



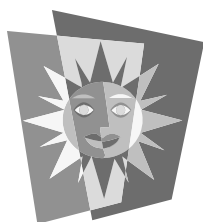
# GEOGRAPHY EDUCATORS' NETWORK OF INDIANA NEWSLETTER

Volume 109, Issue 3

Summer, 2009

## Inside this issue:

Competitions/Awards	1,
Educator opportunities	2,11
Events	2+
Featured Geographer	NA
Lesson Plans	9-10
Resources	2



## Indiana Students Take a Walk Across Asia

Though not truly on Asian soil, several hundred Hoosier students got the opportunity to walk, skip, even jump across Asia; while others laid on earth's largest continent. The 31' by 40' giant map of Asia shown in the photos is just part of the National Geographic Giant Traveling Maps division. They also offer giant maps of Africa and North America. These maps are enormously entertaining and educationally powerful tools for introducing geography and map reading skills to students.

This was GENI's first experience sponsoring a giant map in Indiana. During Asia's seventeen-day visit to the Hoosier state, the map made its way through four counties and six schools. The greatest challenge was transporting the ten-foot,



*Middle school students at Bethany Christian School in Goshen participate in a map activity.*

one hundred and forty pound cylindrical container the map travels in. The oversized accompanying trunk of resources further complicated movement between schools.

*Continued on page 3*



## Seventh Grader from Portage Headed to DC for National Geographic Bee

Ian Markham, from Nativity of Our Savior Catholic School in Portage, will represent Indiana at the National Geographic Bee May 19-20. On April 3rd, he triumphed over ninety-nine fellow fifth through eighth graders to earn the trip to D.C. and title of Indiana Geographic Bee Champ. Alex Trebek of *Jeopardy!* will once again be the moderator for the final round of the national-level competition, which you can watch May 20th on the National Geographic Channel.

Fortunately, our Spring weather in Indiana remained calm for April 3rd and



*Final round moderator, Ted Springer announces Ian Markham (far right) as 2009 Bee winner.*

## Special Points of Interest:

- Indiana Geographic Bee Results
- Summer Professional Development Opportunities
- GENI Newsletter going green
- Hoosiers walking on Asia

