



# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA

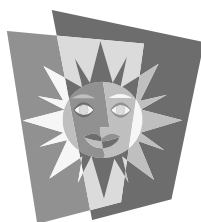
## NEWSLETTER

Volume 108, Issue 3

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### Inside this issue:

Competitions/Awards	1, 3
Educator opportunities	2, 11, 15
Events	2
Featured Geographer	NA
Lesson Plans	12-14
Resources	2



## Indiana sends It's 20th Bee Winner to National Competition to Battle for College Scholarship

The National Geographic will soon crown it's 20th National Geographic Bee winner and present another \$25,000 college scholarship. Hoping to wear that crown will be Erik Troske from Michigan City. Erik was flawless on April 4th at the Indiana Bee and will represent our great state for the second year in a row at the national-level competition on May 20-21.

Indiana saw it's first tie-breaker round filled with perfect scores from the preliminary round. An amazing fourteen students answered all of their eight questions in the prelims correctly and had to battle it out for the ten final round positions. Sam Wilson-Eastwood MS, Indianapolis (7th grade), Trevor Owens-Doe Creek MS,



*Erik Troske with Final Round Moderator and WTHR Channel 13 meteorologist, Chris Wright*

New Palestine (7th grade), Bradley Mason-Washington Junior HS, Washington (8th grade), and Lucas Smithhart-Wood Memorial Junior HS, Oakland City (7th grade) were eliminated in this round.

*Continued on page 3*

## Our Food, Our Planet

*By Karla Hansen-Speer, Ph.D., visiting Scientist, Anthropology Program, Indiana State University*

This weekend I did something I've never done before: I started a garden – a vegetable garden to be exact. My husband and I have ambitiously planned to grow everything from carrots and peas to tomatoes and broccoli. Starting a garden may sound more like a hobby than a momentous undertaking (although it did involve back-breaking work of removing two dozen saplings and preparing the beds). But for me, my motivation is not so much the promise of fresh tomato and mozzarella sandwiches in the summer as the desire to take positive action in forming a sustainable food system, with the added benefit of

food that is healthier and tastier.

What does it mean for a food system to be sustainable, and how does the industrial food chain fit into the equation? Sustainability means using a resource in such a way that it is not depleted or damaged, thus ensuring it will be available for future generations. In farming, resources include soil, water, plants, and animals, as well as the farmers themselves. Farming as a way of life, and the knowledge that goes with it, has become endangered in the past half century. While 30% of people in the U.S. practiced farming at the turn of the 20<sup>th</sup> century, only 1.6% do so now. Knowing

*Continued on page 4*

### Special Points of Interest:

- IN Geographical Bee Results
- Summer Professional Development Opportunities
- Summer Reading Ideas
- Getting started on fall planning

### GENI Board of Directors 2006-2007:

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## Calendar of Events:

- Jun. 9-20—**From the Inside Out: How Indiana's Courts Work** hands-on workshop through IUPUI Educ. 3 Grad. Credits and \$500 stipend available. Daily 8am-12:30pm. <http://education.iupui.edu/soe/sitc/index.aspx>
- Jun. 19-20—**5th Annual Lincoln Institute for Teachers** on Univ. of Southern Indiana campus with focus on important events-1858. [www.usi.edu/hsi/events/LincolnInstitute08.asp](http://www.usi.edu/hsi/events/LincolnInstitute08.asp)
- Jun. 30-July 2—GENI will host additional **Geography & History of the World Institute** at Indiana University Southeast in New Albany. See page 15.
- July 8-10—GENI will host additional **Geography & History of the World Institute** at Indiana University South Bend. See page 15.
- July 13-26—**13<sup>th</sup> Annual International Studies Summer Institute** for grades 7-12. [www.indiana.edu/~global/institute.htm](http://www.indiana.edu/~global/institute.htm)
- July 21-Aug. 1—**Teaching with Historic Places** workshop by Suzanne Stanis and the Historic Landmarks Foundation. <http://education.iupui.edu/soe/sitc/ssii.aspx>
- July 26-27—**History Institute for Teachers**. What students need to know about America's Wars, Part I: 1622-1919. For more information contact 215 732 3774, ext 303 or [lux@fpri.org](mailto:lux@fpri.org).
- **ICEE Summer workshop dates** and locations released, including Ball State, Purdue, Univ. of Southern Indiana, Indiana State, IPFW, IU Northwest, IU Southeast, IU East, and Indianapolis. Visit [www.econed-in.org](http://www.econed-in.org).
- Oct. 9-12—**NCGE Annual Conference** in Dearborn, Michigan. Visit [www.ncge.org](http://www.ncge.org).
- Nov. 6—**ICSS Annual Conference** to be held at IUPUI. For more information, visit [www.wvec.k12.in.us/icss/](http://www.wvec.k12.in.us/icss/).
- Nov. 16-22—**National Geography Awareness Week**. 2008 Theme: The Americas! For more information, visit [www.nationalgeographic.com/geographyaction](http://www.nationalgeographic.com/geographyaction).
- Nov. 19—**Tenth Annual National GIS Day**. Get involved today! Visit [www.gisday.com](http://www.gisday.com).
- Nov. 20—**Geography Action! Workshop** at the International Festival, focusing on "The Americas" theme; IN State Fairgrounds.

