



# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA

## NEWSLETTER

Volume 104, Issue 3

Summer 2004

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## Fort Wayne Student Wins 2004 Indiana Geographic Bee

Congratulations to Mark O'Malley of Zion Lutheran Academy in Fort Wayne on winning the 2004 Indiana Geographic Bee! Mark came out on top of a fierce field of 102 fourth through eighth grade finalists competing in the 16th annual Bee. They represent the top 1% of students in their peer group, demonstrating geographic literacy.

Five groups of about twenty competed in an eight-round oral competition to narrow the field to ten finalists. After the preliminary round, five participants automatically qualified for the final  
*(Continued on page 4)*



## 2004 Teacher of the Year Awards

GENI announced two Outstanding Indiana Teachers of Geography awards for the 2003-2004 academic year.

These teachers have demonstrated excellent, innovative and effective teaching of geography and geography-related courses. They were presented with certificates and globes from the George F. Cram Company.

This year, the elementary school teacher being recognized is **JoAnn Fox** of Cumberland Road Elementary School in Hamilton Southeastern School Corporation, Fishers. JoAnn has been teaching for 28 years, 4th grade for 25 years (most of them at Cumberland). She has clearly demonstrated her ability to integrate geography into the elementary curriculum through numerous approaches. Literature has provided her a strong medium

for integration across the entire curriculum. She makes sure her students understand the many aspects of geography, especially the human aspects. Many focus only on the physical aspect such as landforms, however, JoAnn teaches her students about the cultural aspects as well. She is able to show her students the key human-environment relationships so they will be more aware of their environment and able to make informed decisions within the community.

In addition to her elementary teaching, this year, she added collegiate-level teaching to her vita. She is teaching social studies methods for elementary teachers at Ball State University. Through sharing her teaching experiences with her pre-service students,

*(Continued on page 3)*

### Special Points of

#### Interest:

- New section for GENI Newsletter—"Featured Geographer"
- Geo-Thought Symposium
- Dinosphere to open at the Children's Museum of Indianapolis

**GENI Board of Directors 2003-2004:****Roger Jenkinson**

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**Joyce Thompson**

White River Valley High, Linton

**Kathy Voegel**

Castle JR/SR High School, Newburgh

**Jeff Wilson**

IUPUI, Indianapolis

**Anna Zervos**

Chesterton High School, Chesterton

## Calendar of Events:

- June 4-5 - **GENI Long Range Planning Meeting** to be held at Taylor University; contact Roger Jenkinson, (765)998-53223, if you are interested in attending.
- June 21-25 - **Exploring and Teaching...Indiana Transportation Summer Institute**. Participants will travel around the state exploring transportation systems throughout Indiana, both past and present. Three graduate credits will be available. Visit [www.iupui.edu/~geni](http://www.iupui.edu/~geni) for details and an application.
- July 6-13—**Understanding Islamic Societies Workshop** will be held at Yale University. Some funding available. Graduate credit offered. For information visit [www.yale.edu/ycias/pier/institutes/islamic\\_societies.htm](http://www.yale.edu/ycias/pier/institutes/islamic_societies.htm) or call 203-432-3429.
- July 8-9—**Lincoln Institute for Teachers** presented by Historic Southern Indiana will be held in Evansville. Graduate credit available. Registration deadline June 23rd. For more information call 1-800-476-8600 or 812-464-1989.
- July 11-24-Indiana University's 9th annual **International Studies Summer Institute** for grades 7-12 educators. 812-855-0756;
- [www.globalinstitutes.indiana.edu](http://www.globalinstitutes.indiana.edu)
- July 12-16 - **GENI Urban Institute** to be held in Indianapolis for K-12 teachers. This will be a daily commuter workshop, based in the downtown area and IUPUI. Three graduate credits will be available. Visit [www.iupui.edu/~geni](http://www.iupui.edu/~geni) for details and an application.
- July 12-17—**Advanced Placement Summer Institute in U.S. History** will concentrate on American history from Colonial America to the present. For information contact the Northwest Writing Project at [NWIIWP@calumet.purdue.edu](mailto:NWIIWP@calumet.purdue.edu) or call 219-989-2299.
- July 30—**GIS/GPS workshop** will link 10 Indiana K-12 library media specialists to geography resources and technology for use in classrooms. Activities/lesson plans developed during the workshop will be tied to the Indiana educational standards. The workshop will be held at IUPUI from 8:30 am to 5:00pm. Contact Jenny Johnson at the IUPUI University Library [jenna-joh@iupui.edu](mailto:jenna-joh@iupui.edu) for details and registration information.
- Aug. 9-13—**ESRI International User Conference** in San Diego. [www.esri.com](http://www.esri.com)
- Aug. 28—**GENI Advance Board Meeting** to be held at IUPUI; 8:30am-3:00pm. All are welcome to attend.

