



# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA

## NEWSLETTER

Volume 109, Issue 1

Winter, 2009

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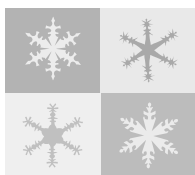
## NCGE Honors Indiana Educators

The National Council for Geographic Education held its annual conference in Dearborn, Michigan last October. The nearness to Indiana provided a great opportunity for Hoosier teachers to attend a national conference. Twelve high school teachers from North America were honored with a Distinguished Teaching Award. A panel of three judges chose the recipients, who are recognized for their outstanding contributions to geographic education. The judges considered letters of recommendation from colleagues,

teaching materials and methods, leadership, professional development, involvement in student activities, and development of innovative materials.

Among those twelve, was a Hoosier teacher. Jim Schmidt, who teaches Geography & History of the World at Penn High School in Mishawaka, was presented the award at the annual banquet. Jim's diverse teaching experiences and passion for geography enable him to be extremely creative and innovative, which positively impacts his students and colleagues.

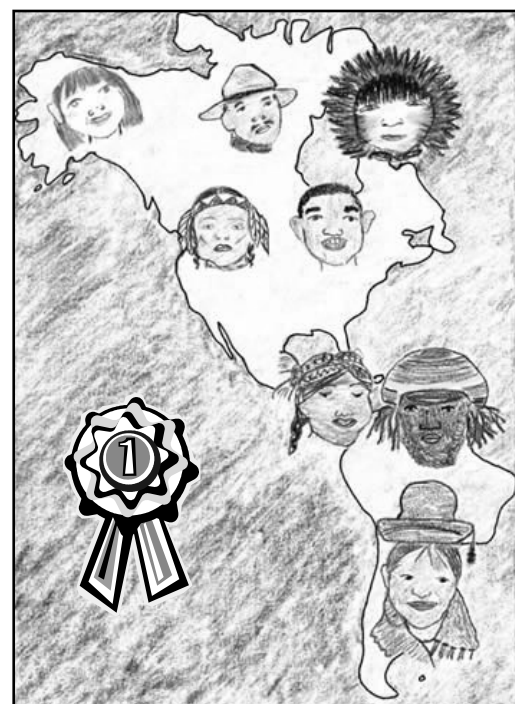
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## GAW Postcard Contest: Mapping the Americas

GENI hosted a Postcard Contest (instead of a Poster Contest) for Geography Action!/Geography Awareness Week 2008. The format for the competition was changed after receiving feedback from teachers about the difficulty and expense of submitting posters. The results were fantastic. We received the most entries ever and look forward to further expanding the competition next year.

Students were to submit an illustration they created that represented the 2008 theme: Mapping the Americas and provide a one to three sentence description for the illustration on the template provided by GENI. They were then judged on the quality of their work and how well the illustra-



### Grand Prize 2008

Submitted by *Sadie Gustafson-Zook, 8th grade,*  
*Bethany Christian Middle School, Goshen*

*Continued on page 3*

### Special Points of Interest:

- Repositioning Geography Education
- Lincoln Bicentennial
- GAW Postcard Contest results
- Indiana Geographic Bee April 3rd

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## Calendar of Events

- Feb. 4-6 – **Annual HASTI Conference** at the Indiana Convention Center/ *Professional Educators in Science: Preparing Future Leaders*. For more information, visit [www.hasti.org/convention/conference.html](http://www.hasti.org/convention/conference.html).
- Feb. 11 – Deadline for **IndianaMap Poster Competition** presented by the Indiana Geographic Information Council. College and K-12 divisions. For more information, visit [www.in.gov/igic/conference/poster.html](http://www.in.gov/igic/conference/poster.html).
- Feb. 17-18 – **2009 Indiana GIS Conference** at the Bloomington Monroe County Convention Center. For more information visit [www.in.gov/igic/conference](http://www.in.gov/igic/conference).
- Feb. 27—**Indiana Council for History Education** presents a statewide, cross-curricular education conference: *Human. Nature. Natural Heritage in the Classroom* at the Allen County Public Library in Fort Wayne. Visit [www.indianahumanities.org/iche/events.htm](http://www.indianahumanities.org/iche/events.htm).
- Mar. 22-27 – **Association of American Geographers** annual meeting in Las Vegas. For more information, visit [www.aag.org/annualmeetings/2009](http://www.aag.org/annualmeetings/2009).
- Mar. 27—**Create a Landmark Contest** deadline. For more information visit [www.historiclandmarks.org/Resources/Classroom/CreateLandmark](http://www.historiclandmarks.org/Resources/Classroom/CreateLandmark).
- Apr. 3—**Indiana State Geographic Bee** to be held at IUPUI 12:00 - 5:00 p.m. Contact Kathy Kozenski, (317)274-8879/ [geni@iupui.edu](mailto:geni@iupui.edu), for details.
- Apr. 3-4 – **IAHE 24<sup>th</sup> Annual Home School Convention** at the Indiana Convention Center/*Restoring a Biblical Legacy*. For more information, visit [www.inhomeeducators.org/events/](http://www.inhomeeducators.org/events/).
- Apr. 17-18—**GENI** planning meeting. Contact the main office if interested in attending.