## Resources

- **Geotourism Program Launched in Yellowstone** to help celebrate and sustain the natural and cultural heritage of the Greater Yellowstone region. Community-based process will create a "Geotourism MapGuide" for the region. April 15 to June 30, make nominations to have landmarks, attractions, activities, events and local businesses that define the region's unique character included. [www.nationalgeographic.com/travel/sustainable/](http://www.nationalgeographic.com/travel/sustainable/)
- Official website for the **Beijing Summer Olympics** <http://en.beijing2008.cn/>
- **Annual Variation of Sunlit hours**—Enter any latitude and view the variation between daylight and darkness for the entire year. You can even change the earth's tilt to see how the variation would change if the tilt of the earth actually changed. <http://janus.astro.umd.edu/astro/seasons/>
- **Educational Tour to China**—CACBC Educational Tour participants enjoy traveling, exploring Chinese history, studying art and culture, and learning Chinese, all while having a wonderful adventure. [http://cacbc.org/Educational\\_Tours/](http://cacbc.org/Educational_Tours/)
- **Michaela Farm**—embodying the Franciscan spirit, nurtures sustainable relationships among land, plants, animals and humans, and utilizes farm resources to fulfill its goals. <http://oldenburgfranciscans.org/farm.html>
- **Earth Watch Institute** engages people worldwide in scientific field research and education to promote the understanding and action necessary for a sustainable environment; view lesson plans, funding resources, fellowship opportunities, and group expeditions. [www.earthwatch.org/aboutus/education](http://www.earthwatch.org/aboutus/education)
- Online **Geography Education Masters Program** through Arizona State University. <http://geography.asu.edu/masge/>
- **Geography computer games** from EduPlace with six categories of questions. [www.eduplace.com/geonet](http://www.eduplace.com/geonet)

Bee continued from page 1



**Robert Constant and Erik Troske in Championship Round.**

Robert Constant, an eighth grader from Northside Middle School in Muncie gave Erik a tough challenge in the Championship Round, but came up just short and finished second. The following eight students rounded out our top ten:

- 3rd Place—Ariane Bolt (8th grade), St. Joseph Co. Homeschoolers, South Bend
  - 4th Place—Adam Dinkledine (6th grade), Tipton Area Christian Home Education, Noblesville
- Note: The following 2 exited in the same round...*
- 5th Place—William Overhauser (8th grade), the International School of Indianapolis
  - 6th Place—Jacob Kissinger (7th grade), Woodrow Wilson Middle School, Terre Haute
  - 7th Place—Kevin Rex (7th), Sycamore School, Indianapolis

*Note: The following 3 exited in the same round...*

- 8th Place—Sage Mitch (8th grade), Northside Middle School, Columbus
  - 9th Place—Gautam Rangavajla (8th grade), Castle Junior HS, Newburgh
  - 10th Place—Benjamin Coomer (6th grade), Immanuel Lutheran School, Seymour
- Congratulations to all on a great competition!!!

Most of the 55 competitors representing the 50 states, the District of Columbia, Puerto Rico, the Virgin Islands, the Pacific Territories and the Department of Defense Schools are eighth graders, with a few six and seventh-graders mixed in. Four states will be sending fifth graders this year, including Oregon, Nevada, Kansas and Connecticut, in hopes of being only the second fifth grader to win the national-level competition. As is typical from year to year, they are predominately boys. For a listing of all the competitors this year and past winners, go to [www.nationalgeographic.com/geographybee](http://www.nationalgeographic.com/geographybee).

We would like to thank all our Bee volunteers, including Moderator Chris Wright from WTHR Channel 13, Dr. James Speer from Indiana State University Geography, and Dr. Robert White from IUPUI School of Liberal Arts for helping make this another successful Indiana Geographic Bee! Also, to the Lilly Endowment Incorporated and MacAllister Machinery for production funding! Thanks to their generosity again this year, the final round was taped and will be televised around the state via the Indiana Public Broadcasting Stations. WFYI in Indianapolis will run the Bee on May 23rd at 3:30pm. Check with your local PBS Stations for additional listings.

The 2009 Indiana Geographic Bee will be Friday, April 3rd, on the IUPUI campus.



**2008 National Sponsor:** *Plum Creek, the largest and most geographically diverse private landowner in the nation with more than 8 million acres of timberlands in major timber producing regions of the United States and 10 wood products manufacturing facilities in the Northwest.*



**Top ten competitors left to right: Jacob Kissinger, Benjamin Coomer, Gautam Rangavajla, William Overhauser, Robert Constant, Sage Mitch, Kevin Rex, Adam Dinkledine, Erik Troske, Ariane Bolt**



local geography and understanding how far our food has traveled from farm to fork are critical to making informed decisions about what we eat.

Industrial agriculture in the United States today is not sustainable. It actually takes more energy to produce our food than we gain from eating it. By one estimate, every calorie of meat that we eat takes seventy calories of “input” to produce (see Kunstler 2005: 214). The math doesn’t add up. The “extra” energy that makes the system possible is oil – a non-renewable resource that is fast disappearing. Industrial agriculture uses oil in the form of synthetic fertilizers, pesticides, and fuel to ship our food thousands of miles. The fertilizers and pesticides kill the soil. Animals are inhumanly kept in Confined Animal Feeding Operations (CAFOs) and pumped full of antibiotics and hormones, which we eventually eat. This form of agriculture does not best serve our own bodily health or the health of our planet. As writers across the country uncover the story of industrial food production (e.g. *Fast Food Nation* by Eric Schlosser and *The Omnivore’s Dilemma* by Michael Pollan) in which a few multinational corporations (e.g. ConAgra) manufacture the food we put in our bodies, we learn that much of what we eat is subjected to genetic modification, chemicals, antibiotics, and steroids, and processed beyond recognition (what plant does a Twinkie come from after all?). As I hear of contaminated meat recalls on the news, as my husband schedules his biannual CT scan to check for a recurrence of cancer, and as childhood food allergies and obesity become widespread health issues, I have a growing concern about what the consequences of the industrial food chain are for our health, our economy, and our planet.