## Geo-Thought Symposium Brings Top Scientists to Indy

In conjunction with the 2004 Geographic Bee, the geographic and philosophical societies of IUPUI honored Charles Sanders Peirce (1839 – 1914) for his contributions to American thought. Peirce helped in combining philosophical thought with scientific experiments. For much of his life he worked for the U.S. Coast & Geodetic Survey (an ancestor agency of the National Oceanic and Atmospheric Administration, or NOAA). For his many years of service and exceptional experiments, NOAA dedicated a geodetic marker on the campus in his honor.

As part of the celebration, a sym-

posium of Peirce's work was presented by highly respected visitors. Dr. Kamlesh Lulla (Chief Scientist for Earth Observation for Space and Life Sciences Directorate at NASA Space Center, Houston, Texas) discussed the recent trends in 'NASA's Mapping Missions' and Dr. Victor Baker (Department of Hydrology and Water Resources, University of Arizona) led the audience in a glance at 'Charles S. Peirce: Earth Scientist and Logician.'

To begin the dedication ceremony later that day, Dr. Nathan Houser, Director of the Peirce Edition Project at IUPUI, welcomed and thanked all those who were able to attend, especially the 2004 Indiana Geography Bee participants along with their families and teachers. Also speaking was the Interim Dean of IUPUI, Dr. Robert White, Dr. Lulla, and Albert Theberge, Jr., Technical Information Specialist and Captain NOAA Corps (retired).

Dr. Kamlesh Lulla encouraged the Geography Bee participants to become involved with geo-thought skills and to go beyond the memorizing of location and associated facts. "As a scientist involved



with the world, and other worlds, I recognize the necessity of young people today in becoming more globally aware. Due to technology, the world is becoming smaller, but because the world is shrinking, we need to know the world and its peoples better in order to be more effective. Because of Peirce's work, mapping and geospatial imaging will become an integral part of space exploration as it is an integral part of understanding today's world."

To close the ceremony, Dr. Houser, Dr. White, Albert Theberge, Jr. and Dr Lulla unveiled the new geodetic marker along with a commemorative plaque describing Peirce and his accomplishments: "Charles S. Peirce (1839 – 1914) U.S. Coast & Geodetic Survey, Scientist – Mathematician – Philosopher."



Dr. Kamlesh Lulla, Chief Scientist for Earth Observation for Space and Life Sciences Directorate at NASA Space Center, Houston, Texas

*(Teacher of Year Cont. from page 1)*

JoAnn is helping a new generation of teachers enter the classroom better prepared to teach geography.

*"I got fired up about geography after attending a weekend workshop at St. Mary of the Woods. I belonged to GENI for many years and kept adding to my integration of geography into all the other subjects. I*



*received many excellent materials to use in my classroom. With that background, I was able to help get a new textbook this year that includes more geography, get updated*

*maps and globes at our school, and share geography materials with other teachers."*

This year, the middle school teacher being recognized is **Kathy Voegel** of Castle Junior High School in Warrick County School Corporation, Evansville. Kathy has been teaching for 29 years, 23 years at Castle Junior High. She is currently teaching her favorite classes: Geography and Honors Current Events/Geography. Her enthusiasm and passion for geography is evident in her methodology. She makes sure her students understand what is happening around the world and how that affects their community. They hold a Middle East Peace Conference and visit the local Mosque and Jewish Temple. They do an African Tribal council and create an

African Bazaar. They research four large companies in southwest Indiana and determine an area of China that they think their product would do well in. Students attend the International Festival at the University of Evansville. Every semester her students are required to do a community service project.

Kathy also makes a strong commitment to extracurricular activities, coaching two Academic Bowl Teams: Current Events Team and Constitution Team. She is a member of the Lincoln Center for National Security Studies and invites her student to attend the think-tank panel discussions. Her local State Representative and other congressional leaders visit annually. Former Governor O'Bannon visited in 2001. Also, she and her husband have taken students to Washington, DC for 15 years.

*"It is an exciting time to teach Geography because every morning when my kids open the newspaper or listen to CNN, they see the world changing in front of their eyes. My kids are tomorrow's leaders—they are our future. I hope that my Geography class is real life, real time! Castle kids will be ready for the 21<sup>st</sup> century."*





*Bethel College Pre-Service Teachers assist with registration.*

*(See cont. from page 1)*

round, answering all eight of their questions correctly. Eleven others battled it out in a single-elimination tie-breaker round to determine the remaining five positions.

