

# Activities to promote GEOGRAPHY AWARENESS WEEK

- \*Participate in the GENI Postcard Contest  
(see enclosed announcement for details)
- \*Prepare trivia questions to be sent home for parents and students to answer
  - \*Encourage local bookstores, libraries, and businesses to sponsor and advertise Geography Awareness Week through displays, billboard announcements and other visual means
  - \*Advertise the theme in school newspapers and in athletic programs
  - \*Contact local radio stations with a “GAW question of the day stumper”
    - \*Sponsor a “Family Geography Challenge”  
{contact Jill Bowman at (317)842-8039 to arrange}
    - \*Invite the local media and mayor to visit your classroom
    - \*Organize pen pals across the United States
    - \*Play a geography song each day
- \*Take a magic carpet ride to a new place each day by displaying items, on a large blanket placed in the center of the room, reflective of the place which the class will be visiting while traveling on the “carpet”
  - \*Explore the internet
  - \*Create a passport to promote foreign travel
  - \*Utilize local museums and college resources

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People, Places and Patterns...Geography Puts the Pieces Together!  
**POSTCARD CONTEST**

**Rules:**

- ~ Make a postcard that demonstrates this year's Geography Awareness Week theme: People, Places and Patterns...Geography Puts the Pieces Together!
- ~ Postcards should be no larger than 5"x8" in size
- ~ The class' favorite postcard, by consensus, should be **postmarked by December 15**
- ~ Please include the following on the back of the postcard: full name, school name, school address, teacher's name and grade/course
- ~ The GENI GAW Committee will select one postcard for newsletter publication from each of the three categories: K-5, 6-8 and 9-12
- ~ Postcards should be easy to read to enable better black and white reproduction
- ~ Attempt to secure local prizes for all student entries!
- ~ The top three postcard artists from each grade level will receive a National Geographic Society Atlas of North America for home or classroom use; each classroom participating in the contest will receive a beach ball globe.

**Send entries to:**

GENI - Postcard Contest  
IUPUI, UN #411  
620 Union Drive  
Indianapolis IN 466202-5167

# More Activities to promote Geography Awareness Week, 1998

**MONDAY (People)** Brainstorm what the word “population” means by creating a web map on the board using student’s responses. After the definition of “population” is determined, guide the discussion toward population centers; gain an understanding of “where” students think that populations are the most dense and the least dense. Next, discuss census reports that are provided on the U.S. Census Bureau website, <http://www.census.gov/>; post the responses in the classroom on the web map, and ask students to locate on a blank map the areas discussed.

*Homework:* Students will explore their neighborhood by making a list of “where” most people are concentrated in their community; map the results and discuss the patterns.

**TUESDAY (Places)** Brainstorm reasons “why” places are diverse; create a web map on the overhead utilizing student responses. Ask students to draw their favorite place on a piece of paper and to describe “why” in a short paragraph. Collect all of the pictures and cut them into a puzzle. Place on the chalk board. Ask students to discuss “why” the pictures are diverse. This assignment could be changed to bringing in a photograph of their favorite place or of their family.

*Homework:* Ask students to explore and list their family’s genealogy; chart the diversity in a web map on the chalk board the next day.

**WEDNESDAY (Patterns)** Take the students on a walking tour of the school or of the surrounding community; upon return to the classroom, discuss the various patterns noticed. Divide the students into groups to create a small business of their choice. The students must find an available location in the community to locate their business; draw maps. Justify the business location in a one-page essay.

*Homework:* Students will complete the task above; send in samples to the GENI office!

**THURSDAY (t-shirt day)** Ask students to wear t-shirts that represent geography. Each classroom can identify “where” each place is located on a world map. (Please add up the number of geography -shirts worn and send the number to the GENI office!)

*Homework:* Check clothing and product labels at home to identify places of manufacture. Make a bar graph to demonstrate manufacture density.

**FRIDAY (Review GAW theme)** Divide students into groups and ask students to prepare an advertisement discussing the theme for GAW. Discuss the theme in relation to our daily lives.

*Homework:* Students prepare a 5”x8” postcard depicting the 1998 GAW theme People, Places and Patterns...Geography Puts the Pieces Together! Send the best postcard, by consensus, to the GENI office for a National Geographic Society map. See the enclosed announcement for details.

# **GEOGRAPHY AWARENESS WEEK**

## **Report Form**

You will receive a National Geographic Society map for updating us about the GAW activities in your school/classroom/community.

Name:

Address:

City:

Zip:

School:

Grade Level(s) and Subject(s) You Teach:

Approximately how many people did your GAW activities touch?

Teachers:

Students:

Others:

Did you find the information in the National Geographic Society GAW packet useful?

Comments:

Did you find the information in the GENI GAW Newsletter useful?

Comments:

Please describe the GAW activities that you or your school or community did to celebrate Geography Awareness Week. Send copies of newspaper clippings or photographs!!!!

**PLACES**

Assignment: Imagine you could go any place in the world that you wanted...

Using your best descriptive language, write an explanation of this special place and of your journey to this place. Be creative and have fun!!

(The final product needs to be put into a binder or folder with your map acting as the cover page for the following essay pages.)

Be sure to answer the following in your essay:

**The location of the place** - What is the name of your chosen place? Where is the place located? You want to include longitude and latitude, orientation, and surrounding places.

**Observations of the places environment** - What do you see when you are at your place? What are the people like in the place? What is the environment like in this place? What makes up the environment in your place?

**Movement of the people in this place** - What type of transportation occurs in this place? What transportation is necessary to get to your place? What type of transportation is used by the people in this place most frequently? What other types of movement occur in your place?

**Patterns in this place** - What type of patterns occur in this place? Patterns of population density and ethnicity, movement, animals,...

**Why did you choose this place?** Describe “what” makes this place special and unique from your own perspective.

**Draw a map of your place** - Make sure to include its latitude and longitude, its neighbors, a legend, a compass rose, and major land features.

**CONNECTIONS** - Discuss how the geography of your chosen place puts the pieces together: people, places and patterns.