## Resources

- **News Bites**—Online news source just for kids. Features current events from around the globe in a concise format with engaging photos and embedded videos.  
<http://kidsblogs.nationalgeographic.com/kidsnews/>
- **TerraFly**—Provides aerial views of your neighborhood. [www.terrafly.com/](http://www.terrafly.com/)
- **Online Map Creation**—Supply the longitude and latitude coordinates and in a moment you will have a map of the area.  
[www.aquarius.geomar.de/omc/omc\\_intro.html](http://www.aquarius.geomar.de/omc/omc_intro.html)
- **New WildCam Belize**—National Geographic's newest WildCam camera located at Glover's Reef Atoll in the Belize Barrier Reef.  
<http://video.nationalgeographic.com/video/wildcambelize/>
- **GeoGame**—Students write the clues and others supply the answers in this interactive game for the Web.  
[www.globalschoolnet.org/gsh/project/gg](http://www.globalschoolnet.org/gsh/project/gg)
- **National Geographic GeoBee Challenge**—Questions that were part of past GeoBees.  
[www.nationalgeographic.com/geobee/](http://www.nationalgeographic.com/geobee/)
- **Teacher Professional Source Book** from [edweek.org](http://edweek.org)—Online resource for K-12 educators who are seeking professional growth.  
<http://directory.teachersourcebook.org/directory.cfm>
- **Degree Confluence Project**—Map the spots on Earth where longitude meets latitude. There might be a confluence in your schoolyard.  
[www.education-world.com/a\\_curr/curr354.shtml](http://www.education-world.com/a_curr/curr354.shtml)
- **Find Your Longitude**—Want to understand why having a precise timepiece (also known as a chronometer) helps you determine your longitude?  
[www.pbs.org/wgbh/nova/longitude/find.html](http://www.pbs.org/wgbh/nova/longitude/find.html)
- **United States Climate Page**—Click a state to examine historic climate data.  
[www.cdc.noaa.gov/USclimate/states.fast.html](http://www.cdc.noaa.gov/USclimate/states.fast.html)
- **Discover America Through Postcards**—Travel along with a husband and wife in their RV. Receive daily postcards via email.  
<http://school.discovery.com/lessonplans/geog.html>
- **JASON's new energy curriculum**—*Operation: Infinite Potential* puts students in role of scientists addressing the problems of an energy-hungry planet. [www.jason.org](http://www.jason.org)
- Professional Development from the **JASON Program** - Free Webinars, Curriculum Workshops and Courses, Graduate Courses, Training Network.  
[www.jason.org/PublicProfessionalDevelopment/ProfessionalDevelopment.aspx](http://www.jason.org/PublicProfessionalDevelopment/ProfessionalDevelopment.aspx)



Postcard Contest continued from page 1

tion (and description) conveyed the theme. The illustrations had to be done by hand, no computer-generated work was allowed.

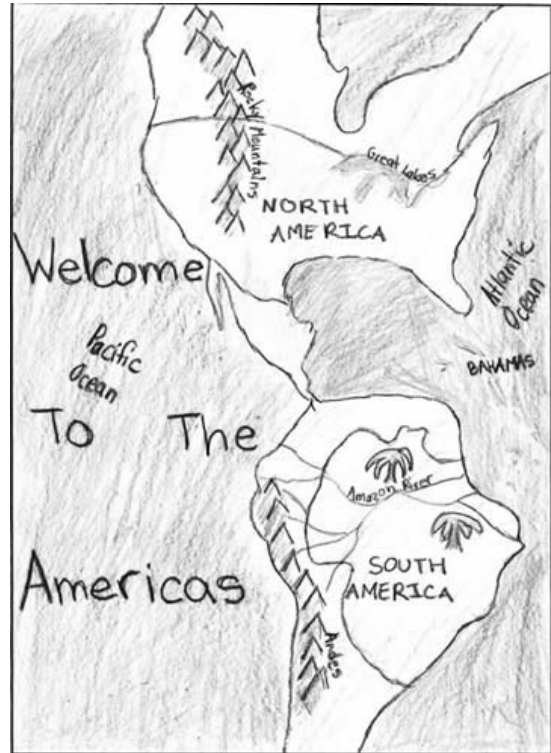
A winner was chosen in each of the four categories: K-2, 3-5, 6-8, 9-12. Then, a Grand Prize winner was chosen from those four finalists. Sadie Gustafson-Zook, an eighth grader from Bethany Christian Middle School in Goshen, won the 6-8 category and earned the Grand Prize with the illustration shown on page 1. [Description: *There are many different faces, and each face has a culture. Those this map is mapping the faces and cultures of the Americas.*]

Each category winner received a geographic prize package and their teacher's received a classroom set of Indiana in Maps: A Geographic Perspective of the Hoosier State. Our Grand "Prize Winner will also receive an additional small cash prize and copies of her postcard in print. GENI will also provide copies to the student's school and use them in the GENI office. Be sure and visit the GENI website for full color versions of these creative illustrations as well as some other top contenders. Get your students involved with our postcard competition this fall as the theme shifts to Europe!