The top ten finalists were: Matthew Goodman (Munster), John Hensle (Terre Haute), Jonathan Hielkema (Gary), Joshua Hornett (Indianapolis), Nicholas Johnson (Fort Wayne), Mark O'Malley (Fort Wayne), Edward Paget (Lafayette), Nathaniel Simmons (Indianapolis), Joshua Walker (Mishawaka), William



*One of the five preliminary round competition rooms*

Weitzal (Evansville).

Do you know the answer to the final question? *Since gaining independence from the Netherlands in 1975, Dutch Guiana has been known by what name?* (see back cover for answer)

Special thanks goes out to our volunteers from around the state who acted as moderators, scorekeepers, timers, and judges; IUPUI School of Liberal Arts, Campus Facilities, Geography Department, Parking Services, Media Relations and Chancellor's Office; NOAA (National Oceanic and Atmospheric Administration); Gordon Food Services; and Excel Decorators for



*Parent and guests enjoy photo board of 2004 participants.*

their contributions to the Bee!

Congratulations to our winners of the Educator's Door Prizes: Grant Watts of North Clay Middle School in Brazil and Kathleen Villalobos of Hosford Park School in Gary.

## North American Mammals Announcement

The Smithsonian Institution's National Museum of Natural History announces the availability of its public web site on North American mammals. *North American Mammals* portrays more than 400 of our native species through photographs, watercolor paintings, illustrations, range maps, and concisely written vignettes. Other features include custom field guides created from a GIS map, mammal searches across the continent, by conservation status, ecoregion, state or province, national park, or precise coordinate location, and a family tree that cleverly unfurls mammalian relationships. To learn more and to navigate the site, please visit: [http://web4.si.edu/mna/press\\_release/mammals\\_release.htm](http://web4.si.edu/mna/press_release/mammals_release.htm).

*North American Mammals* was created specifically for the education community. The interactive, GIS map on this website is an especially useful tool for educators, and a rich learning environment for students. The different layers of the map allow the user to review the map of North America without political boundaries, instead depicting major geographic features and ecological regions. Other features of *North American Mammals*, such as the custom field guide, the family tree, and encyclopedic-like treatment of species, also make this site an effective life science resource for educators. [Source: *Smithsonian Institution's National Museum of Natural History*]

## Dinosphere to Open in June

Uncover the history of dinosaurs and the Cretaceous Period with dramatic dinosaur fossil scenes, unique hands-on activities, innovative dinosaur theories and an extensive selection of dinosaur art from the collection of John Lanzendorf. On June 11, The Children's Museum of Indianapolis will open one of the largest displays of real juvenile and family dinosaur fossils in the United States.

*Dinosphere: Now You're in Their World* has been a project in the making for three years at The Children's Museum. With the help of many sponsors and scientific advisors, the immersive exhibit promises to be in a class of its own. With one of the largest displays of real juvenile fossils in the U.S., Dinosphere provides young children a chance to expand their knowledge and interest in science. At the same time, Dinosphere provides well-respected paleontologists an opportunity to study and theorize about dinosaurs and the Cretaceous Period.

A typical visit to Dinosphere invites visitors to experience the Cretaceous Period in a multilevel, multi-sensory, immersive environment. While walking through the exhibit you will notice the large, skeletal-dinosaur scenes depicting living conditions as they are theorized by paleontologists. As you continue through

the exhibit, interactive learning stations will entertain, educate and intrigue visitors of all ages. Such activities will include piecing together dinosaur anatomy, and sniffing for T. rex "dinner."

Explore fascinating dinosaur specimens by watching paleontologist preparators at the Paleo Prep Lab. Full viewing access to preparators at work enhances visitors' understanding of the time, skill and effort required to prepare dinosaur specimens. Questions are encouraged by staff to help children and families be more knowledgeable and better appreciate dinosaur specimens. Visit the Paleo Prep Lab in the Mysteries in History gallery on Level 4 before it begins its relocation process to Dinosphere. Go behind the scenes for a more in-depth look. Daily 10:30 a.m.; 1:30 and 3 p.m. Meet the Preparators and find out more interesting fossil facts. Daily 10-10:30 a.m.; 12:30-1 and 2-2:30 p.m.