So what can we do? Luckily, finding food that is focused on quality rather than quantity is becoming easier as more and more people realize the need to change our system. Due to bountiful rainfall and fertile soil, Indiana is a great place to partake in a sustainable food chain. Here are some things you can do:

- Be a “localvore.” The benefits of eating locally are many, including supporting the local economy and eating foods grown in a healthy and sustainable manner.

Simply by knowing the people who grow our food, we form a bond of trust that our food nourishes rather than harms us.

- Join a Community Supported Agriculture (CSA) group. As part of a CSA, individuals can sign up for a seasonal weekly delivery of produce from local farms.
- Go to your local Farmer’s Market or Food Co-op.
- Try growing your very own “victory” garden ([www.revivevictorygarden.org](http://www.revivevictorygarden.org)). During WWII, many people grew victory gardens as part of the war effort. Today, we can start gardens as a way to be a part of a sustainable food chain, and even do our part for fighting global climate change by reducing food miles and petroleum based fertilizers. After all what is more local than your own backyard?
- Seek information: Ask where your food comes from. Read labels. Learn about the Farm Bill.

We can make a difference, and the great news is that because issues of health, the environment, and economy are so interconnected, even small changes can have a large effect. Local foods often come from farms using organic and sustainable farming practices. Eating locally gives us healthy food that tastes good: peaches you can actually smell before the juice drips down your mouth from that first bite. Buying locally supports the local economy, builds community, and reduces oil use. Stronger communities will help us transition to a post-oil economy. So this summer, take advantage of Indiana’s seasonal produce – not only will you eat well, you’ll be doing our environment and economy a favor.

#### **Resources:**

*The Omnivore’s Dilemma* and *In Defense of Food* – Michael Pollan; *Food Politics* – Marion Nestle; *Plenty* – Smith and Mackinnon; *Fast Food Nation* – Eric Schlosser; *The Long Emergency* – J. Kunstler; King Corn (documentary)  
[www.localharvest.org](http://www.localharvest.org) (find information on farms, CSAs, grocery stores, and events near you)  
[www.slowfoodusa.org](http://www.slowfoodusa.org) (preserving traditional foodways)  
[www.goinglocal-info.com](http://www.goinglocal-info.com) (find Indiana’s fresh, seasonal, local foods)  
[www.indianalivinggreen.com](http://www.indianalivinggreen.com) (a Hoosier’s guide to a sustainable lifestyle).



## **Classroom Earth National High School Challenge**

To help provide teachers around the country with support for their innovative work to bring environmental education into the classroom, the National Environmental Education Foundation is launching the Classroom Earth National High School Challenge, an opportunity for up to 25 teachers to secure as much as \$5,000 to \$10,000 in funding to bring innovative environmental themes into their coursework. Visit [www.neefusa.org](http://www.neefusa.org) to learn more and to download the application. Submit your proposal by June 20, 2008.



## Going Green in Indiana

*By Pat Gillogly and Kelly Frank*

Green Resources by The “Green” movement can mean a variety of things—local, sustainable, fair trade, waste-reducing, energy-efficient, organic, animal-friendly and socially responsible. Each community, school, home, or individual can embrace at least one green practice and make a difference in consumption, consumerism and/or lifestyle.

When given an opportunity to join with my mother, husband and best friend in establishing a new business in a turn-of-the-century cottage, we chose to embrace green when possible. As a new green entrepreneur, I

have worked with my friend and project partner Kelly Frank in searching and researching as much quality information as possible. Since we invested a lot of time in our task, we felt it would be nice to share what we found with the hope that others will find something that resonates with them and draws them into a greener lifestyle. On the following pages you will find a “Green Glossary” to help you get started and some great resources for living a greener life and helping your students and school community do the same. See resources and glossary on pages 6 and 7.

*Pat Gillogly is the director of the Thorntown Heritage Museum. Kelly Frank is the horticultural specialist and educator for the Garden Party. Both businesses are located in the newly renovated Cottage on Pearl in Thorntown, Indiana; 765-436-7966.*



## GIS and Geographic Inquiry

*From eSchool News  
Technology News for Today's K-20 Educator*

eSCHOOL NEWS

"Geospatial" technologies--which include geographic information system (GIS), global positioning system (GPS), and remote sensing (RS) tools--are becoming increasingly important in our everyday lives. These technologies use "smart" maps that can display, query, and analyze geographic databases; receivers that provide location and navigation; and global-to-local imagery and tools that provide context and analysis.

As these tools become vital to helping community leaders ask and answer questions with both local and global implications, the ability to think spatially is an increasingly important skill for students. Hundreds of jobs--in such areas as planning, law enforcement, environmental management, business, public safety, health, and agriculture--now require key geographic inquiry skills.

Though GIS technology appears in the National Geography Standards, teachers in earth, environmental, biological, and general science also are incorporating geospatial technologies into their lessons. The growing use of these tools in an array of social studies and STEM subjects supports authentic, problem-based instruction, helping students tackle real social and environmental research projects in their communities.

School leaders, too, are using geospatial technologies to help with their planning and decision making. These tools can help districts make more informed decisions related to facilities planning, student transportation, school safety, and more.

With the generous financial support of ESRI, the editors of *eSchool News* have compiled a special collection of news stories, best practices, and other resources--all designed to help you integrate GIS and other geospatial technologies into your classrooms and district offices.