First place in the K-2 category went to Gabriel Cash, a second grader at Lumen Christi Catholic Academy in Indianapolis. [Description: *Whether by boat or car or plane or bus, traveling the Americas is fun!*]



The 3-5 category was won by Leah Bode, a fourth grader from Sycamore Elementary School in Avon. [Description: *This shows the Americas including the Bahamas. I used a blue line to show the Amazon River, brown triangles for the Andes and the Rocky Mountains, blue shapes for the Great Lakes, and umbrella trees to represent the rainforest.*]



And finally, the 9-12 category was won by Shyon Wallace, a tenth grader from Northwest High School in Indianapolis. [Description: *The old way of mapping to the new way of mapping.*]



Please share with the GENI office ([geni@iupui.edu](mailto:geni@iupui.edu)) any GA!/GAW activities you and/or your school did. We submit a report to the National Geographic each year and they are looking to see what Indiana is capable of. Thank you!

## Abraham Lincoln Bicentennial Commission Opportunities

The Abraham Lincoln Bicentennial Commission was created by Congress to inform the public about the impact Abraham Lincoln had on the development of our nation, and to find the best possible ways to honor his accomplishments. The President, the Senate and the House of Representatives appointed a fifteen-member commission to commemorate the 200th birthday of Abraham Lincoln and to emphasize the contribution of his thoughts and ideals to America and the world.

This Commission is proud to announce educational offerings for students and teachers. HISTORY(TM), together with the Abraham Lincoln Bicentennial Commission, will feature a National Teach-In on the life and legacy of Abraham Lincoln on Thursday, February 12th, 2009 at 1:30pm EST. Educators and students nationwide can tune-in and view this LIVE webcast online at [www.history.com/lincoln](http://www.history.com/lincoln). Teachers, students, and families will find enrichment resources and study guides at this site. Free registration is now open.

This special live event will take place in Washington, D.C. and will feature two Lincoln scholars, Matthew Pinsky and Harold Holzer, who will share their expertise and answer students' questions from all over the country. The content is recommended for middle through high school, with a particular emphasis on 8th grade, and easily fits within all state standards of learning.

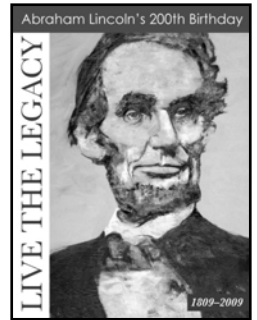
Share activities your school is planning to mark the Bicentennial, and be recognized by the Commission with Lincoln Legacy Schools Recognition Certificates. To participate, submit your school's plans to celebrate the Bicentennial using the application found on the ALBC website. Join us in celebrating our greatest American president and help students honor Lincoln's legacy of freedom, democ-

racy and equality of opportunity! HISTORY(TM).

The ALBC website has resources for teachers, including lesson plans, reading lists, interactive games, timelines and teacher/professional development opportunities. Visit [www.abrahamlincoln200.org](http://www.abrahamlincoln200.org) and click on *Learning About Lincoln* to view lesson plans and other useful resources from educational partners such as National History Day, the Organization of American Historians and the Gilder Lehrman Institute. Also check out *Abraham Lincoln: Unfinished Legacy*. This collection of articles and classroom resources features a forward by James McPherson and the lead article by ALBC Co-Chairman Harold Holzer-plus more. *Abraham Lincoln: An Unfinished Legacy* is available on-line at [www.nhd.org](http://www.nhd.org), or for a print copy, please contact Ann Claunch at [ann@nhd.org](mailto:ann@nhd.org).

To help you celebrate the 200th anniversary of Abraham Lincoln's birth this February, request a free classroom poster! The front side, suitable for classroom display, is a portrait of Lincoln, while the reverse contains resources for educators, offering suggestions for incorporating Lincoln's legacy into the classroom. To request poster:(202)707-6998.

For more information on HISTORY(TM)'s "Give a Lincoln for Lincoln" campaign, visit [www.history.com/lincoln](http://www.history.com/lincoln). For more information on national Lincoln Bicentennial programs, visit [www.abrahamlincoln200.org](http://www.abrahamlincoln200.org). Students can find a section just for them which includes a quiz, game, suggested reading list and community project ideas.



## Indiana Lincoln Bicentennial Commission

Abraham Lincoln was born in Kentucky, but he grew up a Hoosier. Lincoln came to Indiana a boy of 7 in 1816 and left a man of 21 in 1830. It was in Indiana that Abraham Lincoln formed his early ideas about character and honesty and developed a love of learning that stayed with him for the rest of his life. This man of humble Hoosier heritage will long be remembered for his presidency and for his leadership in ending slavery. Indiana significantly impacted Lincoln, but today it is Lincoln's impact that can be felt



statewide. Visitors have many opportunities to explore Indiana's Lincoln.

