



GEOGRAPHY EDUCATORS' NETWORK OF INDIANA NEWSLETTER

Volume 107, Issue 1

Winter, 2007

Inside this issue:

Competitions/Awards	1,2, 14-15
Educator opportunities	11-13
Events	2
Grants	7
Lesson Plans	5-10
Resources	2

GeoFest 2006 on the Mighty Ohio

Madison, Indiana's Clifty Falls State Park was the host site for GeoFest 2006. With completely renovated rooms and a new wing with beautiful views of the Ohio River, Clifty Inn provided a spectacular fall setting.

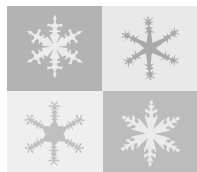
Typically, we begin the workshop with a post-secondary speaker and park night-hike on Friday evening. However, this year we decided to make use of what the quaint historic town of Madison had to offer.

Participants boarded the local trolleys at the Inn and set off on an adventure. First stop, the Lanier Mansion and Gardens



where Site Manager Gerry Reilly provided a private tour of the 1844 Greek Revival

Continued on page 3



First Annual Geography Action Poster Contest

GENI added a new element to the celebration of Geography Action! / Geography Awareness Week 2006. In addition to the numerous workshop venues offered, the first annual Indiana Geography Action Poster Contest was held. Any Indiana K-12 student could enter the contest, with three categories of competition: K-2nd grade, 3rd-5th grade, 6th-8th grade and 9th-12th grade.

Students were asked to create a poster that represented the 2006 theme "Africa in 3-D: Diversity, Demographics, Discovery." They were given the option to focus on one of the three areas listed above or all of them.

All entries were taken to the GENI Board of Directors Meeting December 1st

and 2nd. Each board member was given a copy of the contest rules and was asked to cast a written vote for each category. Unfortunately, we only had entries for the middle school and high school level categories.

And the winners are...

Jared Miller, Bethany Christian Middle School, Goshen

Kellie Tekulve—Bishop Chatard High School, Indianapolis

Each student receives a geography prize package, including a new world atlas, Indiana Atlas, compass, and additional materials. Each teacher of the winning students also receives a geography prize package, including a classroom set of Indi-

Continued on page 3

Special Points of Interest:

- GENI Weekend Workshop
- Summer workshop with graduate credit for new high school course
- Geographic Bee will be held March 30th at IUPUI

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Terre Haute

Calendar of Events:

- Feb. 7-9—The **Hoosier Association of Science Teachers, Inc.** annual conference will be held at the Indiana Convention Center. For more details, contact Edward Frazier, Executive Director of HASTI at 5007 West 14th Street, Indianapolis IN 46224, (317)243-0107; elfrazier@comcast.net, or visit www.hasti.org/convention.html
- Feb. 16—Deadline for entries in the **GeoVideo Fest Competition**. See page 14 for details.
- Feb. 28—Deadline for entries in the **IndianaMap Poster Contest** presented by IGIC. See page 15.
- Mar. 10—**Cultural History Teacher Workshop** sponsored by the DNR. See page 13.
- Mar. 13-14—**Indiana Geographic Information Council (IGIC) Annual Conference** at the Crown Plaza Hotel and Conference Center in Indianapolis. Visit www.in.gov/ingisi/conference. See page 13.
- Mar. 16-18—**GENI's Weekend Workshop** at Indiana State University in Terre Haute. This basic workshop will begin at 4:30pm on Friday and conclude at 12 noon on Sunday. Professional Growth Points will be given and 1-3 graduate credits can be earned. See page 11.
- Mar. 2007—**Bridges to the World Educational Fair** for Indiana Youth (grades 3-12), to be held at a variety of Indianapolis locations including a

Naturalization Ceremony. For more information contact Kristin Garvey at (317)955-5150 ext.225/info@icenterindy.org.

http://www.icenterindy.org/youth_programs.asp?PageID=5

- Mar. 23-24—22nd Annual **Indiana Association of Home Educators Conference** to be held at the Indianapolis Convention Center. For more information, visit www.inhomeeducators.org/events.
- Mar. 30—**Indiana State Geographic Bee** to be held at IUPUI 12:00 - 5:00pm (registration 10:00am). Contact Kathy Kozenski, (317)274-8879/geni@iupui.edu, for details. Be sure and let us know if you would like to be a volunteer!
- Apr. 17-21—**Association of American Geographers** Annual Meeting to be held in San Francisco, California. Visit their website at www.aag.org.
- Apr. 27-28—**GENI Long Range Planning Meeting** to be held at Holiday Inn Express Northeast in Indianapolis; contact the GENI office if you are interested in attending.
- May 3—**Geospatial Technologies Workshop** at the Indiana State Library History Reference Room from 4:30-7:30pm. See page 13.
- Summer 2007—**Geography and History of the World Summer Institute** on the IUPUI campus. See page 11.

