

September 30, 1996

TO: GENI Membership
FROM: GENI Home Office - Kathy Lamb Kozenski

This issue of the *Geography Educators' Network of Indiana, Inc.* Newsletter focuses on **GEOGRAPHY AWARENESS WEEK, November 17-23, 1996**; the theme for which is

***Geography: Exploring a World of Habitats,
Seeing a World of Difference.***

Many of you have already begun planning interesting and exciting activities for your schools and for your communities: guest speakers, field experiences, t-shirt wear-ins, parent programs, community programs and more. Enclosed in this issue you will find lesson plans, radio advertisements, resource materials, local resource persons, and additional ideas to support and enhance your GAW plans. Develop a local Geography Awareness Week *Proclamation* for your community and for your mayor; see the enclosed example following the format utilized by the Governor of Indiana! Develop radio advertisements about Geography Awareness Week or questions for local radio personalities to use while they are on-the-air. Invite local resource persons to present a variety of topics to your students; or plan a field experience for your students to visit local parks, museums or galleries which feature displays reflective of the Geography Awareness Week theme.

Be sure to include parents in an activity (in activities)!!! The students could possibly develop an evening program or static display or slide presentation which revolves around the GAW theme; the program could target families, community leaders and local governmental officials as students of the students. Also, be sure to contact local marquis or sign owners to encourage a highly visible statement about Geography Awareness Week (local grocery stores, banks, museums, parks, shopping malls, schools, gas stations,...). Many local utility companies or payroll departments print statements onto your household bills or paychecks; encourage them to print a statement about Geography Awareness Week. And contact your local public library; allow the students to develop a display for the library about Geography Awareness Week.

Be creative!! Take photographs of your Geography Awareness Week activity, and send the photographs to the GENI Home Office, the address to which is on the back page of this newsletter. Good Luck! And have a **Great GAW !!!**

Editor: Kathleen Lamb Kozenski

Contributions: Leon Bauman, Janis Coffman, Dave Geyer, Mary Groesch, Susan Hume, Sara Jackowiak, Nancy Schwer, Ted Springer

RESOURCES IN GEOGRAPHY:

- * During the summer months, Indiana University sponsors an *Exploration of Careers in Science* program for high school students interested in further researching and experiencing possible career opportunities in the sciences. This past summer, for example, the students visited a wetland, researched the Indianapolis incinerator and the Indianapolis Southside Landfill, Transfer and Recycling Center. Contact Nicole Carlson, Science Education Liaison, Kirkwood Hall #207, Indiana University, Bloomington IN 47405-3901 or call her at (812)855-5397 for information about next summer's opportunities. The students experience, first-hand, many science-oriented fields of study, and they really enjoyed themselves. Stipends and scholarship opportunities exist past the program.
- * **David Smith**, enthusiastic Geography educator, is available to provide workshops at your school or for your school corporation. For a copy of his presentation materials and price listing, write to him at 4 Blanchard Road, Cambridge MA 02138 or call 1-800-244-9988.
- * Also available for a workshops are Phyllis and John Kepler, authors of the book Windows to the World: Themes for Teaching Cross-Cultural Understanding ; they can be contacted at PO Box 1092, Palatine IL 60078 or at (630)627-6318 for workshop presentation information and cost. The book is published by ScottForesman and may be found at your local bookstore.
- * *Where in Time is Carmen Sandiego?* is a new daily, game show for six to twelve year olds modeled after the *Where in the World is Carmen Sandiego?* To accompany the program, educators and parents may request the elementary and middle school oriented The Carmen Sandiego Times newspaper. Also, Delta is sponsoring an international essay contest. Information about the newspaper may be obtained by calling Amina Sharma at (617)492-2777x3882; information about the international essay contest may be obtained by calling Amy Burg at (617)492-2777x3950.
- * Each year, the **National Science Olympiad** takes place around the country; each state determines representatives through state contests; the representatives are, then, sent on to participate in the national competition. For more information, contact the National Science Olympiad, 5955 Little Pine Lane, Rochester Hills MI 48306.
- * A quarterly publication entitled The Environment, a Special Report by the U.S. Agency for International Development presents international programs which focus on managing natural resources for sustainable development. For copies of the publication, write to the Agency for International Development, Bureau for External Affairs, Washington DC 20523.
- * "Now What Software" offers a CD-ROM with aerial photographs combined with calibrated city maps; the **Small Blue Planet** is available for students to utilize in a variety of courses. Contact them at 2303 Sacramento Street, San Francisco CA 94115 or call 1-800-322-1954. The CD-ROM costs \$49.95.
- * Environmental databases from **EarthInfo Inc.** focus on hydrology and water quality and climate and atmosphere. For information, contact them at 5541 Central Avenue, Boulder CO 80301 or call (303)938-1788.
- * **The World Health Report, 1996**, published by the World Health Organization, is available for \$13.50 per copy. FAX them at (41 22)791-4857 for information.