Visit <http://www.eschoolnews.com/resources/gis-and-geographic-inquiry/>



## Green Resources

Hoosier Environmental Council 3951 N Meridian St—Suite 100 Indianapolis IN 46208; 317-685-4790 <a href="http://www.hecweb.org">www.hecweb.org</a>	Source for environmental education, political action, and place-based education, an innovative educational approach that combines environmental education with civic engagement. Our Place is the Hoosier Environmental Council's K-12 place-based education project that includes teachers and resource people working together to facilitate student-driven projects based on environmental issues within their own communities.
Indiana Department of Natural Resources; <a href="http://www.in.gov/dnr">www.in.gov/dnr</a>	Indiana State Parks; Indiana Hiking organization; Indiana trails inventory
Center for Earth and Environmental Science; <a href="http://www.cees.iupui.edu">www.cees.iupui.edu</a>	The Sustainability Initiative is taking the lead in promoting sustainability in all areas of university life.
School of Farming and Homesteading, 3365 W State Rd 234, McCordsville, IN 46055; (317) 335-3067 <a href="http://www.applefamilyfarm.com">www.applefamilyfarm.com</a>	Hands-on classes for educators on a number of topics, including cows, sheep, food preservation, farm marketing, and soap-making, just to name a few.
The Center for Sustainable Living; Caldwell ECO Center; 323 S. Walnut St., Bloomington, Indiana 47401 (812)332-8796; <a href="mailto:csloffice@gmail.com">csloffice@gmail.com</a>	Many working examples of community and individual projects focused on reducing, re-using, or sustaining resources. Also political activities.
The Nature Conservancy <a href="http://www.nature.org/indiana">www.nature.org/indiana</a>	Carbon calculator for individual or household. Good information on natural issues.
Green Way Supply 620 N Delaware St, Indianapolis IN 46204; 317-822-8505 <a href="http://www.greenwaysupply.net">www.greenwaysupply.net</a>	Great site for recycled wood, building and glass products. Offers workshops in green building techniques and materials.
<i>Indiana Living Green</i> 1730 S 950 E, Zionsville IN 46077 <a href="http://www.livinggreen.com">www.livinggreen.com</a>	Bimonthly guide to a sustainable lifestyle. Printed on recycled paper.
Environmental Law & Policy Center <a href="http://www.elpc.org">www.elpc.org</a>	The Environmental Law & Policy Center (ELPC) is the Midwest's leading public interest environmental advocacy organization working to achieve cleaner energy resources and implement sustainable energy strategies, and more.
Indiana Native Plant & Wildflower Society; <a href="http://www.inpaws.org">www.inpaws.org</a>	Quarterly newsletter, rescues wildflowers in threatened areas and relocates them, provides a speakers bureau, offers grants for wildflower projects. Downloadable brochure on landscaping with Non-Invasive plant species with great pictures and information
Green Living online <a href="http://www.greenlivingonline.com">www.greenlivingonline.com</a>	Canadian site for featuring a different perspective of US energy policies; lots of great links to hybrid bicycles, energy sources, etc.
The Green Guide <a href="http://www.thegreenguide.com">www.thegreenguide.com</a>	National Geographic site on green topics and resources
North Am. Assoc. for Environmental Educ. <a href="http://eelink.net/pages/Teachers">http://eelink.net/pages/Teachers</a>	Activities, lesson plans, resources, magazine and more
Alliance to Save Energy <a href="http://www.ase.org/section/_audience/educators">www.ase.org/section/_audience/educators</a>	Offers educators a wide range of tools and resources to bring energy efficiency into the classroom to save energy while helping students build vital real-world skills.
Carroll Energy Solutions <a href="http://www.savewithces.com/365in2008.html">www.savewithces.com/365in2008.html</a>	365 ways to save energy in 2008
Planet Green (launching June 2008) <a href="http://planetgreen.discovery.com">http://planetgreen.discovery.com</a>	Planet Green is the first and only 24-hour eco-lifestyle television network with an online presence and community. With both online and on-air, Planet Green's content is entertaining, relevant, and accessible to people of all ages and backgrounds.
Kiwi Conservation Club (KCC) <a href="http://www.kcc.org.nz/educators/intro.asp">http://www.kcc.org.nz/educators/intro.asp</a>	New Zealand site with lesson Plans, activities, resources, guides, starting a club
IZIPUSA <a href="http://www.izipusa.com">www.izipusa.com</a>	Hybrid bicycles for commuters

## Green Glossary

**Green Learning**—educating individuals, families and/or communities through classes, workshops, and events about the many ways we can all subscribe and practice better management of our resources and our waste.

**Conscious Consumerism**—Awareness of the origin of products, the packaging, and the global impact of the product in sustainability, waste, and pollution.

**Reuse**—Preventing waste created by mass consumerism by using recycled products, antiques, used clothing, by-products created from glass, metals, plastics, newspaper, denim, cotton, linen, silk, wool, and hemp.

**Natural**—Where food packaging is concerned, the label “natural” is virtually meaningless.

**RBGH-free/hormone-free**—Dairy products from animals that have not been injected with bovine-growth hormones

**Organic**—According to the USDA organic foods cannot be grown using synthetic fertilizers, chemicals or sewage sludge, cannot be genetically modified and cannot be irradiated. (Even conventionally grown organics are not always safe.

**Free-range**—Animals (usually chickens) are not confined. It does not necessarily mean that products are cruelty-free or antibiotic-free, or that the animals spend the majority of their time outdoors.

**Pastured/Pasture-raised**—indicates the animal was raised on a pasture and that it ate grasses and food found in the pasture, rather than being fattened on grain in a feedlot or barn.

**Sustainable**—A product can be considered sustainable if its production enables the resources from which it was made to continue to be available for future generations.



Imagine a healthy planet with healthy humans living on it: the world has embarked on a path to clean energy, clean air and fresh water; we are feeding ourselves without compromising land or sea and parents are starting to believe that their children will inherit a better, safer world...

*Strange Days on Planet Earth* is a multi-year landmark undertaking inspired by this vision of the future. Climate change... Ecosystem degradation... Clean energy... Poverty... Disease... *Strange Days on Planet Earth* connects some of the greatest issues of our day. It presents problems, currently perceived to be disconnected, hopeless or even harmless, as globally connected, personally relevant and urgent. It brings into focus the realization that the decisions we make today will affect all life on Earth for years to come, and asks the simple but profound question: how do we move these decisions from minor to monumental?