Resources

- **The Global Ed Yellow Pages**—A directory of global education resources for k-12 teachers, with nearly 1,000 entries, organized into numerous categories. Featured are teaching materials, technology, travel and exchange programs, and information on conferences and publications. Updated semi-annually. Visit www.globaledyellowpages.org today!
- **"Know Your Current Events" Program**—A student-centered current events competition that excites high school students and dramatically increases their knowledge and interest in current events, appeals to both advanced and general students, a wonderful teaching tool for getting into specific issues that relate directly to your class's curriculum. www.knowyourcurrentevents.com
- **Brand-new kids site** from NG Kids Magazine, with a colorful, easy-to-navigate design and lots of new games, stories, videos, and activities for your students. <http://newsletters.nationalgeographic.com/WBRT0261D75E3A6FE621F33153E520>
- **Google Earth** recently released a fascinating **new Featured Content layer**: sixteen historical maps from the David Rumsey Map Collection. See the world as it appeared to car-

tographers in 1790, follow Lewis and Clark's 1814 journey, visit the New York of 1836, time-travel to 1710's Asia, and much more. <http://www.davidrumsey.com/>

- **Teaching With Katrina**—this is a collection of digital resources and teaching ideas relevant to the components of the Hurricane Katrina disaster of 2005. http://serc.carleton.edu/research_education/katrina/index.html
- **Weather Calculator**—presents conversions for different units of temperature (between degrees Celsius, Fahrenheit and Kelvin,) between dew point and relative humidity, and between various air pressure factors, among others. <http://www.srh.noaa.gov/elp/wxcalc/wxcalc.shtml>
- **The GET IT! curriculum** provides teachers with a standards-based academic unit that can be integrated (in whole or in part) into their annual middle school lesson plans. Teachers can use the GET IT! curriculum to teach students about their roles as consumers and the effects their choices have in the global marketplace. <http://www.heifered.org/getit/curriculum/default1.asp>

GeoFest continued from page 1

mansion designed by architect Francis Costigan for financier and railroad magnate James F. D. Lanier. After that, they were treated to a narrated tour of downtown and its many historic sites, including the Springdale Graveyard where a mysterious woman in black made a surprise visit. After returning to the Inn, participants enjoyed an oppor-



tunity to socialize and enjoy wines from the local wineries at the GENI hospitality suite.

Saturday was packed full of sessions and field experiences on

topics like Africa, geo-spatial technologies, climate and

mummification, and play-doh relief maps. Participants went home loaded with great new classroom resources and ideas.

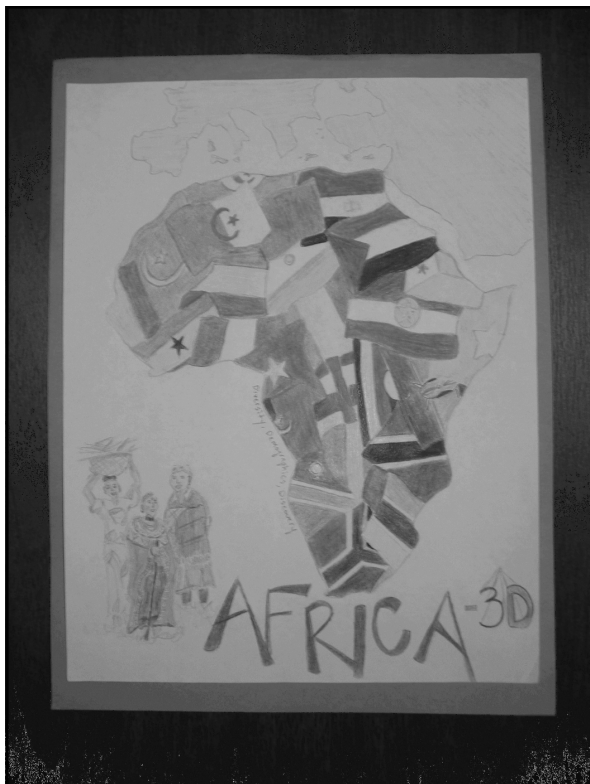
We hope you will join us next year as we venture north to Pokagon State Park October 12-13. Remember, professional growth points are available and we encourage you to make it a family weekend event!

A special thanks goes out to Mr. Reilly of the Lanier Mansion, Madison Trolley, Inc and the Clifty Inn for their wonderful hospitality.



