.

15.1.a Explain how the characteristics of different physical environments offer opportunities for human activities.

15.1.b Explain how the characteristics of different physical environments place constraints on human activity.

17.3.a Explain how historical events were influenced by perceptions of people, places, regions and environments.

Materials needed:

1. Handouts from the Star Wars Atlas.
2. Construction paper of various colors.
3. glue or tape.
4. Geography notes on Landforms.
5. stapler
6. notebook paper.
7. Pencils (regular and colored).



Day One:

The teacher will hand out planets selected from the Star Wars Atlas. Planets should be varied in climate and life forms. Some good examples might be Alderaan, Hoth, Geonosis, Tatooine and Mustafar. The teacher will take some time exploring the cultures and climate of those planets while the students take notes (You will have to get a few more details than what is in the atlas, I suggest wookipedia). The teacher will emphasize how the landforms and climate affect the lifeforms, culture and economies of the planet.

Day Two:

Facilitated by the teacher the students will create their planet. They will choose what type of planet they want to create. They will design the continents and key landforms. They will use the construction paper to create their planet as a cover for their report on it. They will also create a name for their planet.

Day Three:

Facilitated by the teacher the students will create the non-sentient life forms of their planet and describe their habitats. Students can use colored pencils to create sketches of these animals and plants. They will explain how the ecosystem of the planet works.

Day Four:

The students will create the sentient life form for their planet. They must include a description on why this life form exists on this planet (example: They are covered in fur because they live on an ice planet). They will also briefly describe the type of government on the planet, republic, democracy, dictatorship, theocracy, etc.

Day Five:

Students share their planets with each other. They make smaller models of them that can be hung together to make a galaxy.