The mission of the Indiana Abraham Lincoln Bicentennial Commission (IALBC) is to educate residents of Indiana and the nation about Indiana's important role in the life of Abraham Lincoln. By providing, promoting, and creating relevant opportunities, the Commission will help individuals nationwide understand how his time spent in Indiana formulated his character, which in turn, led to his greatness. Commission members were appointed by Governor Mitch Daniels in 2006.

For more information, resources, links, events and more, visit [www.in.gov/lincoln](http://www.in.gov/lincoln).

*NCGE Awards continued from page 1*

The panel of judges also recognized seven distinguished people in the "Informal & Community" category, who make outstanding contributions to promote geographic education outside the classroom. Again, a Hoosier was among the recipients. Dr. Alan Backler, Independent Curriculum Specialist from Ellettsville, was honored at the banquet. Alan has produced numerous and varied publications addressing Social Stud-

ies Curriculum at all levels and worked closely with the Department of Education on developing standards and new courses.

We congratulate both of these men on their awards and sincerely thank them for all they do to help promote and strengthen geographic education in the state of Indiana!

## NCGE Conference Testimonial

*By Susan Marquez, North White High School, Monon*

Many ask why a Spanish teacher would attend a geography conference. The answer is quite simple: I have a passion for geography and by incorporating it into my Spanish classes, I am able to be a more effective and engaging teacher. Geography is not just a subject for the geography teacher. Geography is for **every** teacher! Back in October, I attended my first NCGE conference in Dearborn, Michigan. It was a bit overwhelming as a newcomer so here are a few highlights I'd like to share.

There were sessions almost non-stop on every topic imaginable. No matter what grade level you teach, there were options for everyone. Actually, it was hard to get away to see as much as I would have liked and I had to make tough decisions on just which session to choose.

The realm of workshop opportunities was another tough draw. The most exciting workshop I attended was the all-day Arab American presentation and accompanying field trip which included the Arab American National Museum, a bakery, and a gift shop. There were art displays, educational artistic maps, and lesson plans such as "What America Means to Me" and "Fun with Geography," (talking about family rituals/food/music), just to name a few. In the museum we heard speakers, listened to Arabian music, and viewed cultural architecture

through pictures. The most enjoyable part was the catered Arabian food. We ate in the center of the room along with young students who sat at each table explaining the foods, the traditions, and telling what the situation was like in their former schools and now in the United States. A speaker at the Conference Center talked about 911 and how that had helped the communities to come together. Because of that enormous tragedy, the dialogues had been forced upon them and they were happy with new lines of communication. Now Christians, Muslims, and Jews have united to work for peace and understanding.

Another highlight was seeing the exhibits from many geography-related vendors and organizations such as the National Geographic Society (which gave away a lot of materials), National Consortium for the Teaching of Asia, book companies, travel companies, and much more. I would like to go back to Dearborn to see many of the things that simply would not fit within my time restraints, such as the Ford Museum. Overall, it was a great experience and I would recommend attending a future conference to all teachers. This September would be an especially fun conference to attend in San Juan, Puerto Rico: *Explore the "Crossroads of Cultures" September 23-27.*



An Indianapolis-based not-for-profit organization, Inquisitive Kids, Inc. helps kids experience and learn about their community in a fun way by converting community resources to educational experiences.

- ⇒ IKI publishes a monthly 16-page "newspaper" called Inquisitive Kids. It is centered on five "CORE" areas of literacy: Cultural, Environmental & Science, Financial, Leadership and Wellness. All content is aligned with the Indiana Academic Standards. IKI also provides a monthly Teacher's Resource Guide featuring extended activities and a Community Message Board promoting local organizations' programs suitable for classroom learning or field trips.
- ⇒ IKI will be presenting an exciting and interactive web page in 2009!
- ⇒ For information or subscriptions to IKI, contact Kelly Bradford, Assistant Director for Outreach at [kbradford@inquisitivekids.com](mailto:kbradford@inquisitivekids.com) or 317-566-0525.



# Repositioning Geography Education From Neglect to Necessity

*This is only portions of the article by Daniel C. Edelson, National Geographic Society. We hope you will take the time to read the complete, highly informative article which can be found on the GENI website.*

## Correcting geography's image problem

In my 15 years of work in Earth and environmental science education reform, I have learned that geography is as misunderstood as it is disrespected. Geography clearly has an image problem. However, now that I understand what geography is really about, I believe that geography education reform is as important as any other item on our national education reform agenda, even more important than many that get substantially more attention and resources.

What do you learn, when you learn real geography? When you learn geography properly, you develop a set of “geographic perspectives”—particular ways of asking and answering questions. You also learn a set of “geographic skills”—how to work with a particular set of tools and technologies, including maps and other representations of geographic information. Next come “geographic theories.” Geographic theories explain how systems of causes and effects play out over space and how spatial relationships develop and change over time. For example, geographers use theories of flow and movement to explain how innovative ideas travel from one culture to another or how pollutants travel through subterranean water systems.