**GENI has copies of the “Educational Materials Folder” for this project. It includes a poster, the Activity Guide, Student Handouts #1, #2, #3, and #4, and a DVD. Contact the GENI Main Office if you are interested in a copy. The Activity Guide is also available at [www.pbs.org/strangedays/educators](http://www.pbs.org/strangedays/educators).**

## Summer Reading Road Trip

Wouldn't every student love to travel this summer? Unfortunately most won't get that opportunity, **physically** at least. So send them on endless travels without ever leaving their own neighborhood. How about a trip on the long Nile River or the mighty Amazon? Ride a camel to the Great Pyramids or behind sled dogs in Alaska! Suggest some exciting reading material that gets your students thinking geography all summer long! Even better, suggest they try to make a "novel map" from their favorite book. Below are just a few ideas to get you gassed up and ready to go...



### Elementary and Middle School Readers

#### ***P is for Passport: A World Alphabet*** by Devin Scillian

Celebrating the diversity in our world while cherishing our similarities, takes readers on a whirlwind tour of all the delights of the globe. (Picture Book) Visit [www.sleepingbearpress.com](http://www.sleepingbearpress.com) for more great books, like ***M is for Magestic: A National Parks Alphabet***.

#### ***Pinduli*** by Janell Cannon

What's Pinduli (a shy hyena) to do when she's teased about her big ears, straggly mane and stripy fur by animals of the savanna? The last laugh's on Dog, Lion, Zebra, Fennec Fox, Vulture and Owl. Irresistible illustrations and fun facts about hyenas and African animals. (Picture book)

#### ***We're Sailing Down the Nile*** by Laurie Krebs and Anne Wilson

Climb aboard the river boat! A delightful introduction to Egypt today – shop at a souk in Aswan, picnic on an island in the Nile, visit an oasis, explore the museums in Cairo, hike to the pyramids, plus life in ancient Egypt. Beautiful two page, colorful illustrations, and perfect for younger kids. (Picture book)

#### ***The Tale of the Firebird*** by Gennady Spirin

Retelling of a classic Russian folktale, the Tsar sends his sons to search for the mythical firebird. The youngest son finds the firebird in a golden cage, goes on to capture the horse with the golden mane, rescue Yelena the Beautiful and fight evil Koshchei the Immortal. (Picture book)

#### ***Cleopatra VII: Daughter of the Nile*** (The Royal Diaries) by Kristiana Gregory

Alexandria, 57 BC. Fictional diary of 12 year old Cleopatra, as she avoids palace intrigue (her older sisters, deadly snakes and poisoned food), sneaks out to explore Alexandria, sails to Rome with her father, King Ptolemy Auletes, and meets Mark Antony for the first time. (Chapter book)

#### ***Facing the Lion*** by Joseph Lemasolai Lekuton

Captivating childhood memories of Joseph Lemasolai Lekuton, growing up today in a nomadic Maasai tribe, where cows are a way of life, clothing is a nanga and beads, and hunting lions with spears is every warrior's challenge. Joseph is a super storyteller, bringing traditional Maasai culture to us. (Chapter book)

#### ***Angel on the Square, The Impossible Journey, Burying the Sun, or The Turning*** by Gloria Whelan

Each book is the continuing story of a St. Petersburg family – Katya, a wealthy young woman at the onset of the Russian Revolution (*Angel on the Square*), her children Georgi and Marya in the Siberian wilderness (*The Impossible Journey*), the family in 1941 during the siege of Leningrad (*Burying the Sun*), and Katya's great-granddaughter, Tatiana, an aspiring ballerina at the end of the 20th century (*The Turning*). An excellent series that brings to life a century of change in Russia. (Chapter books)

#### ***The Five Ancestors series: Tiger, Monkey, Snake, Crane and Eagle*** by Jeff Stone

Action-packed adventures of five teenage warrior monks, each amazingly skilled in an animal style of kung fu – tiger, monkey, snake, crane and dragon. Their secret temple destroyed, the brothers (one a girl in disguise) take different paths to fight their arch enemy, and stay alive. (Chapter books)

#### ***Dancing Through Fire*** (Portraits series) by Kathryn Lasky

Step into 1870, as France is invaded by Prussia. Sylvie Bertrand yearns to advance in the Paris Opera Ballet, but there's no food to eat, an ethereal ballerina vanishes, and her older sister has joined the rebellious *communards*. An absorbing novel that weaves together historical events, art, and the world of Paris at that time. (Chapter book)



**The Fugitive from Corinth** by Caroline Lawrence

80 A.D. Flavia, daughter of a Roman sea captain, and her three friends search for their Greek tutor Aristo, falsely accused of a crime. Starting in Corinth, the friends travel by road to Thebes and Delphi, culminating in a gripping climax in the Cave of the Furies near the Acropolis in Athens. Mystery adventure filled with info about ancient Greece. (Chapter book) Previous adventure **The Colossus of Rhodes**.

**Lara and the Gray Mare, Lara and the Moon-Colored Filly, Lara at Athenry Castle** and **Lara and the Silent Place** by Kathleen Duey

Adventures of Lara and Dannsair, a rare silvery white horse, set in 14th century Ireland. Lara, daughter of a local chieftan, saves the filly, but only boys can tend horses. After a rival clan steals Dannsair, Lara is taken too, and soon she finds herself disguised as a boy in the baron's stable, riding in a race to win the filly for herself. A captivating read, filled with wonderful local color. (Chapter books)

**Uluru** by Caroline Arnold, Arthur Arnold

In the heart of Australia is Uluru (Ayers Rock). Excellent overview of Uluru, not only as a geological wonder (the world's biggest single rock), but as a sacred place of the Aboriginal people, connected to creation time stories, and a home to desert wildlife. (Chapter book, photographs)

The **Dear America Series** can take upper elementary and middle school readers across the US, across the oceans and through other countries.