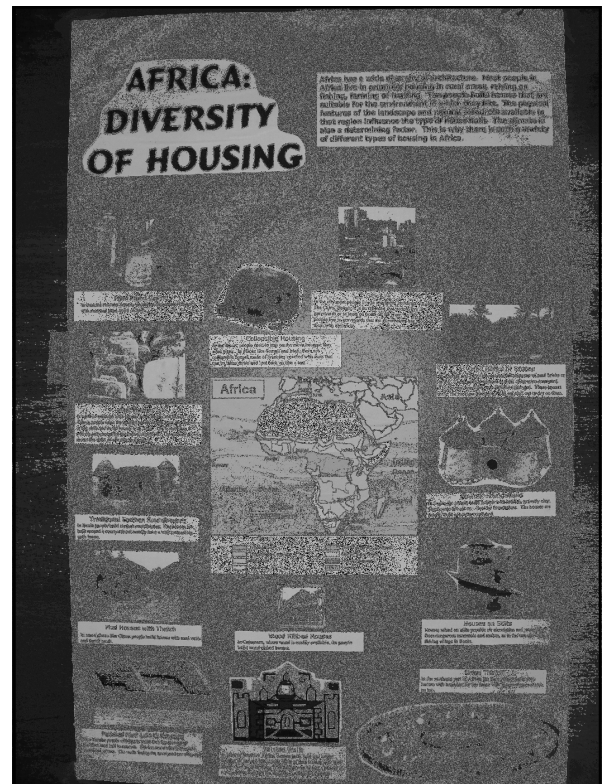
Geography Action Poster contest continued from page 1

ana atlases, world map, beach ball globe and additional resources for their classroom. We would like to thank all of the schools and students who participated. See the winning posters below.



Poster by Kellie Tekulve—Bishop Chatard HS

Get your students involved with the next Geography Action Poster contest this fall on the theme of “Asia.” Contest rules will be posted on the GENI website and in the Fall Newsletter in mid-August.



Poster by Jared Miller—Bethany Christian MS

NW Spanish/ENL Celebrate Ed. Week

From the Herald Journal in Monticello, Indiana; November 29, 2006 Edition; By Reporter Kevin Howell

MONON—North White Spanish and English as a New Language teacher Susan Marquez spent last week with her class celebrating National Education and National Geography Week by incorporating both English and Spanish language in their exercises.



ENL students Josue Tobias and Ingrid Cortez try to plot countries on the blank maps after finding the coordinates. The exercise entailed the use of the English language the students are learning as well as geography.

Picture by Susan Marquez

According to information provided by Marquez, Spanish class students combined language practice with geography lessons by reading maps, using compasses, finding directions and learning about African geography and music.

She said, "Music from Spanish-speaking countries in the Caribbean has many African influences. Students competed in finding countries in Africa, saying coordinates in Spanish, then plotting them on blank maps."

Compass readings were called in Spanish, and then compasses used to find the direction.

Students also played a Spanish game, "Donde en el mundo?" During the game students had a blank map of the African continent and had to know the number of the country.

Students also learned an African dance with directions for steps given in Spanish.

Vice versa, English as a New Language students took part in the same exercises by speaking in English, the language they are studying.

Geography Action! – Geography Awareness Week 2007

The National Geographic Society has set the stage for another exciting cultural focus for the next Geography Action!/Geography Awareness Week program:

Asia!

This is part 2 of a 5-year plan to cover the planet. The program will focus on the regional and cultural geography in Asia. Many activities are being planned and the NGS site should start posting materials in early May. Watch the GENI website and future GENI newsletters for more information.

Note, we still have some "Africa in 3-D" posters. Contact the GENI office for additional copies.



Time is running out...



If you have not seen the "MAPS: Tools for Adventure Exhibit" at the Children's Museum of Indianapolis, you have until February 11th. Can't get to the Museum in person? You can still get in on the action by taking yourself and your students to the exhibit by visiting via the website http://www.childrensmuseum.org/special_exhibits/maps/index.html. You will find great activities and get to meet the explorers. Don't miss this opportunity! Visit today!

Defining Poverty: Using Africa as an Example

*Modified from original lesson by Orvil Schlatter, Geography Educator and Geographer
Retired, North Side High School, Fort Wayne*

Purpose: In order to enable students with the skills, tools, and deductive abilities to better define poverty, a research activity utilizing the latest statistical data from the *World Bank* or the *Population Reference Bureau* will be undertaken.

Grade Level(s): 9-12 (can be adapted for middle grades)

Session(s): I allow a couple of weeks of intermittent work on the project in order to allow the students more time to absorb and process the information.

Objectives: Upon completion of the “defining poverty” activities, students will be able to

- identify the continent of Africa, the many countries of Africa, and key physical features on a world map,
- know “how” to locate data/information regarding countries of the world from the Population Reference Bureau, the World Bank or other reliable sources,
- interpret the data available,
- understand the various relationships of the data, and
- create an equation that helps to define poverty.