Taken together, these geographic perspectives, skills, and theories enable geographically literate people to construct geographic explanations and predictions. For example, geographic perspectives, skills, and theories are critical to understanding how today's global challenges—such as ethnic conflict, dwindling freshwater supplies, and climate change—have arisen from local processes, and how local action could prevent, mitigate, or reverse these global threats.

## The importance of learning geography

Once people understand what geography really is, I have found that it is not very difficult to convince them of the importance of having a geographically literate citizenry. This is important for both society as a whole and for each individual.

In addition to preparing students for the global challenges of their world, geography can prepare tomorrow's citizens to respond to the local challenges confronting communities across the country—the spread of drugs and gang activity to suburban and rural communities, the in-

creasing frequency of property-damaging floods and wildfires, steadily rising commute times, and the lack of access to fresh meat and produce in impoverished urban communities.

Geography is also critical to maintaining the health of the American economy in a fast-changing global context. Retailers analyze geographic information to select locations for distribution centers and retail outlets. Military planners do the same to establish battlefield and supply-line strategies.

In the increasingly global economy, corporations require expertise in human and cultural geography to understand overseas markets and forge multinational business relationships.

Geographic literacy is increasingly important for individuals—for both their personal and economic welfare. In the personal domain, maps and geographic information systems are increasingly being used to help people weigh information about opportunity and risk. Information about weather, natural hazards, and real estate is now disseminated through sophisticated interactive mapping tools. To make decisions about where to live or travel and how to protect oneself and one's family against threats to their welfare in today's world, one needs to be facile with maps, visualizations, and analytical tools.

In the economic arena, geographic literacy is rapidly becoming a critical occupational skill in the modern world. Jobs involving geographic information systems are among the fastest growing category in today's economy, as are jobs that require an understanding of environmental processes, foreign cultures, or the dynamics of geophysical systems. Just as linguistic and quantitative literacies became critical for success in the information economy that emerged at the end of the 20<sup>th</sup> century, geographic literacy is becoming a critical skill for success in the globalized but culturally fragmented and environmentally threatened economy of the early 21st century.

Clearly, improving the state of educational reform's neglected stepchild is going to be a substantial challenge. The community of committed geography educators across the country, which I have joined, has its work cut out for it. The first step, though, is rehabilitating geography's public image. As the ancient geographic proverb teaches us, “The longest journey begins with but a single step.”

*Daniel C. Edelson is the new vice president for Education & Children's Programs and executive director of the Education Foundation at the National Geographic Society, in Washington, D.C. He was formerly associate professor of learning sciences and computer science at Northwestern University.*



## The Capitol Forum on America's Future

The Capitol Forum is an experiential civic education initiative that gives high school students a voice in public consideration of current international issues. The program is run on a statewide basis in participating states and involves students both within the social studies classroom and beyond the classroom at their state capitol. The Capitol Forum seeks to raise awareness on critical international issues and to help develop a foundation for long term civic engagement.

At the heart of the Capitol Forum is an exploration of four distinct visions, or "Futures", for the United States in the coming years. The year-long program culminates in a student ballot that is shared with elected officials and the media. Students are also invited to express their own views as a "Future Five."

Twenty Indiana high school teachers are participating in the Indiana Capitol Forum. Activities are provided to engage all students in participating classes in consideration of the issues. Teachers select student representatives from their classes to participate in the Capitol Forum program at the state capitol.

To assist them in preparing for and participating in the forum, teachers are provided with: Two free professional development workshops to introduce the Choices methodology which is the basis of the forum; Choices curriculum unit *U.S. Role in a Changing World*; two additional free Choices curriculum units of your choice; classroom materials specially designed for the forum; report of the Student Ballot on America's Future; and certificates of Participation for student representatives

### For information regarding Indiana Capitol Forum, please contact:

Deb Hutton at the Center for the Study of Global Change, Indiana University-Bloomington, 201 N. Indiana Ave., Bloomington, IN 47408-4001; 812-856-4827; huttond@indiana.edu; [www.choices.edu/cf/states.php?id=14](http://www.choices.edu/cf/states.php?id=14)



## HANDS-ON EXPLORER TEACHER CHALLENGE

Teachers, You Could Win a Trip to Explore Peru and...

- Spot Giant River Otters, Caimans and Blue-Headed Parrots!
- Develop Expedition Skills, Investigate Forest Medicines, Visit Machu Picchu and more!
- Learn about Local Culture, Inca Rituals, Peruvian dances, and How to make Traditional Crafts!

Enter the National Geographic Hands-On Explorer Teacher Challenge for a chance to join the 2009 National Geographic Kids Expedition Team on a journey to Peru. To be eligible, you must be employed as a full-time teacher in grades 3-8 of any subject matter during the 2008-09 school year, and plan to teach during the 2009-10. Two teachers will be chosen to explore Peru's wild wonders for twelve (12) days, led by National Geographic experts.

The contest begins October 19, 2008 and your entry must be postmarked by February 5, 2009. The trip takes place from May 23 - June 3, 2009. Note, requires completion of a hands-on activity (of your choice or from a list of suggestions) with your class and an essay.