[This information came from the Children's Museum website: [www.childrensmuseum.org/dinosphere2/index.html](http://www.childrensmuseum.org/dinosphere2/index.html)]



## Representation and Participation at ICSS Annual Conference

GENI was well represented at the annual ICSS Conference on March 12 at the Marten House and Lilly Conference Center on the north side of Indianapolis. Kathy and Hilary manned the GENI booth, along with



Kathy Kozenski (Director) and Hilary Steinhardt (Asst. Director)

help from Board Member Pat Gillogly of the Thorntown Heritage Museum, handing out classroom resources and materials and sharing our new atlas, *Indiana in Maps: Geographic Perspectives of the Hoosier State*, with participants. Board member Tom Jones from Taylor University manned a booth for the Organization of American Historians, while Board Vice President Lou Camilotto presented at two break-out sessions. Other GENI board members and numerous GENI members participated in the conference.

At the annual luncheon, Lou Camilotto presented the GENI Outstanding Indiana Teacher of Geography awards to Elementary teacher JoAnn Fox and Middle School teacher Kathy Voegel. See related article on front cover.

The theme this year, *Exploring New Frontiers*, was well received. One of the popular presentations given was the portrayal by Hasan Davis of a black explorer of the Lewis and Clark expedition. Be sure and join us next March at the same location.

# GIS Workshop For K-12 Educators

**Free workshop for Indiana educators from 1:00-4:30pm on Tuesday June 15th at the IUPUI University Library**

**In order to prepare Indiana kindergarten through twelfth grade students for their 21<sup>st</sup> century, geo-technology world, a half-day seminar will be provided for Indiana educators and will introduce GIS (Geographic Information Systems) opportunities for the classroom. The seminar will provide numerous hands-on, standards-based, classroom activities, as well as, on-line resources available to all schools. Each session of the seminar can be replicated in the classroom; bring a geo-technology (GIS, GPS, remote sensing, aerial photography, ...) idea that you would like to further pursue. Join the seminar on June 15<sup>th</sup> at the IUPUI University Library and prepare your students for their doorway to the world.**

## **Scheduled Activities:**

- **M&M Community**
- **Overhead Transparencies Move to the 21<sup>st</sup> Century**
- **Introduction to GIS (on-line examples, targeted standards)**
- **Guided GIS on-line module (can be utilized for the classroom)**
- **Shared Geo-Technology activities: science, literature, ...**
- **Self-Guided On-Line Research**



## Board Member Travels to Russia

GENI Board Vice President, Lou Camilotto has had a busy school year. Thanks to the Civics Mosaic Fellowship Program, he and another Indiana teacher, Glen Dillman, were given a “chance to help effect change in the world, by being a part of learning geography, seeing nation building, and experiencing a new culture.” Both were chosen by the State Department and Purdue University to participate in a four-part Civics Mosaic program.

Part one of their experience began back in November when they hosted two Russian educators. Although language seemed to present a large communication barrier initially, they naturally adapted and an unexpected close bonding began. It included impromptu gesturing and many laughs.

The second portion of their experience took place last month when Lou and Glen traveled to Kirov



*Lou Camilotto speaks with Russian students.*

and Moscow for two weeks. They took in the sights and educational flavor of these two regions along with pre-

senting at local schools. A large portion of their experience was at the high school called Kirov Lyceum of Economics and Law (Government). The new Russian friends opened their homes and their hearts to their American guests, providing generous hospitality and assistance with everything from transportation through “horrible traffic” to tours of schools.

After returning home, they have now begun part three in beginning a school dialogue with the three schools: Kirov Lyceum; McCutcheon High School, Lafayette; and Carroll Jr/Sr High School, Flora. Through email, they are creating a link for students and faculty to learn more about each other.

Part four will involve research and a new book on Comparative Governments of U.S. and Russia. About sixteen Fellows all over the United States will help with this portion. Lou and Glen have chosen areas that interest them for their research. Along the way, they are finding more commonalities than differences between the two countries. Next year, two new Fellows will repeat the process and build on the existing relationships.

*“We two Americans will always cherish the memories of our visit and hope and pray our small visit did much to bring two cultures to a greater and closer understanding.”*

## Illustrator and Author of Children’s Books Visits Indianapolis Elementary School

Moorhead Elementary School in Warren Township, Indianapolis brought in illustrator and author Chris Soentpiet (pronounced *soon peet*) to speak to students. Fifth grade teacher, Mrs. Jackson, had her students read and discuss many of Soentpiet’s books prior to his visit. In the presentation he discussed personal motivation, perseverance, and the multi-cultural aspects of his diverse work. Mr. Soentpiet’s work reflects many possibilities for the linkage of Geography and literature in the classroom. See excerpts below from his on-line biography and a sample list of his work.