**The Magic Tree House Series** is also full of endless adventures around the globe.

Visit <http://www.travelforkids.com/> for more examples about specific countries.

**High School Readers****Dark Water Rising** by Hale, Marian

Looking for work, Seth and his family move to Galveston before the 1900 storm devastates the island and changes their lives forever.

**Tasting the Sky: a Palestinian Childhood** by Ibtisam Barakat

Barakat tells the story of her childhood, filled with more war than peace. Never having a lasting physical home, she finds peace and stability in words and language.

**Nectar in a Sieve** by Kamala Markandaya

A relatively short novel that introduces Western students to life in rural India and the changes that occurred during that country's British colonization.

**Over A Thousand Hills I Walk With You** by Jansen, Hanna

In 1994 over one million Tutsis were murdered by their Hutu neighbors in Rwanda. This novel was inspired by the experiences of a young Rwandan girl during the genocide.

**Things Fall Apart** by Chinua Achebe

It is late nineteenth century Nigeria, and life is measured by ancient rhythms of market weeks, dry and wet seasons, and war and rituals. Men grow in stature as they become strong and generous. Through transition rites, they grow closer to their ancestors.

**Life of Pi** by Yan Martel

A realistic, rousing adventure and a meta-tale of survival that explores the redemptive power of storytelling and the transformative nature of fiction.

**Revolution is Not a Dinner Party** By Ying Chang Compestine

A young girl's life changes dramatically when her family lives through the cultural revolution in China during the 1970's.

**Incantation** by Alice Hoffman

During the Spanish Inquisition, sixteen-year-old Estrella, brought up a Catholic, discovers her family's true Jewish identity, and when their secret is betrayed by Estrella's best friend, the consequences are tragic.

For more high school reading lists (from the Texas Library Association) visit <http://www.txla.org/groups/yart/tayshaslists.html>.

Parents want ideas on what they can do to help over the summer? Send them to [www.mywonderfulworld.org](http://www.mywonderfulworld.org)!

Working on your curriculum for next year??? Incorporate the Geography Action! Theme for 2008. It's as simple as using literature on the subject or classroom set-up like posters, artifacts, maps, etc. Add a bulletin board showing the time zones that span this region and include clocks set at different times if possible. How many countries and their capitals can you name? Brush up on your place-name skills for the region.



## 2008: THE AMERICAS



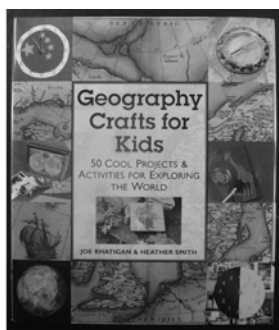
Plan a "Celebrating the Americas" event for next fall.

- School-wide awareness projects and displays
- Family Fun Night with games and entertainment
- Cultural Fair with native foods and handicrafts

Get your entire community involved! Tap your local resources: cultural performers, restaurants, foreign businesses, university cultural centers, and more. Make sure your community knows there is much more to the Americas than just the USA.

**Where can you celebrate your birthday twice in two days?  
How many countries has your stuff been to?  
Where is the center of the world?  
What does a cow in China sound like?**

Want the answers? Check inside ***Geography Crafts for Kids: 50 Cool Projects & Activities for Exploring the World.***



Explore planet Earth--while having tons of fun! Take youngsters on a trip from their very own rooms to the wide world beyond. Go on a treasure hunt throughout the house/classroom and see where your favorite things came from. Trace your family tree as far back as you can to find out everyone's nationalities--and then "publish" your results on a batik banner. Treat your taste buds to Chinese Five-Spice Popcorn, French *Pain au Chocolat* (that's chocolate bread to you!), Nigerian Fruit Salad, and German Pretzels. Take a citizenship quiz, watch your world manners, and discover how people from other lands hear animal sounds. Its all inside!

## Fall 2008 Conference Opportunities

### NATIONAL CONFERENCE ON GEOGRAPHY EDUCATION

OCTOBER 9-12, 2008  
DEARBORN, MICHIGAN



#### Top 6 reasons NOT to miss NCGE 2008

6. The Detroit Metropolitan Airport is only minutes away from the conference center.
5. This could be a Two-Nation Destination (Windsor, Canada is just across the Detroit River).
4. Dearborn is home to one of the largest Arab/American populations; think ethnic restaurants!
3. HISTORY: The Gala will be held at THE HENRY FORD, America's greatest history attraction.
2. GEOGRAPHY FIELD TRIPS: Physical Geography of Southeast Michigan and the Great Lakes; Cultural Geography of Arab/Americans; Economic Geography of Transportation.
1. Visit a model of sustainable manufacturing: watch trucks being built under the largest living roof in the world during the Ford Rouge Factory Tour!



**The National Council for  
Geographic Education**

*Experience the Great Lake State!  
Bringing the world to you!*

For more information, visit <http://www.ncge.org/events/meetings/currAMdetails.cfm>.



### 2008 ICSS Annual Conference

Thursday, November 6, 2008  
University Place at IUPUI

### Empowering Students for the Future: Textbooks, Technology & Innovations for Social Studies Education

#### PROPOSALS:

The Program Committee of the Indiana Council for the Social Studies is now accepting proposals for individual sessions. Due to printing deadlines, the proposals must be post-marked by **August 15, 2008**. Notification will be sent by August 30, 2008.

For more information, visit <http://www.wvec.k12.in.us/icss/>.

