

## ACTIVITY 2: READ ABOUT DARK SKY PARKS

Observing the night sky without light pollution can be a wonderful experience that allows us to appreciate the beauty of the universe. But increasing use of artificial light results in the brightening of the night sky and prevents the ability for us to star gaze comfortably. That's why some organizations are seeking to find the world's darkest locations for night sky viewing and preserve those spaces from light pollution. They're called Dark Sky Parks and they are special places, indeed.

In this activity, students will use a **Think Pair Square Protocol** for discussing what they will read about this very topic.

First, have students partner up and distribute the article [Great Lakes, Dark Skies](#) by Mary Stewart Adams from *Great Lakes Now*. Allow time for students to individually read the article, and have them jot down three things they took away from the article using the **Rose Thorn Bud Protocol**—in their notebook or using the handout.

Then, give students time after reading to discuss the article that they read with their partner. Have students share their rose, thorn, and bud with each other, including how those points connect to each other. The pair should come up with a statement to summarize all of their article takeaways.

Next, have two student pairs join up, standing near each other to form the four corners of a square, to discuss the article and what they talked about in their pairs. Encourage them to come to a consensus about which point they found most important or interesting in the article.



Last, have each group craft a summary statement of the most important point from their discussion and ask for a volunteer in each group to share that key point with the whole group. As student groups share their most important point, record their ideas on the board and have students copy the list of student ideas down into their notebooks. Once the shareout is complete, ask students to return to their groups and discuss one last question based on the article:

**How might we best reduce light pollution in order to ensure that we continue to have dark skies in our communities?**

You can keep this as a class discussion based on the article itself or, after giving the groups some time to discuss this question, invite them to research and share their findings from some of the ways listed at the end of the article to affect positive change with regard to light pollution.

### Teaching Tip:

*If the reading level of the article is going to be tough for some students to read individually, have partners or small groups read the article together aloud while each follows along.*