*“At the age of 8, I was adopted with my sister from South Korea to live with the Soentpiet family in Hawaii. I studied Fine Arts and Education at Pratt Institute in New York City. There I met two very special friends who encouraged me to pursue my passion of painting in children’s books.*

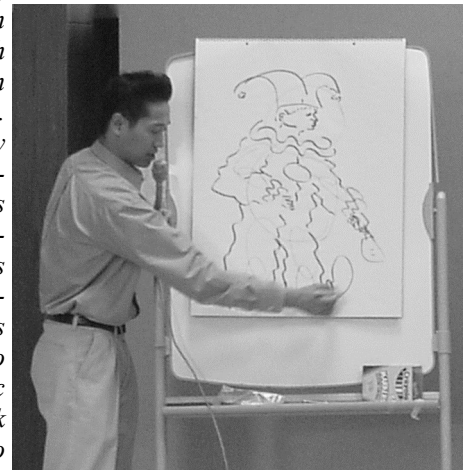
*I took my portfolio along with some original paintings around New York City. At the start the first 10 publishers I saw did not want to take a chance on me since I never published a book before. With all the rejections I was almost discouraged until I had a chance meeting with HarperCollins Publishers. They gave me an opportunity to illustrate and write my first children’s picture book, [Around Town](#).*

*The books I create reflect my interest in people, history and culture. Teachers around the world use my books in their classrooms so it’s important I spend the time to do a lot of research especially if it’s a historical story. I spend weeks at the library and I’ll also go to the actual location of where the event happened to sketch and take pictures. A book can take me a year or more to finish.*

*If you notice in my books with a historical theme, I must make sure what I paint is historically accurate. Cultural*

*accuracy is also important. In [Peacebound Trains](#) which centers on a Korean family, I had to make sure I painted the characters in proper Korean attire. I could not use kimono for example, because kimono literally means Japanese-style clothing. Though Asian communities share similar values and physical features, they have their own cultures, which helps to distinguish their uniqueness.*

*After my research is complete, I use friends and family as models to play the parts of the main characters. Using models allows me to achieve a realistic and consistent look from page to page.”*



Books Written and Illustrated by Chris Soentpiet:

- *Around Town* by Chris Soentpiet
- *Coolies* by Yin
- *Last Dragon* by Susan Miho Nunes
- *Momma, Where Are You From?* by Marie Bradby
- *Peacebound Trains* by Haemi Balgassi
- *Silence in the Mountains* by Liz Rosenberg
- *Silver Packages* by Cynthia Ryland
- *So Far from the Sea* by Eve Bunting
- *Something Beautiful* by Sharon Dennis Wyeth

For more on Chris Soentpiet, visit <http://www.soentpiet.com>.

## A Philosophers Key Contributions to Geography

Charles Sanders Peirce was born on 10 September 1839 in Cambridge, Massachusetts, and he lived until 1914. His father, Benjamin Peirce, was a distinguished professor at Harvard College and the most respected mathematician in America. Intellectually, Charles Peirce and his father had a lot in common. The Peirce family was well connected in academic and scientific circles, and Charles grew up on intimate terms with the leading figures. He was regarded as a prodigy both in science and philosophy, and more brilliant in mathematics than even his father.

Although Peirce always thought of himself as a logician, his most sustained career was as a scientist for the Coast Survey (an ancestor agency of the National Oceanic and Atmospheric Administration, or NOAA). His career with the Survey began in 1859 when he worked as a field aid. He worked his way up in the Survey until 1872 when his father appointed him as Assistant, a rank just below that of Superintendent. Peirce's primary field of scientific research was geodesy, and after 1872 he was put in charge of pendulum operations. The two main aims of Peirce's geodetic work were to determine the force of gravity at various locations in the United States and abroad and, from these results, to determine the figure of the earth. Charles did more than anyone until perhaps the 20s or 30s to integrate the geodetic work of the United States with the work of other nations, especially England, France, and Germany.

One high point in Peirce's career came in the 1870's when Peirce's work in geodesy brought him world-renown and raised the stature of the U.S. Coast Survey to position of respectability in international scientific circles. During the 70's and early 80's Peirce made five extended trips to Europe, primarily to connect European results with his work at initial stations throughout the U.S. (at such sites as Washington D.C.--where Peirce had a station at the Smithsonian--, Pittsburgh, Ann Arbor, Madison, and Ithica--and numerous north/south stations from Montreal to Florida). During this period Peirce was the first scientist to attempt to establish a wave length of light as a standard unit of measure and in 1879 he completed work on a new map projection, called the quincuncial projection, which allowed for repetition of the whole earth in transposed positions on a map so that any location could be viewed as having a central position relative to the rest of the earth. Peirce's map was used during World War II for charting international air routes.