* For a **FREE** color poster focusing on the world's difficulty in meeting the food supply and demands of the world today and in the future, call 1-202-862-5600. The poster was developed by the International Food

Policy Research Institute; additional copies of the poster are \$8.00.

- * Two new books offered through Rutgers University Press focus on two habitats: **The Hudson: An Illustrated Guide to the Living River** and **A Naturalist Along the Jersey Shore**. Both books focus on their respective environments and are appropriate for a high school reading level. Write to PO Box 5062, Livingston Campus, New Brunswick NJ 08903-5062.
- * The University of Nevada Press also has recently published two books focusing on the wilderness and on habitats: **Words from the Land** and **The Wilderness Reader**; both books feature many known naturalists. Write to the UNP, Mail Stop 166, Reno NV 89557-0076.
- * The ***World Resources Institute*** publishes many materials focusing on cultures and habitats; for a copy of their 1996/1997 catalog, write to them at 1709 New York Avenue NW, Washington DC 20006 or call them at 1-800-822-0504.
- * **SPICE** (Stanford Program on International and Cross-Cultural Education) produces many materials focusing on international cultures, environments and habitats. For a copy of their latest catalog, write to them at Littlefield Center, Room 14C, Stanford University, Stanford CA 94305-5013.
- * **GEOPLUS** has available a **Teacher's Kit**, which incorporates a U.S. landform map, a digital relief map and several classroom activities. The maps are based upon the Erwin Raisz maps. Call 1-800-292-2102 for more details.
- * **ESRI** (Environmental Systems Research Institute) has available an educational outreach program through Charlie Fitzpatrick. Many GIS and on-line resources are available. For information, contact Charlie at ESRI, 3460 Washington Drive, Suite 101, St. Paul MN 55122 or call him at (612)454-0600x26; check out their World Wide Web site -- <http://www.esri.com/resources/k-12/k-12.html>.
- * A collection of geography-oriented articles that may be utilized in high-school and post-secondary classrooms is produced annually by Dushkin Publishing Group. The collection, entitled **Geography 96/97**, eleventh edition is available for preview by writing to Dushkin Publishing Group/Brown & Benchmark Publishers, 25 Kessel Court, Madison WI 53711.
- * The *Organization for Economic Cooperation and Development* produces a variety of resource materials for the 6-12 classroom; for a copy of their catalog, write to them at 2001 'L' Street NW Suite 650, Washington DC 20036-4910.
- * Perian Spring Software offers a CD-ROM for the Mac entitled **Interactive Geography and Continent Explorer**; for a preview copy, write to them at 5200 SW Macadam Road Suite 570, Portland OR 97201 or call 1-800-472-8578.
- * Judson Rosebush Company offers a CD-ROM for the Mac entitled **Ocean Voyager**; for a preview copy or information write to them at 154 West 57th Street Studio 826, New York NY 10019 or call (212)581-3000.
- * **ARGUS** (Activities and Readings in the Geography of the United States) presents active learning modules focusing on history, government, economics and environment. Each module contains a short text, a set of student activities, a teacher's guide and a set of transparency masters. For more information about the ARGUS project and resource materials, write to the Association of American Geographers, 1710 16th Street NW, Washington DC 20009-3198. All materials were produced through cooperative efforts of K-12 educators, post-secondary educators and researchers.
- * **Waseca Learning Environment** has available a new curriculum for *elementary school students* utilizing natural regions or biomes to study a continent. For more details, write to them at 580 Tallasse Road, Athens GA 30606 or call (706)546-8833.