Academic Standards:

Indiana World Geography

1.7 Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.

2.7 Give examples of critical issues that may be region-specific and others that cross regional boundaries.

3.5 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

3.6 Integrate understandings concerning the physical processes that shape Earth’s surface and result in existing forms: plate tectonics, mountain building, erosion, and deposition.

3.7 Give specific examples, in terms of places where they occur, of the physical processes that shape Earth’s surface.

4.1 Explain the concept of population dynamics and, through maps, establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or other measures of well-being. Understand that patterns differ not only among countries but also among regions within a single country.

4.3 Hypothesize about the impact of push/pull factors on human migration in selected regions and about the changes in these factors over time.

4.12 Classify the world’s countries in terms of levels of economic development, as determined by Gross Domestic Product (GDP) per capita and key demographic and social indicators. Map and analyze the results.

4.13 Explain the meaning of the word *infrastructure* and analyze its relationship to a country’s level of development.

4.14 Devise ways of illustrating the economic interdependence of countries and regions.

4.17 Explain how different points of view influence policies relating to the use and management of Earth’s resources. Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN) and form committees to report on the influence and limits to influence that each experiences.

5.3 Examine ways that people in different parts of the world have adapted to the physical environment.

5.6 Analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.

5.8 Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.

Geography and History of the World

3.2 Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.

4.4 Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.

5.2 Describe, using maps, timelines, and/or other graphic presentations, the worldwide trend toward urbanization. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.

5.5 Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.

7.1 Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist**, racial, ethnic, religious, economic, and resource concerns that generally involve agreements and disagreements related to territory on earth's surface.

7.4 Prepare maps, timelines, and/or other graphic representations to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe why each was established. Assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.

10. 1 Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination***** of internal and foreign affairs. Analyze the relationship between nations and the states in which they lie.

12.2 Explain the concepts of linear* and exponential** growth. Apply these concepts to geographical themes and analyze the consequences of various human responses to these trends.

National Geography Standards

1 How to use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.

3 How to analyze the spatial organization of people, places and environments on Earth's surface.

4 The physical and human characteristics of places.

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.

12 The processes, patterns and functions of human settlement.

13 How the forces of cooperation and conflict among people influence the division of control of Earth's surface.

15 How physical systems affect human systems.

18 How to apply geography to interpret the present and plan for the future.

Materials Required:

- Access to the Internet/computer lab and printer
- Atlases
- Maps of Africa

Procedures:

1. As a class, have the students identify the continent of Africa on a world map and on a globe. Review the basic physical features of Africa: equatorial path, rain forests, deserts, oceans, mountains, water supplies, Great Rift...
2. Tell the students that they are now economic geographers with the World Bank, and their job is to determine a better mechanism to determine poverty. Discuss poverty: their concepts and mental images.
3. Explain to the students the purpose and objectives to the activity that they are about to undertake. Explain to the students the assessment goals.
4. Allow the students, in small groups or as individuals, to choose a particular country in Africa about which they will conduct research. Particular focus should be paid to those countries south of the Sahel Region.

5. Allow the students to research on the Internet the country of their choice. Have the students print the statistical data, of their country, outlining the current economic and health statistics (from the Population Reference Bureau or other source).
6. Guide the students through the statistical data: understanding acronyms, understanding numbers/ranges, utilizing visual graphics... Allow the students to discuss among themselves the information and the relationships that they see among the data. Assist with making better connections among the data.
7. The students will choose seven points/markers/indicators to incorporate into an equation to determine levels of poverty. The students will define ranges of poverty (or no poverty) utilizing the markers/indicators as an addition problem.
8. Ultimately, the small groups, or individual students, will present a “poster” or power point (five to ten slides) about their country, will share their mechanism (equation) for determining poverty, and will defend their mechanism.
9. A master list of the equations will be made. The commonalities and differences in the various equations will be noted. If desired, a “final” equation may be developed as a result of the individual equations and subsequent discussions. Apply the poverty ranges to the final equation.

Assessment/Evaluation:

1. Each group (individual) develops an “equation” (with seven points) to best determine poverty, from their perspective.
2. Each group (individual) must defend (at least ten valid reasons) their mechanism (equation) to determine poverty.

Adaptations/Extensions:

Apply the same procedures to Indiana or the United States, Latin America or Asia.



2007 ESRI GIS Grant Program for U.S. 4-H

ESRI, in cooperation with National 4-H Headquarters and Cooperative State Research, Education, and Extension Service (CSREES)/U.S. Department of Agriculture (USDA), and American Forests announces two 2006 ESRI GIS Grants for U.S. 4-H to support its geospatial outreach, education, and community involvement efforts. The goal of this program is to foster and support the integration of geographic information system (GIS) software in U.S. 4-H clubs.