Peirce and his second wife, Juliette, moved to a

small resort town in Pennsylvania in 1887 and in 1891 he resigned from the Coast and Geodetic Survey. Peirce spent much of the latter third of his life struggling to make ends meet—his writings during these years included book reviews for newspapers and popular journals (hundreds for *The Nation* alone), contributions to dictionaries and encyclopaedias, and translations (mainly from French and German, and most for the Smithsonian).

For a period, beginning about 1890, Peirce's life was often dominated by one unsuccessful "get rich" scheme after another. By the turn of the century, Peirce had come to regard himself as a failure as far as career aspirations went, and he began to worry about getting his program of philosophy and his discoveries in mathematics and logic into print. Most of his attempts failed either for lack of support or because he could not take time from his hack-writing to bring them to completion. The Peirce collection is filled with unfinished, although sometimes extensive, studies.

Peirce died in 1914, a nearly forgotten man. His dream of having his philosophical work become the focus of serious theoretical research was slow in being fulfilled. It was more than twenty years after his death, and only after the Harvard Philosophy Department brought out a collection of his papers, that scholars began more generally to glimpse the importance and profundity of Peirce's philosophical thought. Interest in Peirce has grown enormously in recent years, and estimates of his significance as a thinker continue to run high. He is unique in American intellectual history and is of seminal importance for modern thought.



*This information was provided by the Peirce Edition Project office at IUPUI. For more details, visit their website at <http://www.iupui.edu/~peirce/index.htm>.*



# TRAVELING BY CAR

By: **Hank Matthys; Liberty Middle School, Chesterton, IN; Spring, 2003**

**Purpose:** To ensure student learning during travel.

**Grade Levels:** upper elementary, middle and high school

## **National Geography Standards:**

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information.
2. How to use mental maps to organize information about people, places and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.
4. The physical and human characteristics of places.
6. How culture and experience influence people's perceptions of places and regions.
7. The physical processes that shape the patterns of Earth's surface.
9. The characteristics, distribution, and migration of human populations on Earth's surface.
11. The patterns and networks of economic interdependence on Earth's surface.
17. How to apply geography to interpret the past.

**Indiana Social Studies Academic Standards:** (Dependent upon travel destination.)

*Sixth Grade* – 6.3.4, 6.3.5, 6.3.7, and 6.3.10.

*Eighth Grade* – 8.3.3 and 8.3.7.

*High School World Geography* – 1.7, 2.2, 2.5, 3.1, and 4.19.

**Objectives:** Upon completion of this activity, the student will

1. learn to be more observant during short and long travel opportunities,
2. apply classroom knowledge to real-life experiences, and
3. retain some observations and experiences for classroom sharing.

## **Materials Required:**

- enclosed worksheet
- pencil / pen / colored pencils
- camera and film (if available)
- large sheet of white paper

## **Procedures:**

1. Upon learning that a student will be missing school/classroom time due to family travel, utilize the enclosed worksheet to enhance the student's travel experience (enclosed is the automobile travel worksheet; adapt the worksheet for air or out-of-country travel).
2. Students are to create a map of their journey on the large sheet of white paper. They are also to complete the *Traveling By Car* worksheet throughout their experience.
3. When the student returns to the classroom, they are to share their experience and observations with colleagues and to turn the completed worksheet into the teacher; they are also expected to make-up any work that they missed while traveling.

## **Evaluation / Assessment:**

The student will not be penalized for not completing the worksheet, but will be given extra consideration if final grades are marginal. Visit the lesson plan section on the GENI website at [www.iupui.edu/~geni](http://www.iupui.edu/~geni) for a License Plate Bingo Activity and listing of Indiana counties as identifiable on license plates.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## TRAVELING BY CAR WORKSHEET

**VERY IMPORTANT!!!** Before traveling you need to find out how much a gallon of milk costs at your local grocery store: also a loaf of bread, a can of pop, a Snickers candy bar, a gallon of gasoline, and a cup of coffee. List the costs below.

Gallon of milk: \$

Snickers bar: \$

Loaf of bread: \$

Gallon of gasoline: \$

Can of pop: \$

Cup of coffee: \$

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Starting location:

Date leaving:

Destination:

Starting time:

Starting mileage:

What is the temperature when you begin your trip? \_\_\_\_\_ ° F

What is the weather like when you begin your trip?