# Quilts Across Cultures and for Many Reasons

**By:** Ideas borrowed from many educators: Mt. Comfort Elementary School, Jean Marr, Margaret Harshfield

**Purpose:** In order for students to understand the impact of quilts throughout history and across cultures, several books will be read and an artistic activity will be conducted.

**Grade Level(s):** 2-4 (the picture books may seem a bit simple for 4<sup>th</sup> grade but the purpose is solid)

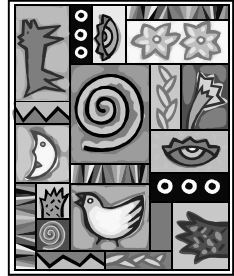
**Estimated Time:** approximately 2-4 hours to allow books read by the teacher and discussed with the students plus at least one hour for the construction of paper quilt squares.

**Objectives:** Upon completion of the entire activity, students will

1. understand the traditional purpose of quilts,
2. understand the resources utilized to make quilts, and
3. understand the techniques needed to create a quilt.

**National Geography Standards:**

15. How physical systems affect human systems.
16. The changes that occur in the meaning, use, distribution, and importance of resources.
17. How to apply geography to interpret the past.



**Materials Required:**

- the following books, or others that you may know of: (at least 4)
  - *Papa and the Pioneer Quilt* (by Jean Van Leeuwen); *Sweet Clara and the Freedom Quilt* (by Deborah Hopkinson); *The Promise Quilt* (by Candice F. Ransom); *The Name Quilt* (by Phyllis Root); *Martha Ann's Quilt for Queen Victoria* (by Kyra E. Hicks); *The Patchwork Path* (by Bettye Stroud); *The Tsunami Quilt* (by Anthony D. Fredericks); *Oma's Quilt* (by Paulette Bourgeois)
- flip chart
- lots of construction paper with various colors
- Scissors
- Glue
- yarn/trim/twigs/magazines/other resources to be incorporated (for 4<sup>th</sup> grade students more diverse media may be utilized)
- parent/guardian volunteers

**Key Words:** quilt, textile, pioneer, square, underground, railroad, freedom, resources, purpose

**Background/Preparation Time:** The educator will need to collect several of the books mentioned above and will need to preview for appropriate use with their students. The educator will also need to gather the supplies for making a quilt (paper, fabric or other materials), and the educator will need to arrange for volunteer assistance. It helps if the educator creates the initial quilt squares (10"x10") upon which the students will make their creations.

IF POSSIBLE, gain the support of the art educator who can help incorporate appropriate visual arts terminology and philosophies.

**Assessment/Evaluation:**

1. Evaluate the quilt square on the following rubric: use of more than three colors (textures); pattern/image conveys time taken to create and to be neat; include name; stay within the 10"x10" square.
2. Evaluate the written explanation based on the following: 3-5 sentences per paragraph; each paragraph focus on one theme (purpose, materials, meaning) and clearly explained; each paragraph contains one to three points about the theme; introductory and summary sentences appropriate.

*This is only a portion of the lesson plan. For a complete version, visit the GENI website.*

# The Vikings of Greenland



**Purpose:** This lesson will have students investigate what happened to the people of the Norse settlement in Greenland and then apply the information they have gained to our society today and possibly future outcomes.

**Estimated Time:** 2 to 3 class periods (varies with desired depth of investigation)

**Grade Level:** 6-12. teachers may need to review vocabulary and revise *Questions to Ponder* with middle school students.

## Objectives:

- The student will learn about the history of Norse settlement in Greenland and the factors that eventually led to the Viking society's collapse in that location.
- Students will evaluate theories contributing to the demise of the Greenland Viking settlements and extrapolate to our modern society.

## Materials:

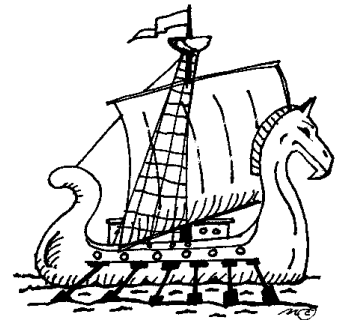
- Map of Greenland
- Student Overview:  
*Vikings of Greenland, Questions to Ponder* worksheet

## Procedures:

1. On a large map show the areas "Eastern Settlement" and "Western Settlement". Ask students what they know about this large Island. If students do not offer the information, point out that large glaciers dominate the island topography. There are only a few fringe areas that are habitable by people. Trace the route Viking raiders and settlers used to inhabit Greenland.
2. Ask students why Greenland might be different than other landmasses located at similar latitude. Discuss the warming effects of Ocean currents.
3. Pass out the *Student Overview*. Have students read.
4. From the student reading have students identify factors that may have led to the collapse of Viking civilization on Greenland. Ask students which factors they think were the most significant.
5. Pass out the "Questions to Ponder" worksheet. Have students complete either individually or in groups.
6. Break students into groups and have each group predict what might happen today. (It is getting warmer rather than colder) One way to frame this is who (or what countries) will be the "winners & losers" as the earth's climate continues its warming trend.

## Extensions:

1. Have younger students create a trade map. Using the Map of Greenland, have students create an illustrated and annotated map showing walrus tusks, furs and live polar bears moving from Greenland to Scandinavia; timber, iron and cultural artifacts (e.g., communion wine, crosses, stained glass) moving from Scandinavia to Greenland; elephant ivory and exotic animals moving from Africa to Scandinavia; and short lived timber and iron coming from Vineland.
2. Have older students research methods scientists use to analyze past climate and predict future change. These could include ice core sampling, dendrochronology, pollen, and satellite imagery.
3. Have older students research other societies that have "disappeared" and apply Jared Diamond's 5 Factors that lead to Collapse.