*Continued on page 4*

## GENI Board of Directors 2008-2009:

### James Speer

Board President

Indiana State University

Terre Haute

### Tom Jones

Board Vice President

Taylor University, Upland

### Jill Bowman

Board Treasurer

Indianapolis

### Rick Bein

IUPUI, Indianapolis

### Lou Camilotto

McCutcheon High School

Lafayette

### Karen Grimes Cooper

Indianapolis

### Catherine Dean

Chesterton High School

Chesterton

### Tim Gavin

Penn High School, Mishawaka

### Bill Hale

Chandler

### Roger Jenkinson

Taylor University, Upland

### Kathleen Lamb Kozenski

GENI Executive Director

### Joe Ladwig

Lighthouse Christian Academy

Bloomington

### Tim Lehman

Bethany Christian Schools

Goshen

### Susan Marquez

North White High School, Monon

### Melissa Martin

Cicero

### Doug Marvel

Spatial Marvels, Indianapolis

### Rebecca Milam

Hamilton Co. Homeschool

### Catherine Hagerman Pangan

Butler University, Indianapolis

### Scott Royer

McCutcheon High School

Lafayette

### James Schmidt

Penn High School, Mishawaka

### Hilary Johanson Steinhardt

GENI Director

### Joyce Thompson

White River Valley High, Linton

### Gloria Wilson

Farrington Grove Elementary

Terre Haute

## Calendar of Events:

- Jun. 15-26—**From the Inside Out: How Indiana's Courts Work.** Hands-on workshop to familiarize participants with daily operation. Three Graduate Credits and \$500 stipend available. Daily 8am-12:30pm. <http://education.iupui.edu/soe/sitc/ssi.aspx#z>
- June 21-28—**Lincoln Tri-State Summer Institute.** Participating K-12 teachers will visit sites in Indiana, Kentucky, and Illinois. Room for 6 Indiana teachers. Three graduate credits available. Visit the GENI website for more information.
- June 21-27—**14<sup>th</sup> Annual International Studies Summer Institute** for grades 6-12. [www.indiana.edu/~global/institute.htm](http://www.indiana.edu/~global/institute.htm).
- July 7-9—**Stories of Courage: Children of the Civil Rights Movement** Teacher Institute at the Children's Museum of Indianapolis. For grades 3-5.  
[www.childrensmuseum.org/catalog/catalog.asp?C=64](http://www.childrensmuseum.org/catalog/catalog.asp?C=64)
- July 14-16—**Anne's Story** Teacher Institute at the Children's Museum of Indianapolis. For grades 6-9.  
[www.childrensmuseum.org/catalog/catalog.asp?C=64](http://www.childrensmuseum.org/catalog/catalog.asp?C=64)
- July 27-Aug. 7—**Teaching with Historic Places Interactive Workshop.** Effective ways to bring history to life within the classroom. For more information contact Suzanne Stanis at 800-45-4534 or [stanis@historiclandmarks.org](mailto:stanis@historiclandmarks.org).
- Aug. 3-7—**Egypt: Ancient and Modern** Teacher Institute at the Children's Museum of Indianapolis. For grades 3-8.  
[www.childrensmuseum.org/catalog/catalog.asp?C=64](http://www.childrensmuseum.org/catalog/catalog.asp?C=64)
- **ICEE Summer workshop dates** and locations released, including three in Indianapolis and many more around the state. Visit [www.econed-in.org](http://www.econed-in.org) for details and registration information.
- Aug. 29—**GENI Board Meeting** to be held at IUPUI. Contact the GENI Main Office if interested in attending
- Oct. 9-10—**Fall GeoFest** at Clifty Falls State Park in Madison, Indiana. Watch the GENI website for details to come!

*Tell me and I will forget. Show me and I may remember. Involve me and I will understand.*  
Chinese Proverb

## Resources

- **The Green Effect**—What could you, your students, or a colleague do for your community and the planet with \$20,000? Tell us, and you might be one of five recipients! Visit [greeneffect.com](http://greeneffect.com) for details.
- **Interpreting Weather Maps**—Find out what the radar and station models mean as well as help interpreting the satellite, forecast, radar and upper-air pages. [www.rap.ucar.edu/weather/info/](http://www.rap.ucar.edu/weather/info/)
- **Weather History**—Provided by the Weather Underground. Click on the map or enter a zip code to get to a specific location's real-time weather. Or go to the history data page and choose a date and location, as far back as 1945. [www.wunderground.com/history](http://www.wunderground.com/history)
- **News Bites**—Brief news bites, easy for kids to peruse and there is a longer more in-depth topic included in each issue. Organized by topic. [www.sciencenewsforkids.org/](http://www.sciencenewsforkids.org/)
- **Guide for Geography Resources**—from McGraw Hill Ryerson. [www.socsciresearch.com/r14.html](http://www.socsciresearch.com/r14.html)
- **Smithsonian Online Cultural Heritage Tours**—series of free online tours that invite educators, families, and students to learn about America's diverse cultural heritage by examining objects drawn from the Smithsonian's vast collections. [www.smithsonianeducation.org/heritage](http://www.smithsonianeducation.org/heritage)
- **The Resource Connection**—The Indiana Humanities Council's clearinghouse of online educational resources, made available by collaborating institutions. A searchable catalog of primary sources, images, videos, student activities, classroom assessments, and lesson plans, can be found at [resource.smartdesktop.org](http://resource.smartdesktop.org).
- **Geography Pronunciation Guide**—Test your knowledge of geography, view important country statistics, hear proper pronunciation of country names. [www.brookscole.com/earthscience\\_d/templates/student\\_resources/0030339669\\_salter/geo2\\_pronunciation/geoGuide.html](http://www.brookscole.com/earthscience_d/templates/student_resources/0030339669_salter/geo2_pronunciation/geoGuide.html)
- **Great Lakes Information Network**—Find information on the physical and cultural environments of the Great Lakes region including maps, tables, and articles. [www.earth4567.com/](http://www.earth4567.com/)

*Giant Asia Map continued from page 1*

At the end of the journey, which included a community night, people from ages three to eighty-one had the opportunity to walk across Asia. Students from both public and private schools expanded their knowledge of this vast and diverse continent.

Your school could bring Africa, Asia or North America to your community. The fee to borrow a giant map in the 2009-2010 school year is \$375 (for borrowing periods up to two weeks in length). Additional weeks are \$225/week. The schedule fills quickly so visit [www.ngsednet.org/community/index.cfm?community\\_id=515](http://www.ngsednet.org/community/index.cfm?community_id=515) to request a map.

*"The giant maps, designed for grades K-8, come with a trunk full of accessories, including geography adventures, interactive games, atlases, books, videos and music that teach students about the physical characteristics of the continents as well as the rich history and varied cultures. Safaris, scavenger hunts and competitive games help make learning about country locations, capital cities, population centers and wildlife information fun and exciting."*

If your school cannot afford to reserve a giant map, GENI is giving Hoosiers another chance to experience one. See article below.