Entry details and full contest rules are online at

<http://kids.nationalgeographic.com/contests/Explorer-trip-2009-teachers>

# Garbage, Garbage Everywhere!



**By:** Jessica Niksch, La Porte

**Estimated Time:** 1 period for initial lesson  
24 hours for trash collection  
1 semester for composting

**Grade Levels:** 9-12

**Purpose:** In order to get students to see that they can do simple things to help the environment, a study of the relationship between trash/garbage and soil will be undertaken.

**National Geography Standards Addressed:**

7. The physical processes that shape the patterns of Earth's surface.
8. The characteristics and spatial distribution of ecosystems on Earth's surface.
14. How human actions modify the physical environment
18. To apply geography to interpret the present and plan for the future.

**Indiana Academic Standards Addressed:**

*Geography and History of the World*

Standard 9 — Human and Environmental Interactions: Resources, Hazards and Health

Standard 12 — Global Change

**Objectives:** Upon completion of the lesson/activity, the students should be able to

1. explain how soil is made,
2. identify current local and global environmental issues, and
3. propose solutions to help deal with the discussed problems.

**Materials Required:**

10 gallon plastic bin with holes drilled in lid for air circulation

Red worms

Water

Garbage--coffee grounds, vegetables, fruits, eggshells--collected by the students

Bedding, such as shredded newspaper

Trash bags

**Procedures:** (see on-line version for complete lesson)

**Assessment:**

Ask students to explain how composting helps alleviate the problems caused by waste removal and landfills. Also ask them to explain other benefits of composting.

**Extension Activities:**

- Ask permission from the Administration to compost outside and use compost to start a school garden.
- Have the students multiply their personal 24-hour trash production to one year. Apply this statistic to their families and to the school. Discuss. Take some form of action to reduce trash production.

*See the GENI website for a copy of the complete lesson.*



# GOING WEST WITH STRINGBEAN

Original lesson by Marie Pauwels, South Bend; updated 12/08

Grade Levels: 2-6



**Purpose:** To familiarize students with the relative size, topography and characteristics of the western half of the United States as portrayed in Vera and Jennifer Williams's book, *Stringbean's Trip to the Shining Sea*.

**Objectives:** Students will...

1. be able to identify characteristics of three different terrains they would cross when going west: plains, mountains and desert.
2. Students will understand that they can simulate travel by reading literature.

**Materials:**

- Book: *Stringbean's Trip to The Shining Sea*
- United State Map (US Physical Outline Map— [www.eduplace.com/ss/maps/pdf/usphys.pdf](http://www.eduplace.com/ss/maps/pdf/usphys.pdf) or a detailed US Map from NGS Xpeditions Atlas Maps would work)
- Photo Album and Postcards

**Geographic Themes:**

- *Location:* Kansas is mid-point of US
- *Place:* plains, mountains, desert, coast
- *Human Environment Interaction:* occupations and dwellings of people in each area, activities of Stringbean there
- *Movement:* traveling westward
- *Region:* characteristics of Western states, mining regions, etc.

**Background:** Students will have done some map work, learning about the cardinal directions and the use of map symbols. They will have some knowledge of the United States and which states are located in the west. They will also know how to write their address.

**Procedures:**

1. Introduce the main characters in the story and talk about the format of the book—it consists of postcards and snapshots which have been put together into an album to tell the story.
2. Show the students an album documenting a trip the teacher has taken. Also distribute some sample postcards for the students to see. [Option—have students bring in sample postcards they have at home.] Discuss how postcards convey printed information and pictures, as well as leaving space for an address and messages.
3. Distribute a simplified US map and help students find the mountains and a couple of western lakes.
4. Direct students to fold the map into quarters and find the central point in the US—in the state of Kansas. Also find the destination for Stringbean—the Pacific Ocean. As the story is read, students are to draw the route on the map (this is not specific as no actual cities are mentioned in the story, but the movement is toward the west).
5. Read the story, discussing each stopping place—roughly, its location, topography, wildlife and plant life.
6. Summarize with the students what they remember about the size and geography of the western US.