Grant categories include an introductory grant for 4-H clubs new to GIS and an intermediate grant for those 4-H clubs that received previous ESRI 4-H grants and completed the grant requirements.

Eligible Applicants: A U.S. 4-H community or in-school club, 4-H after-school program, 4-H special interest group, 4-H school enrichment group, 4-H camp, or similar 4-H unit that meets regularly and is recognized as an authorized 4-H group within its state's 4-H program.

Application guidelines for this grant are accessible at http://www.esri.com/grants/esri/2007_4h.html.

Application Period: January 1-February 28, 2007

For additional information, please contact Esther Worker at eworker@esri.com.

Start preparing for an exciting lesson you can do next fall with your entire grade/school...

Climate and Mummification

By Tim Lehman, Bethany Christian Schools
Goshen, IN

TIME: 2-3 class periods in fall, 1 in spring

GRADE LEVEL: 7th

PURPOSE: For students to learn how climate affects history and culture.

National Geography Standards

Grades 5-8 Geography Standard 17: How to Apply Geography to Interpret the Past

Indiana's Academic Standards

- 7.1.1 Explain the rise of early civilizations in the river valleys of the Tigris and Euphrates in Mesopotamia and along the Nile in Northeastern Africa, including Egypt and Kush.
- 7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy*.
- 7.1.16 Recognize the interconnection of historical people, places, events, and developments that have taken place in civilizations of Africa, Asia, and the Southwest Pacific.
- 7.1.17 Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.
- 7.3.4 Name and locate major regions, mountain ranges, river systems, countries, and cities in Africa, Asia, and the Southwest Pacific.
- 7.3.5 Identify and compare physical and cultural sub-regions of Africa, Asia, and the Southwest Pacific.
- 7.3.6 Locate and map the climate regions of the Eastern Hemisphere and explain how and why they differ.
- 6.3.8 Identify major biomes* and explain ways in which the natural environment of places in Europe and the Americas relates to their climate, which is influenced by Earth/sun relationships.
- 6.1.19 Analyze cause-and-effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.
- 6.5.9 Examine artifacts*, including documents*, from other cultures to determine their use and significance.
Example: A seashell is a natural object, but a seashell that has been made into a necklace is an artifact.

OBJECTIVES:

Students will be able to:

- list the steps in the Egyptian mummification process;
- list three methods of mummification and three places where mummies have been found;
- discuss the relationship between climate and mummification; and
- explain how events in history take place in an historic context.



MATERIALS:

- ⇒ One Cornish game hen (preferably with giblets)
- ⇒ One plastic empty ½ gallon ice cream container with lid
- ⇒ Three 4 LB. boxes of Morton Canning and Pickling Salt
- ⇒ Various spices indigenous to Africa, olive oil, cooking wine
- ⇒ Scissors
- ⇒ Natural fiber bed sheet or pillowcase (like cotton or linen so that it decomposes)
- ⇒ Assorted amulets (have kids bring in broken necklaces and so forth from home)
- ⇒ Optional: Shoe box or wooden sarcophagus and/or coffin

PROCEDURE:*Pre-mummification Procedures*

1. Go to the British museum website <http://www.ancientegypt.co.uk/> and have students explore the Mummification link. This gives general background on the purpose and rationale of mummification and the procedures used by the ancient Egyptians to mummify their dead. The mummification process of this lesson is designed to imitate the procedures used in ancient Egypt as described in the British Museum website.
2. Have students record their procedures and observations in a journal or worksheet as you prepare the carcass. In Step 15 below, have students make predictions as to the outcome (i.e., will the carcass stay mummified and what will it look like).

*Preparing the Carcass - **Fall****Week 1*

1. Poke 6-7 holes in the bottom of the ice cream tub.
2. Remove game hen from package, remove giblets, drain fluid, rinse with water (I use “holy” water from the Elkhart River, or, sometimes the boys’ bathroom), and dribble with the cooking wine.
3. Fill body cavity with salt, place a small amount of salt in the bottom of container, place the carcass in the tub and fill with salt. If you are saving the internal organs (giblets) also place these in the tub.
4. Place tub on the upside down lid and store in an out-of-the-way place

After 1 week (week 2)

5. Remove hen from salt, clean out the body cavity and giblets. There is always more than one student willing to do this. Don’t be surprised to find that fluid has collected in the container lid.
6. Re-salt hen and giblets and set aside for 1 week.

After another week (week 3)

7. Repeat steps 5 and 6.

Week 4

8. Repeat step 5.
9. Rub olive oil on carcass and then sprinkle with spices.
10. Cut linen into approximately 1 inch wide strips and wrap carcass in the linen.
11. As you wrap, place amulets in the wrapping.
12. Place in coffin.
13. Bury in the ground and mark or record location.
14. Have students record predictions on their procedure sheets.