Within which climate zone do you live?

Within which time zone do you live?

What is the approximate population of your home-town?

What direction will you be traveling, generally?

Watch for U-Haul vans and trailers, and name the state that is on the side of each one that you see.

What states do you plan to travel through?

What state appears to be the largest that you will travel through?

What state appears to be the smallest that you will travel through?

What appears to be the largest river/lake you will cross, if any?

How will you cross the river/lake? (bridge, ferry, tunnel) Give the name of the bridge/ferry.

If, upon crossing the river/lake, you are leaving one state and entering another, what state are you leaving? What state are you entering?

List the city and state where you stopped to have your first meal.

Did you notice anything different on the menu compared to what you would see on a menu at a local, home-town restaurant?

When did you notice different speech patterns or jargon used by people helping you?

Which region of the country did you travel from? Which region of the country will you travel to?

What was the temperature like when you stopped to eat? (warmer, colder)

What was the weather like when you stopped to eat?

Do you know which climate zone(s) you may have traveled through? List that climate.

Did you cross any time zones? List the new time zone(s).

Are you crossing over any hills? mountains? Or see any natural features of the landscape? (glacier, ocean, canyon, bay, wetlands, ...) Name them.

What roadways are you traveling on? (state/interstate number)

What's the largest city you will travel through?

When stopping to buy gasoline, what did you notice different about the gas station or attendant?

### **Upon Reaching Your Destination**

List the prices of each item below after arriving at your destination:

Gallon of milk: \$

Snickers bar: \$

Loaf of bread: \$

Gallon of gasoline: \$

Can of pop: \$

Cup of coffee: \$

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What time did you arrive at your destination?

Date of arrival:

How many miles did you travel?

What is the weather like?

What is the temperature?

In which climate zone did you arrive?

In which time zone did you arrive?

What is the approximate population of the city to which you traveled?

What is the first thing you noticed different from where you live?

Are there any trees that are different?

Is the grass the same as back home?

Describe the house styles. What are they made of? What are the roofs made of?

List any plants or flowers that are different.

List any wild animals that you may see.

Did you stop at any hotels? List those things that were different or unusual about the hotel, and be sure to notice the hotel attendant and other employees.

Did you notice any difference in the ethnicity of the population compared to your home community? Why would this be the case?

Did you notice anything different about any billboards that were unusual? What was different and why was it advertising?

Did you notice any unusual architectural features not common to your home community?

List points of interest that you visited and describe what you did (continue on the back side of this sheet).

Additional comments that you would like to share with the teacher.

Additional comments that you would like to share with fellow students.