***This is only a portion of the lesson plan. For a complete version and all handouts, visit the GENI website.***

## Understanding the Space and Time of a Valuable Indiana Resource – the Harpoon

**Purpose:** In order to enable students to better understand the importance of local resources, an example utilizing a PV-2 Harpoon, the only functioning World War II airplane of its kind in the world located at Hancock County's Mount Comfort Airport, will be focused upon analyzing the space and time references of the aircraft.

**Grade Level(s):** high school

**Time Frame:** periodically over several weeks (6-8 class periods plus work with parental/guardian assistance)

**National Geography Standards:** *On website version*

**Indiana Social Studies Academic Standards:** *On website version*

**Materials Required:** (focus on the Harpoon with additions as needed from other materials as appropriate)

- Book: PV Ventura/Harpoon Units of World War 2 by Alan C. Carey, ISBN 1-84176-383-7
- Copy of the VHS video "Last Flight of Bomber 31"
- The mitochondrial DNA activity, and materials, from the PBS website that accompanies the "Last Flight of Bomber 31" video (possibly team w/the biology teacher; touches National Science Standard C: Life Science)
- Digital cameras
- Access to the Internet (local aerial photography, historic sites and research information)

**Objectives:** Upon completion of the series of activities, students will be able to

- explain the history of the Harpoon,
- discuss the importance that the Harpoon played in World War II, and
- provide a valid argument to support the preservation of local heritage resources.

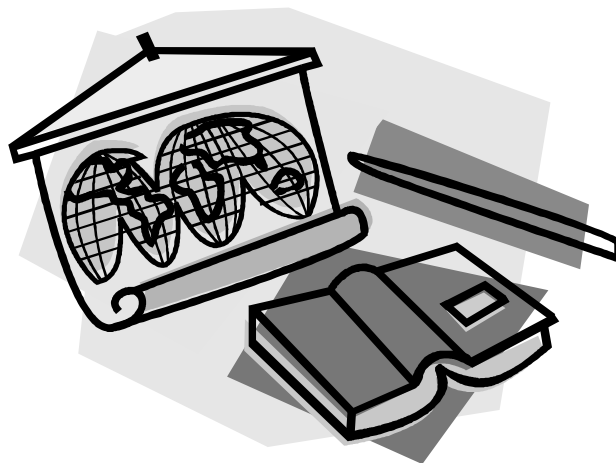
**Procedures:**

1. Ask the students if they know of any local resources? What is a resource? Ask about historical resources? Discuss any possibilities. Allow time for Internet/library research if possible.
2. Introduce the Harpoon as an example of a local (Indianapolis/Indiana) resource.
3. Have the students read about the Harpoon from the attached summary which is based on Mr. Alan Carey's book (PV Ventura/Harpoon Units of World War 2) and on various websites hosting images and information of Harpoons and other World War 2 era aircraft.
4. Students will create a timeline map of the Harpoon with key facets of its life. Discuss information found: dates, time periods, locations, role of aircraft, use of aircraft, additional web/book facts discovered...
5. Have the students read about the experiences of first officer Lt. Howard J. Hassett on a PV-1 Ventura (predecessor to the PV-2 Harpoon) that was shot down in the Bay of Ormoc during World War II. This plane was found in the Bay by a diver/explorer. See the images on the following web site (the images are very blurry). After the plane was found, the first officer was located and an interview was conducted. Read his story. <http://www.dd-692.com/pv1.htm>
6. Watch the video (VHS) "Last Flight of Bomber 31" (order from Public Broadcasting Stations, [http://www.pbs.org/wgbh/nova/teachers/programs/3002\\_bomber.html](http://www.pbs.org/wgbh/nova/teachers/programs/3002_bomber.html) for \$5.00) . Discuss. IF appropriate, conduct the on-line activity ([http://www.pbs.org/wgby/nova/teachers/activities/3002\\_bomber.html](http://www.pbs.org/wgby/nova/teachers/activities/3002_bomber.html)) that correlates with the video. This activity focuses on solving a missing persons case through the study of mitochondrial DNA (mtDNA).
7. Have the students (small groups if necessary) identify a local resource (person, place, or thing) that they believe should be preserved for future citizens. They will need to defend their rationale to their colleagues in the form of a two-three page written summary given in a presentation. Students should create a portfolio about the chosen local heritage resources. The portfolio should include: a digital image of the resource to be preserved, a written history of the resource, a GPS reading of the resource location for latitude and longitude (if possible and if in a fixed location), and add supplemental information (first-person interviews, primary documents...) or resources to support learning about the chosen local heritage resources.
8. *Continued on web version...*

*This is only a portion of the lesson plan. For a complete version visit the GENI website.*

# Geography and History of the World Summer Workshops

The Geography Educators' Network of Indiana and the History Educators' Network of Indiana will offer two, 3-day Summer Workshops addressing the new high school course, "*Geography and History of the World*". Participants will meet Tuesday through Thursday on the IU South Bend July 8-10 and Monday through Wednesday June 30-July 2 on the IU Southeast campus for both classroom and field work.



Classroom activities, content support, resource ideas, handouts, professional linkages, technology connections, and field work will be shared – all related to the GHW standards.

One graduate credit hour will be offered and paid for by a grant from the Indiana Department of Education. A second graduate credit hour is optional, at the participant's expense (around \$235.00). CRU's/ Professional Growth Points will also be available. Priority will be given to high school educators teaching either GHW, geography or history, all on a first-come, first-serve basis. Parking and lunches will also be provided. Participants will take home loads of resources (including textbooks) and be able to spend \$120+ on resources or their choice.

**Visit the GENI website to download a registration form!**



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Indianapolis, IN 46202-5140  
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# Geography and History of the World Summer Workshops

# Summer Reading Road Trip

# Indiana Geographic Bee Indiana Geographic Bee 2008 Results



MyWonderfulWorld.org

A National Geographic-led campaign