In Spring

15. Dig up, unwrap and make observations. I always do this on the last day of social studies class.
16. If you managed not to lose the student journals, have them compare their observations with their predictions last Fall. Discuss factors that contributed to the state (i.e., rottenness) of the Cornish hen.

EXTENTIONS:

Most of these ideas have come from the students

1. Vary the procedure between classes and compare results. Bury in the bare earth or on a platform inside a brick pyramid, or place in a wooden coffin. You could also find real natron or mix baking soda with the canning salt to approximate more closely the naturally occurring natron in Egypt. Get and extra game hen and use it as a control, i.e, do nothing to it.
2. Have students make canopic jars as either an individual project or in art class. Bury the giblets inside the jars.
3. Mapping exercises: Map locations in the world where mummies have been found and describe the climate or conditions that result in mummification.

RESOURCES:

Web:

<http://www.pbs.org/wgbh/nova/chinamum/mummies101.html>

- Good background on types of mummies and climate

<http://www.pbs.org/wgbh/nova/icemummies/>

- Several articles and lesson plans related to Nova programming

<http://oi.uchicago.edu/OI/MUS/ED/kids.html>

- Various activities for kids to learn about Egypt and Mummies - Interactive

<http://www.ancientegypt.co.uk/>

- My favorite site for supplemental material on ancient Egypt – Interactive
- Also check out Mesopotamia, India, and Mesoamerica sites

<http://www.nationalgeographic.com/xpeditions/lessons/17/g912/goodmummy.html>

- Of course check out National Geographic Xpeditions. Many good lesson plans here. I borrowed a couple of the objectives from this site.

Other Sources:

Ancient Egypt GeoKit by National Geographic

- Contains maps, videos and lessons.
- Powerpoint presentation– contact Tim Lehman, tclehman@bethanycs.net

“Winter” Lessons about the Poles from the National Geographic:

For Grades K-2:

A Vacation to the Polar Regions

<http://newsletters.nationalgeographic.com/WBRT0261D75ECA6FE621F33153E520>

For Grades 3-5:

Expedition to the Poles

<http://newsletters.nationalgeographic.com/WBRT0261D72EFA6FE621F33153E520>

For Grades 6-8:

What Do People Know About the Arctic and Antarctic?

<http://newsletters.nationalgeographic.com/WBRT0261D73EEA6FE621F33153E520>

For Grades 9-12:

Environmental Issues in the Polar Regions

<http://newsletters.nationalgeographic.com/WBRT0261D79E9A6FE621F33153E520>





GENI'S WEEKEND WORKSHOP 2007

INDIANA STATE UNIVERSITY — MARCH 16-18



Join us for a "Basic Geography" workshop for Indiana educators, grades K-12. For a registration fee of \$35 (GENI members) / \$50 (non-members) you will be provided great sessions on topics such as the *Five Themes of Geography, GeoSpatial Technologies (including Remote Sensing, GPS and GIS)*, along with some field experiences. All meals from Friday evening through Sunday morning are also included and will provide fun and entertaining cultural experiences. Don't miss this opportunity to increase your geography knowledge, see how easy it is to fit into your existing curriculum, and take back super classroom materials. **Seven** participants will take home a **Garmin eTrex Legend GPS unit!!!** Graduate Credit (1-3 credits) as well as Professional Growth Points are available. The number of participants is limited and based on a first come policy. Please note, this is a commuter workshop so lodging is the responsibility of participants. Contact the GENI office for lodging suggestions. *All registration fees contribute to the GENI endowment.*

WEEKEND WORKSHOP 2007 REGISTRATION

NAME _____ Phone _____
 ADDRESS _____
 CITY _____ STATE _____ ZIP _____
 SCHOOL _____ Phone _____
 District _____ Years Teaching Experience _____
 Grade(s)/Class(es) _____
 EMAIL _____
 Signature _____ Date _____

Check enclosed for [circle one]: \$35 (member) \$50 (includes GENI membership for 1 yr.)

Interested in Graduate Credit [circle one]? YES NO

Interested in Professional Growth Points [circle one]? YES NO

Mail to: GENI-WEEKEND WORKSHOP 2007, IUPUI-CA 345, 425 University Blvd., Indianapolis, IN 46202

Geography and History of the World Summer Institute

GENI will present a week-long summer institute centered around the new course for high school teachers, sponsored by the IDOE. The location will be on the IUPUI campus and participants will be provided 2 graduate credit hours tuition. An optional 3rd credit hour will be offered at the participants expense. Dates to be announced. Watch the GENI website and Spring Newsletter for a posting of the registration form.