Rand McNally Searches for Oldest Map in Schools

for an opportunity to win \$10,000 worth of maps, globes,
atlases and additional ancillary materials for your school,

send a self-addressed, stamped envelope to

Rand McNally Educational Publishing,

8255 North Central Park

Skokie IL 60076-2970

entry deadline: 2/14/97

IDEAS FOR YOUR SCHOOL CELEBRATION OF GAW

*Make a GAW mobile *** Hang habitat and biodiversity posters *** perform a stream study *** invite the press to a classroom activity *** do a pond study inviting a naturalist to interact with your students *** have a vegetation (weed) and plant study including a horticulturist *** along with a bird rehabilitationist have the students study birds of prey *** study soils on your own or with an agriculturist or Soil & Water Conservation representative *** research weather with a local meteorologist *** visit a zoo and study biomes and animals *** "Habitat Halloween" - insects, birds, plants, fish, animals, land forms, and micro-organisms *** adopt a stream *** check habitats around your school *** decorate fast food tray liners *** make library, mall, or store displays *** get your mayor to sign a GAW proclamation *** color grocery store bags *** include parents, grandparents, siblings, local media, local businesspersons and others in GAW school and classroom activities*

CONGRATULATIONS

to the following individuals for representing Indiana on behalf of GENI in the many opportunities to increase geographic awareness throughout the state and beyond; all individuals were selected based upon experience, enthusiasm, classroom application need, and GENI membership status whether partially funded by GENI or through self-funding.

Indiana / Alaska Summer Geography Institute: Leon Bauman - South Bend, Rick Bein - Indianapolis, Dave Geyer - Mishawaka, Sara Jackowiak - Elkhart, and Grace Kovach - Whiting.

Michigan Geographic Alliance Great Lakes Drainage Basin Institute: Dennis Beadles - Evansville.

Great Lakes Transportation Institute: Dennis Beadles and Mike Roberts - Evansville.

Finding A Way: Encouraging Under-represented Groups in Geographic Education Institute: Dennis Beadles - Evansville and Karen Grimes Cooper - Indianapolis.

Alabama Geographic Alliance Environmental Institute: Berdena Walden - Evansville.

Indianapolis Urban Geography Institute: Mary Boldin, Jill Bowman, Angela Brinson, Karen Grimes Cooper, Karen Crawford, Barbara Davis, Betty Ellis, Sharon Hamilton, Gaynell House, Roslyn Hunt, Ruth Anne Kelley, Kathy Lamb, Patricia Ladd, Dorothy Linke, Charles Payne, Nancy Schwer, Lora Spargur, Judy Steegman, and Mike Swinford - all of Indianapolis.

Exploring and Teaching ... Indiana's National Lakeshore Institute: Jill Bowman - Indianapolis, Linda Curry - Michigan City, Patricia Gillogly - Thorntown, Mary Groesch - Evanston, IL, Jennifer Hardwick - Michigan City, Susan Hume - Mishawaka, Christine Hensley - West Harrison, Ruth Johnston - Kouts, Grace Kovach - Whiting, Kathy Lamb - Indianapolis, Sally Petro - New Buffalo, MI, Mary Pietsch - Bloomington, David Roberts - Indianapolis, Ted Springer - Munster, Doug Thilman - Porter, Joann Thilman - Porter, Fred Williams - Hobart, and Anna Zervos - Valparaiso.

Read the following articles by the participants briefing you on their experiences, their learnings and their applications to geography.

Please, **note the newest GENI Board of Directors members:** Janis Coffman of Decatur; Carl Neely of New Albany, Carol Shears of Muncie and Ted Springer of Munster. Contact them if you are interested in becoming more involved with GENI or about any ideas or concerns that you may have regarding geographic education in your region of the state. Remember, you are the reason for GENI's mission; success incorporates everyone!