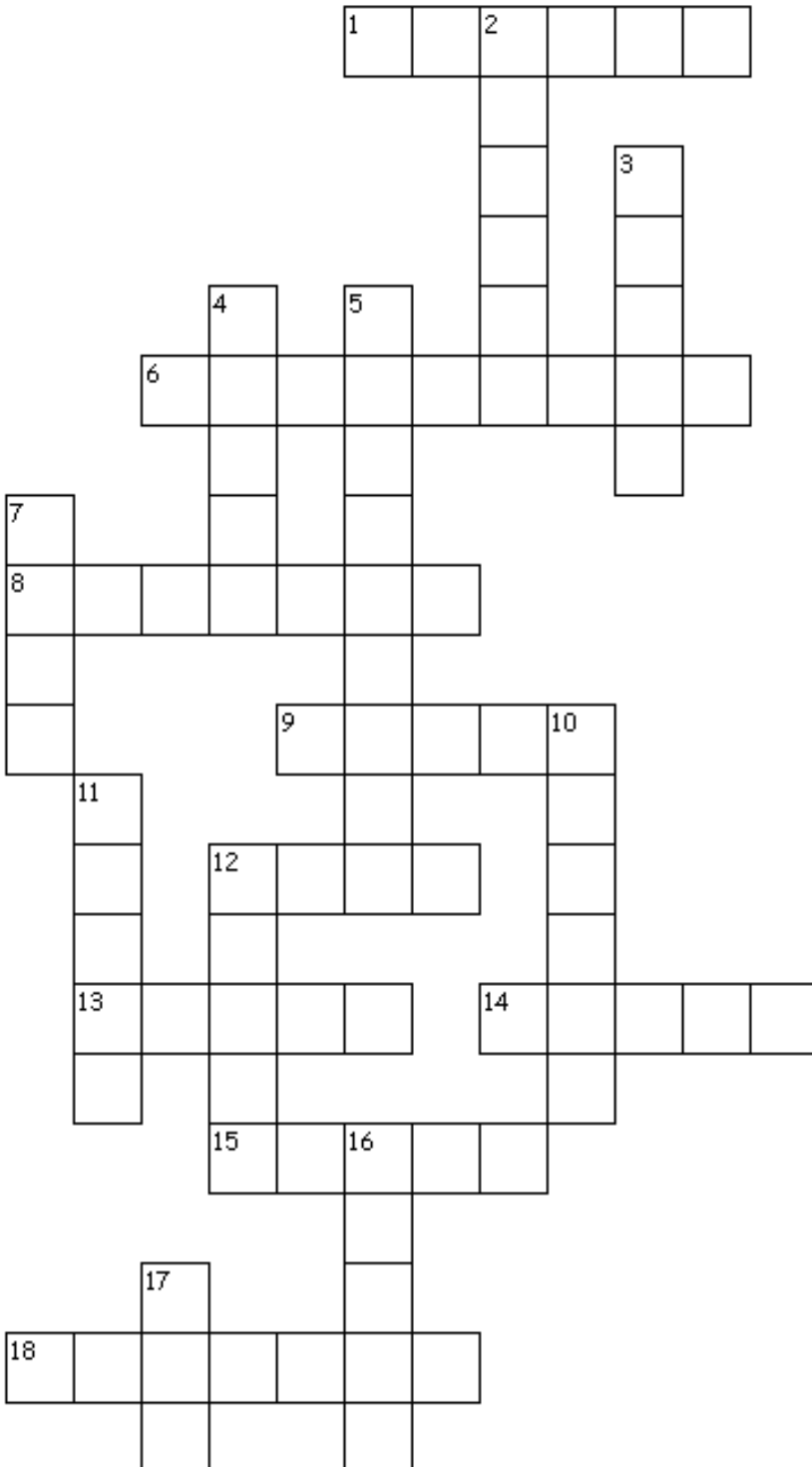
**Assessments:**

1. Map work and or map quiz.
2. Identification of characteristics of three different terrains out west.
3. Short essay describing what they think it would be like riding along with Stringbean.

**Follow Up Activities/Extensions:**

- Design your own stamp borrowing from ideas found in the book.
- Make your own album documenting a fictitious trip to the eastern US / or a simple local trip for younger or special needs students.
- Write and mail someone a postcard sharing your local “place” with them.
- Describe the plants and animals found in another part of the country, including life span and relationship to humans.

# Water Related Geographical Terms



## Across

- a passageway of water connecting two large bodies of water
- the elevated land or divide separating two drainage areas
- a narrow arm of the sea at the mouth of a river where the ocean tide meets the river currents
- the point where a river empties and ends its course
- a shallow place where a stream or body of water may be crossed by wading or driving through the water
- a small island the shape of a ring or horseshoe; formed by deposits of coral sea animals
- an enclosure with gates built in a canal or river so that ships can be raised or lowered by changing the water level
- earth that is deposited by running water when a stream or river flows into a lake or ocean
- a large sheet or stream of ice formed in an area, usually at high elevations, where the temperature remains below or near freezing

## Down

- part of a stream where the water flows very swiftly over rocks
- a small opening between a small and a larger body of water
- a slow, sluggish stream; usually used to describe inlets from the Gulf of Mexico or from the Mississippi River
- a man-made lake, usually made by damming a stream of running water
- a series of rocks or coral structures in a body of water, the tops of which are slightly beneath or at the surface
- a sheltered body of water where ships anchor and are protected from storms
- a sand bar, the top of which reaches nearly to the surface of the water, and usually is above the surface during low water
- a deep, narrow inlet of the sea, between high, steep banks
- an embankment which prevents a stream from overflowing
- an inlet of the ocean or part of the ocean bordering on land and partly surrounded by land

# Curriculum for Teaching About “Child Soldiers”

Simply look at some headlines from the month of December 2008, and you’ll see the worst form of child labor, child soldiers, is a global problem...