An Invitation to DELIBERATE!



What does deliberation involve? This workshop will:

- Show you how to set up and organize a student-centered multiple-viewpoint deliberation.
- Provide materials and strategies for facilitating deliberation in the social studies curriculum, while meeting Indiana Standards and getting students to consider international perspectives.
- Sharpen students' active listening, critical thinking skills, AND move them to civic-based outcomes.
- Provide opportunities for cross-curricular teaching.

*Join us for an interactive workshop in spring 2007!
Consider using DELIBERATION in your classroom.*

<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Cost</u>
January 29 Monday	9:00-3:00	Southern Indiana Education Center, Jasper Phone: 812-482-6641 Website: www.siec.k12.in.us/	\$15.00
January 30 Tuesday	9:00-3:00	Northern Indiana Education Center, Mishawaka Phone: 574-254-0111 Website: www.niesc.k12.in.us/	\$15.00
February 8 Thursday	9:00-3:00	Central Indiana Education Service Center, Indianapolis Phone: 317-387-7100 Website: www.ciesc.k12.in.us/	\$15.00

You will get:

2 FREE Choices Curriculum Units

Posters, Handouts, Rubrics

Snacks and Lunch at Venue

Substitute Teacher Reimbursement!

Choices Curriculum Units: Out of 30 topics, you could pick from... and more...

**To register, contact the Education Service Centers.
Registration Deadline: 1 week prior to all workshop dates.**

Choices Curriculum Units: Out of 30 topics, you could pick from... and more...

U.S. Immigration Policy	Confronting Genocide	South Africa's Struggle
The Challenge of Nuclear Weapons	Responding to Terrorism	Mexico at the Crossroads
Limits of Power: U.S. in Vietnam	Middle East: Shifting Sands	U.S. Trade Policy
The League of Nations Debate	China on the World Stage	Constitutional Convention

Integrating International and Civic Education (IICE)

Funded by the Carnegie Corporation of New York,
Project of Indiana University-Center for the Study of Global Change,
Partnered with the Indiana Department of Education
& Choices for the 21st Century Education Program,
Watson Institute of International Studies, Brown University

Cultural History Teacher Workshop—"Not Just a Housewife: Women's History in Indiana"

This yearly conference is co-sponsored by the DHPA, Indiana State Museum, Indiana Historical Bureau, and the School of Education at IUPUI. The goal of the workshop is to teach educators about Indiana's history and the role that Hoosiers had in the greater context of United States History. Sessions include expert speakers, architectural knowledge of the period or topic, hands-on projects that can be brought to students, and an Expo Hall for history organizations to display their information.

IUPUI Credit or Recertification Credits

This workshop, taken in conjunction with a Summer II class at IUPUI, can get you credit. Check back for more information, the syllabus, and requirements for the summer class.

Date:	Time:	Location:	Cost:
March 10, 2007	8:30am - 5:00pm	Indiana State Museum	\$20 Educators/\$27 Non-Educators

Sponsoring Partners:

Indiana State Division of Historic Preservation and Archaeology, the Indiana State Museum, the Indiana Historical Bureau, the School of Education at IUPUI

For additional information contact: Jeannie Regan-Dinius, Special Projects Coordinator, Division of Historic Preservation and Archaeology (317) 234-1268; jrdinius@dnr.in.gov

2007 Indiana GIS Conference

March 13-14

Crowne Plaza Hotel and Conference Center

301 S. Illinois Street

Indianapolis, Indiana 46225

Mark your calendars for the 2007 Indiana GIS Conference. Professional development opportunities abound, with exciting sessions, technology discussions, forums, and more! IGIC sponsors an annual student poster competition in conjunction with the conference. Indiana students are eligible to submit entries which will be displayed throughout the event, featured in the monthly newsletter, and on the website. (See page 15 for contest details)

JOIN IGIC TODAY to take advantage of member discounts on registration!

Thanks to this year's sponsors...



Geo-Spatial Technologies in the K-12 Classroom Workshop

Are you looking for ways to incorporate orienteering, GPS, GIS, aerial photography or satellite imagery into your classroom? Join us for a quick journey through successful lessons and activities from educators throughout the state. Connections to Indiana Academic Standards, resources, and organizations will be offered. Snacks will be provided, and professional development points are available.

Date: May 3, 2007

Time: 4:30-7:30pm

Location: Indiana State Library, History Reference Room

Contact the GENI main office if you are interested in attending.



Geo Video Fest



The state-wide high school geography video competition, Geo Video Fest, will allow 9-12 graders to utilize the latest in digital video technology to produce high-caliber visual and electronic explorations of geographic principles and their presence in Indiana.