ALASKA: TOURISM AND ENVIRONMENTAL IMPACT

If your notion of Alaska is one of a simple pristine wilderness, uncomplicated by complex political, economic and social concerns that are typical of the lower forty-eight states, then, change your mind! Although the state's population is only 550,000 - one half the population of Marion County, IN - and the land area is greater than twice that of Texas, Alaska does have divisive issues, most of which relate to the environment or wilderness areas. Evidence of oil, timber cutting, fishing, mining, and tourism was very obvious to those of us from Indiana who participated in the Alaska/Indiana Advanced Summer Geography Wilderness Institute.

Tourism is second only to oil production as a revenue producing industry; because it is the most recent income-producing industry, it is currently experiencing the most rapid growth. Relative to the state's other industries, tourism is the most talked about, at least it was in the Anchorage and Kenai regions.

The Alaska State Government, along with a majority of Alaskan citizens, express deep concern about their state's environment. They are trying to come to terms with the dichotomous dilemma of protecting and preserving the landscape, the animals, and the forests, while concurrently attempting to meet the needs of vast numbers of tourists visiting Alaska to experience and to enjoy the wilderness areas each year. Evidence of the type of environmental damage which concerns Alaskan citizens and government can be seen along the banks of many of the frequently fished rivers and streams. The banks of the Kenai River, for example, are showing significant damage to plant growth which results in considerable erosion of said banks. This erosion is due to the larger number of men, women and children who fish those banks during the salmon spawning runs each spring and summer.

Tourism means jobs for Alaskan citizens, and jobs mean revenue. No local business or state or city government wants to curtail the tourist industry within the state, which would result in loss of jobs and loss of revenue. So, the issue of tourism and its environmental impact is fraught with ambivalence, and the ambivalence causes many Alaskans to have "soft" opinions on "hard" issues. The precarious balance has yet to be met, or possibly, to be sought.

Obviously, the question is "how can Alaska and its citizens protect, and at the same time, share their wilderness environment in a profitable, sustainable manner for years?" I certainly do not have an answer, but it does seem to me that Alaska's tourist industry is extremely localized. This localization makes the environmental impact/tourism controversy much easier to manage than if the entire state were being pillaged by visitors. Most of Alaska is not accessible via road systems; only those who own an airplane or who can afford to fly to remote areas can access major portions of the state; this protects much of the state's wilderness areas. The main areas being impacted by tourists are the Juneau - Sitka areas and the Anchorage - Kenai Peninsula areas. These regions are the destinations of many tour boats. Inaccessibility to many areas of Alaska greatly reduces the tourist threat to the wilderness areas.

The vast majority of tourists travel to Alaska via the tour boats; these tourists are supervised, transported by charter buses, and adhere to tight time schedules established by the tour company. All of which limits the tourists movement to the ports-of-call and the immediate area surrounding those ports. This confinement seems to localize the environmental impact of the tourist trade. Even in Anchorage, most of the tourists appeared to be concentrated in the hotel-restaurant-trendy shop sections of the city. The only way to leave the down-town sections of the city was by tour bus: heading north to Denali or to another state/national park.

The sheer number of tourists now traveling to Alaska are going to have (if not already have had) a major, unavoidable, environmental impact on Alaska's wilderness areas. From my observations, many of the visitors were of an older age-group relative to the families and younger travelers to many parks in the lower forty-eight states. The older generation travelers seem to appreciate and to respect the scenery and the wilderness more, and they seem to behave more considerately while in the wilderness areas. So, the dilemma still exists in my mind about balancing tourism with environmental conservation. As long as the road system is limited, tourism will be limited to much of Alaska, thus, protecting much of Alaska from tourist damage. But the areas which are accessible to tourists receive a high concentration of visitors most of the year, thus, posing an ever-increasing problem for those wilderness areas.

Dave Geyer, Penn - Harris High School
Mishawaka, IN

SUMMER GEOGRAPHY INSTITUTE FOCUS ON HABITATS AND BIODIVERSITY

Two educators from each state in the Union, plus Canada and Puerto Rico, converged on National Geographic Society headquarters in Washington, D.C. for seventeen days (AND nights) of intensive training. Biodiversity and habitats were the twin themes for the summer of 1996 institute. Janis Coffman of Decatur, IN and myself, Ted Springer of Munster, IN, were selected as the Indiana representatives because of our involvement with GENI and with Geography Education throughout the state. Janis and I added a Hoosier twist to the Institute by pushing “*Give Habitats a Hand*” as a theme for National Geographic Awareness Week, which is November 17-23, 1996.