“Two ICC suspects plead not guilty for using child soldiers”

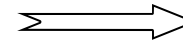
“60 child combatants to be released in Sri Lanka”

“Children being used as suicide bombers in Iraq”

“Reports of child soldier recruitment drives increasing in India”

“13 year old suicide bomber dies in Afghanistan”

[www.childsoldiersglobalreport.org](http://www.childsoldiersglobalreport.org)



Every inhabited continent except Australia is plagued by the arming of children. “When armed conflict exists, children will almost inevitably become involved as soldiers. In over twenty countries around the world, children are direct participants in war. Denied a childhood and often subjected to horrific violence, an estimated 200,000 to 300,000 children are serving as soldiers for both rebel groups and government forces in current armed conflicts. These young combatants participate in all aspects of contemporary warfare. They wield AK-47s and M-16s on the front lines of combat, serve as human mine detectors, participate in suicide missions, carry supplies, and act as spies, messengers or lookouts. Physically vulnerable and easily intimidated, children typically make obedient soldiers. Many are abducted or recruited by force, and often compelled to follow orders under threat of death. Others join armed groups out of desperation. As society breaks down during conflict, leaving children no access to school, driving them from their homes, or separating them from family members, many children perceive armed groups as their best chance for survival. Others seek escape from poverty or join military forces to avenge family members who have been killed.”

*From Rights Sites News publication, Volume 4, Issue 2*

Numerous resources exist for incorporating the study of “Child Soldiers” into your curriculum. See some suggestions below for lesson plans, literature ideas and links for teacher materials.

## Lesson Plans:

Child Soldiers in Post-Colonial Africa [www.iupui.edu/~geni](http://www.iupui.edu/~geni) (under lesson plans section)

Child Labor Module Series [http://international.uiowa.edu/centers/human-rights/documents/child\\_soldiers.pdf](http://international.uiowa.edu/centers/human-rights/documents/child_soldiers.pdf)

Red Cross Lesson on Child Soldiers [www.redcross.org.uk/uploads/documents/Brotherca.pdf](http://www.redcross.org.uk/uploads/documents/Brotherca.pdf)

Child Soldier Role Play and War Affected Children Lessons [www.getloud.ca/en/edu\\_resource.asp?id=16](http://www.getloud.ca/en/edu_resource.asp?id=16)

Child Soldiers: An Educational Guide for Teachers

[www.child-soldiers.org/sub/schools/Educational\\_Guide\\_for\\_Teachers\\_\(English\)\\_2007.pdf](http://www.child-soldiers.org/sub/schools/Educational_Guide_for_Teachers_(English)_2007.pdf)

Beyond the Fire: Teen Experiences of War [www.itvs.org/beyondthefire](http://www.itvs.org/beyondthefire)

Child Soldiers in Sierra Leone [www.un.org/works/goingon/soldiers/lessonplan\\_soldiers.html#](http://www.un.org/works/goingon/soldiers/lessonplan_soldiers.html#)

Teacher’s Guide: A Long Way Gone [www.alongwaygone.com/media/ALongWayGone\\_TeachersGuide.pdf](http://www.alongwaygone.com/media/ALongWayGone_TeachersGuide.pdf)

Who Fights in a War?

[www.unhcr.org/cgi-bin/texis/vtx/template?page=home&src=static/teaching-tools/tchcived/12-14lp.htm](http://www.unhcr.org/cgi-bin/texis/vtx/template?page=home&src=static/teaching-tools/tchcived/12-14lp.htm)

Nobody’s Nothing [http://peaceandhope.extranet.urbanplanet.com/Study\\_Guides.html](http://peaceandhope.extranet.urbanplanet.com/Study_Guides.html)

## Suggested Reading List:

*A Long Way Gone* by Ishmael Beah

*Beasts of No Nation: A Novel* by Uzodinma Iweala

*Child Soldiers: From Violence to Protection* by Michael Wessells

*The Journey of the Lost Boys* by Joan Hecht

*God Grew Tired of Us: A Memoir* by John Bul Dau

*Innocents Lost: When Child Soldiers Go to War* by Jimmie Briggs

## Resource Links:

The Advocates for Human Rights—teaching guides, lesson plans, publications, toolkits and more

[www.theadvocatesforhumanrights.org/The\\_Human\\_Rights\\_Education\\_Program.html](http://www.theadvocatesforhumanrights.org/The_Human_Rights_Education_Program.html)

The Coalition to Stop the Use of Child Soldiers—links for students, Q and A, facts, “Voices of Child Soldiers, and more [www.child-soldiers.org/sub/schools](http://www.child-soldiers.org/sub/schools)

UN Cyber Schoolbus—resources for elementary and middle school (*Marie: In the Shadow of the Lion*)

<http://cyberschoolbus.un.org/childsoldiers/whatsgoingon/#teacher>

BBC Children of Conflict—comprehensive website with range of information, stories from child soldiers

[www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml](http://www.bbc.co.uk/worldservice/people/features/childrensrights/childrenofconflict/soldier.shtml)

UNICEF—information on children in armed conflict [www.unicef.org/protection/index\\_armedconflict.html](http://www.unicef.org/protection/index_armedconflict.html)



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**Indiana Geographic Bee**  
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