- **Who?** Any student enrolled in grades 9-12 can submit one video. It is important that students compete with students and not against the expertise of adult professionals. However, it is permissible for professionals to provide some general tutorials that the students can then apply to their own productions.
- **What?** Students may enter one of two competitions.
 - 1) **In a 3 - 5 minute** (5 minute and 59 second maximum) segment, students will use digital video to produce a media exploration of a geographic principle/ theme/term/technology. In the first year of the festival/competition, we recommend that students consider a topic that relates to "What is geography?" However, submissions will not be evaluated or given preference on that topic.

Example topics:

- ⇒ "Geography is location: An Exploration of a town's address system and how they organize the mail system and election districts"
- ⇒ "Geography is Movement: An exploration of the migration paths that brought four neighbors to the same street in Corydon, IN"
- ⇒ "Geography is Interaction: An exploration of the laws and lumbering policies in Indiana that created it's smattering of patch woods across that state"
- ⇒ "Geography is region: An exploration of how railroad tracks create the "Other side of the Tracks" mentality in Southport, IN"
- ⇒ "Geography is place: A visual history of the ways that the sand dunes in northwest IN have been used"

2) **In an up-to-30-minute** (30 minute and 59 second maximum) segment, students will produce an extended study of IN geography. In these videos, students can spend more time on examples, interviews, data that is specific to their topic. They could use topics like above, but that do not necessarily need to be linked to basic geographic ideas or the question, "What is geography?"

Example topics:

- ⇒ "What are the elements of a city plan?"
- ⇒ "How do cities manage cars - one-way streets, parking lots, meters, and street lights?"
- ⇒ "What is the big fuss over homeowner property values?"
- ⇒ "What is the geography of Indiana's family mega farm - multiple parcels, rented equipment, hired help, and rented land?"
- ⇒ "How will the shift to ethanol affect Indiana and its farmers?"

- **How?** Students will produce the videos and then submit them **POSTMARKED BY FRIDAY FEBRUARY 16TH** to: Alan Hagedorn 2717 S. Morgantown Rd. Greenwood, IN 46143 (317 881-0581 x. 1327). A panel of judges (pre-service teachers under the guidance of a professor) will select a 1st and 2nd place winners in each of the 2 categories. The videos will be pod-casted on GENI's website.

Send questions to: hagedorna@centergrove.k12.in.us or geni@iupui.edu

Visit the GENI website for example topics and the scoring rubric for the competition



IndianaMap Poster Contest

The IndianaMap Poster Contest offers a great way to introduce your students to digital maps and geographic information systems (GIS).

Posters should answer a question using maps. For instance:

Where are my relatives buried?

What kinds of trees are in my backyard?

Where would my family go in an emergency (fire stations, schools, hospitals)?

Where are the local churches? What denominations?

All current Indiana K-12 students are eligible to compete. Submissions must be computer-generated maps, preferably using GIS software. No hand-drawn posters will be accepted.

The dimensions of the poster should be no larger than 4 x 5 feet. It should contain a title, student's name and school. It should also include an explanation of the question, how it was answered, and a conclusion.

To enter, send your poster to the address below, by **February 28, 2007**:

Jenny Dubeansky
Indiana Geographic Information Council
140 N. Senate Ave, Room 306
Indianapolis, IN 46204

Be sure to include a letter with your...

- 1) Poster Title, 2) Name, 3) School Name and Address,
- 4) Grade, 5) School Phone Number, and 6) Teacher Email.

Prizes!!!

All entries will be displayed at the 2007 Indiana GIS Conference March 13-14. (See page 13)

Top three entries will receive a Target gift card or GIS prize package. Pictures of the winning posters will be posted to the IGIC website, and included in the April newsletter.

Resources

For information on checking out free GIS software and data from your local library, visit the IndianaMap website at <http://www.in.gov/igic/projects/lib/index.html>.

Judging Criteria

Submissions will be judged by a panel based on the criteria below. Judging will take into account grade-level appropriate abilities, and will not consider solely the upper grade-levels due to content and appearance.

- Explanation of question; what the poster is trying to show (20% of score)
- How the question was answered; methodology (20% of score)
- Conclusion; resulting answer (20% of score)
- Design; map appearance; poster organization (40%)



Geography Educators' Network of Indiana
IUPUI, School of Liberal Arts, CA345
425 University Blvd.
Indianapolis, IN 46202-5140
(317) 274-8879; geni@iupui.edu

<http://www.iupui.edu/~geni>

**GA! 2006
Poster Contest**

**Indiana
Geographic Bee
March 30th**

**GENI's WEEKEND
WORKSHOP
March 16-18
7 GPS units to be given away!**

**Educator
Opportunities**



My Wonderful World.org

A National Geographic-led campaign