The National Geographic Society provided all participants with special training in media presentations for Geography Awareness Week; a media trainer with President Clinton’s staff, Michael Sheehan, gave an entertaining day-long presentation on “how” to get our geography message across to the public. The critical significance of keeping the “importance of geography” message in front of the American public was not lost on anyone present.

Sandwiched between the NGS presentations at Grosvenor Hall in D.C. was a six-day field experience to West Virginia to study the concepts of habitats and biodiversity. All participants and NGS staff were transported via bus for five hours to the Canaan Valley and Deerfield Resort of West Virginia for field work and hands-on training in habitats and biodiversity. Drenching rain storms and flooding did not keep anyone from exploring caves in the Smoke Hole Caverns nor from studying streams in adjacent rivers. One highlight was a trip to the highest point in West Virginia, Spruce Knob (4,863 feet above sea level). Another highlight of the field experience was to the Mountain Institute where everyone learned about mountain conservation during a one-day workshop.

Upon returning to Washington, D.C., the “habitat” wanderers finished their studies of biodiversity and habitats by touring Woodbridge Wildlife Refuge and Accokeek Farms in Maryland. Janis and I both sustained physical injuries as a result of their strenuous contributions to the field research; Janis received a leg injury, and I received a lower back strain. We are both recovering nicely, and we both feel that the injuries were worth the opportunity to participate and to learn more about geography, biodiversity and habitats of all sorts.

The NGS Summer Institutes are once in a lifetime opportunities. Living and working with educators from all grade levels and from all sections of the country in conjunction with access to the resources of the National Geographic Society are an unbelievable combination! If you or anyone that you know is interested in more information and hands-on activities about habitats or biodiversity, contact me at Harrison Middle School in Merrillville or contact Janis at Decatur Middle School in Decatur.

Ted Springer

P.S. Do not believe those rumors that Janis hurt her leg running to obtain an autograph from Gil Grosvenor and that I hurt my back playing volleyball. Just rumors!!

WHAT I LEARNED IN ALASKA ...

When I boarded my last connecting flight to Anchorage in Minneapolis/St. Paul, it was sunset. I was able to enjoy watching that sunset all of the way to Alaska! What a treat to be in the north during the summer solstice. I soon discovered that I did not need to worry so much about hiking past midnight.

As we were met at the airport by Judy Matthewson, a teacher from Eagle River, one Indiana participant said, "This is like a different country." When Judy (originally from Kansas) responded with, "Well, it is!", I decided to view my Alaskan experience as a trip "abroad". As I look back, I think that perspective gave a helpful handle to each new person, place or thing that we encountered.

We learned geology ... at Portage and Exit glaciers and in the Kenai Fjords National Park we learned about glacial silt, crevasses, and median and lateral moraines. Along Cook Inlet we saw four active volcanoes.

We learned zoology ... Alaska's largest moose (with a 72" antler span) live in the Kenai Moose Refuge. We learned all about salmon as we floated by the combat fisherman catching their first kings on the opening day of the season. We even tasted unheard-of parts of sea urchins! I thought that I knew all about squirrels, but I had never encountered a squirrel middle before. We also saw horned puffins diving with humpback whales.

We learned botany ... I want to return to Alaska when the salmonberries are ripe. We ate popweed algae. Would you like some canned goose tongue? How many ways can you use a spruce? We learned to appreciate the work of pioneer plants, such as fireweed and grasses, as they begin the process of forest regeneration.

We learned earth science ... The world's second highest tides washing up along chevrons in the Earth's crust.

We learned history ... What were the Japanese up to in World War II that set in motion the building of a railroad? We visited some sites that reflected the Russian influences on Alaskan culture.

We learned sociology ... "Yupik" means the real people. The Athabascan and Tlingit languages are related to the Navajo language.

And the list goes on and on! But essentially we experienced several levels of wilderness and had opportunities to reflect on the value of the land. Is it a commodity that belongs to us, or is it a commodity to which we belong?

I came back with a jar full of moose nuggets, addresses of new friends, and a desire to stay in touch with the natural world of which I am a part.

Leon Bauman, Goshen, IN