## Resources

- NOVA examines recent trends in **population worldwide** and explores the environmental implications of countries undergoing industrialization. <http://www.pbs.org/wgbh/nova/worldbalance/> <http://www.prb.org> also has a wealth of information.
  - For easy-to-use, two-step database that allows you to view and compare the most up-to-date statistical data for **Member States of the United Nations**, visit [http://www.un.org/Pubs/CyberSchoolBus/infonation/e\\_infonation.htm](http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm)
  - NationMaster.com, is a massive central data source and a handy way to **graphically compare nations**. Generate maps and graphs with ease on all kinds of statistics. Select exactly which countries you want to include. The flexibility of available user queries, ranging from murder rates to environmental indices, and outputs, maps, graphs, and tables, make this site a powerful tool for class projects. [www.nationmaster.com](http://www.nationmaster.com)
  - **IDB Population Pyramids**: U.S. Census, enter the country of interest and desired year (1989-2050) and the site will create a population pyramid. This is a good way to show population dynamics for developing vs. developed countries. [www.census.gov/ipc/www/idbpyr.html](http://www.census.gov/ipc/www/idbpyr.html)
  - Population Connection's Education Program: great materials for teaching **biodiversity**. Elementary activities help students examine the relationships between organisms in nature and explore how human population growth is affecting endangered species. Secondary activities require students to use math, science and social studies skills to discuss the current plight of biodiversity and discover ways in which they can get involved. [www.populationeducation.org](http://www.populationeducation.org)
  - Fundrace 2004 National **Maps** from Eyebeam. Discover which **political party** dominates which part of the country. Also find which parts of the country contributed most heavily to individual candidates. How do coasts, rural areas, and cities vote? What explains for these patterns? Select data at county, zip, or state levels. [www.fundrace.org/moneymap.php?cand=Rep/Dem&zoom=County](http://www.fundrace.org/moneymap.php?cand=Rep/Dem&zoom=County)
  - **NASA Visible Earth**, a searchable index (keyword, title or location) of images, animations, and data visualizations relating to the earth sciences with over 6,000 records is available. Under the "Environmental Impacts" section you will find deforestation, desertification, fossil fuel burning, industrial emissions, oil spills, urbanization and much more. [http://visibleearth.nasa.gov/Human\\_Dimensions/Environmental\\_Impacts](http://visibleearth.nasa.gov/Human_Dimensions/Environmental_Impacts).
  - Archived **weather maps** from a past weather event. Observe surface, satellite, and upper air maps dating back to 1997. Two maps are archived for each day. The site is a valuable resource. <http://weather.unisys.com/archive/>
  - The **Great Lakes an Environmental Atlas** and Resource Book, find a richly illustrated and concisely written on-line atlas with chapters devoted to the natural and cultural history of the Great Lakes, current problems and sources of exploitation, plus management policies. [www.epa.gov/glnpo/atlas/index.html](http://www.epa.gov/glnpo/atlas/index.html)
  - **Sea Level**: Frequently Asked Questions and Answers from the Permanent Service for Mean Sea Level. With all the discussion about global warming and the associated rise in sea level, there are a number of outstanding questions like: Why is the sea level higher off the coast of Bermuda than New York?, What is Mean Sea Level?, What is meant by "altitude above sea level?" Find the answers here. [www.pol.ac.uk/psmsl/puscience/index.html](http://www.pol.ac.uk/psmsl/puscience/index.html)
  - Clickable **World Earthquake Maps** from the USGS. Distinguish between greater and less than 5.0 magnitude quakes and find links to past and historical quakes. <http://earthquake.usgs.gov/recenteqsww/>
  - Find the "**environmental scorecard**" for your own **congressman**. This site provides information for 2003 voting records of all US congressmen in regards to environmental issues. The given issues vary between agriculture, nutrition and forestry, environmental appropriations, commerce, science, transportation, energy and national resources, and public works. Congressmen in the table are divided and rated by state, and a feature allows you to view the score of your own congressmen by typing in a zip code. [www.lcv.org/scorecard/scorecardmain.cfm](http://www.lcv.org/scorecard/scorecardmain.cfm)
  - The Smithsonian Institution's National Museum of Natural History announces the availability of its public web site on **North American mammals**. [http://web4.si.edu/mna/press\\_release/mammals\\_release.htm](http://web4.si.edu/mna/press_release/mammals_release.htm)
  - Bring your class along on a journey to the greatest shipwreck ever, the **RMS Titanic**. From May 27 through June 12, classrooms and the general public can follow along with JASON as Dr. Robert Ballard leads an expedition to help NOAA study why Titanic is deteriorating faster than at a rate previously thought. Visit [www.jason.org](http://www.jason.org) for more details.
- GRANTS:**
- **Western European Studies National Resource Center grants** for teachers, teacher educators, and professors at small colleges to allow them to travel to IU campuses to access materials and attend events pertaining to Western Europe, and to develop curricular units on Europe. Visit [www.indiana.edu/~west](http://www.indiana.edu/~west) or email the center at [west@indiana.edu](mailto:west@indiana.edu).
  - Get up to \$5,000 from the **National Geographic Education Foundation Teacher Grants** for innovative K-12 geography education projects. Application deadline is June 10. For information, visit [www.nationalgeographic.com/education/teacher\\_community/get\\_grant.html](http://www.nationalgeographic.com/education/teacher_community/get_grant.html)
  - The **Linda Grable-Curtis Rural Teacher Grants** for Geography Education provide grants of up to \$500 to help support innovative classroom projects and field experiences around the theme of cultures. Application deadline is July 15. For information, [www.nationalgeographic.com/education/teacher\\_community/grable\\_curtis.pdf](http://www.nationalgeographic.com/education/teacher_community/grable_curtis.pdf)



**Answer to Bee question: Suriname**

# REMINDER:

**Two opportunities to earn 3 graduate credits this summer with a one-week Commitment! Visit the GENI website for details and applications.**

**GENI Transportation Institute June 20-25**

**GENI Urban Institute July 12-16**

**FOR CAPITOL FORUM 2004 RESULTS VISIT:  
<http://www.indiana.edu/~global/cfi/index.htm>**

## **Grant Deadlines Approaching**

See the resource section on reverse.



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DATED MATERIALS-PLEASE RUSH

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