## Come Experience the Giant Africa Map in November



GENI has already reserved the giant map of Africa for late November, just in time for National Geography Awareness Week [November 15-21]. The **2009 International Festival**, hosted by the Nationalities Council of Indiana, will feature the Africa map in addition to the return of the *Earth Balloon*, making it's third visit in as many years. Plan to bring your stu-

dents to the Indiana State Fairgrounds for this fantastic event which runs November 19-22. Special school hours are available for visiting Indiana's largest and oldest pan-ethnic event. Visit [www.indyinternationalfestival.org](http://www.indyinternationalfestival.org) for more information.

### *Highlighted Festival Features:*

- **Continuous ethnic music and dance** by local and national performing groups
- **Authentic foods** from over 20 local ethnic vendors
- **Cultural Exhibits** from 50+ ethnic groups hosted by volunteers in traditional dress where you can connect with your own ethnic heritage
- Artisans demonstrating **unique cultural crafts**
- **Naturalization Ceremony** welcoming over 175 new American citizens on Friday
- **International Marketplace** offering gifts from around the world
- **Earth Balloon** - 20 ft. diameter balloon model of the earth that fits 20+ adults at one time! Learn about the geography of world cultures
- **Giant Map of Africa** - Explore the continent with this map measuring 26'x35'!

## GENI Newsletter is Going Green!

We are finally jumping on the paperless band wagon. The GENI newsletter will pilot an electronic newsletter next fall. While we have struggled with the decision to go electronic and heard some strong opposition, we have also had great support and simply feel it is the responsible and economic thing to do. It will certainly save the main office the cost of printing and postage as well as the time to label and prepare the newsletter for mailing.

The logistics of the change to electronic format will be challenging and we ask for your patience and assistance. We will need all members to provide a current email address that you wish to receive the newsletter through and update that address should it change. The easiest way to provide this information is to send us an

email ([geni@iupiu.edu](mailto:geni@iupiu.edu)) with "Newsletter Email" in the subject line and your name and address in the text space so that we are sure to match your email up with the correct strand of data in our system.

We will continue to send postal mailings when we have hard-copy resources available (ie-maps from NGS). We have already been told the 2009 *Geography Action! Toolkit* will be all electronic this year so we will simply notify you when that becomes available on-line.

Most important during this transition, we hope GENI members will continue to benefit from the publication. See page 11. If you have any questions or concerns, please feel free to share them with us at [geni@iupui.edu](mailto:geni@iupui.edu).

*Kathy and Hilary*



Bee continued from page 1



3rd place Benjamin Coomer, 1st place Ian Markham, 2nd place Brandon Jones.

the IUPUI campus generously provided the space necessary to host this exciting event. Dr. William Blomquist, Dean of the College of Liberal Arts took time to address the crowd and encourage the

students to continue to work hard and set high goals.

Dr. James Speer from Indiana State University's Geography, Geology & Anthropology Department, and GENI Board President, was our emcee for the day. He gave a brief overview of the importance of geographic literacy and its widespread impact.

Dr. Tony Bennett, Indiana's new Superintendent of Public Instruction, also addressed the participants and their guests. He recognized these students as role models and encouraged them to continue their hard work. He and his staff also extended an invitation to personally accompany Ian and his family on a tour of the state house at a later date.



Dr. Tony Bennett

Mr. Ted Springer, retired Merrillville middle school teacher and former GENI board member, was our moderator for the final round this year. Ted has many years experience moderating and judging at the Bee. He did a



One of five preliminary round rooms.

fantastic job of making all of the ten finalists feel at ease in front of the bright lights and cameras. Thanks to grants by the Lilly Endowment Incorporated and MacAllister Machinery, the final round was video taped and will air on WFYI Indianapolis Channel 20 on May 24th. Check your local PBS listing for an air date in your area. A DVD of the final round will also be available for purchase through the GENI office. Visit the GENI website for complete results and DVD ordering information.

The goal of the Geographic Bee is to encourage teachers to include geography in their classrooms, spark student interest in the subject and increase public awareness about geography. Whether a public, private or homeschool, get your involved today. For a fee of \$70, the National Geographic will provide you with everything you need to host a school-level bee. For more information, visit [www.nationalgeographic.com/geographybee](http://www.nationalgeographic.com/geographybee).



#### 2009 National Geographic Bee Sponsors:



The History Educators Network of Indiana (HENI) would like to invite you to join our network of teachers, history professors, museum educators, and other history professionals on the **HENIconnect** listserv. Why join?

Joining the listserv is free; plus **HENIconnect** provides a link between people committed to excellence in teaching Indiana, United States, and world history. Teachers who seek to expand their understanding of history can increase their capacity to engage students as active citizens. Through HENI's network, history educators can collaborate, exchange ideas, and build partnerships.

If you would be interested in joining **HENIconnect**, please contact Kendra Clauser via e-mail at [kclauser@iupui.edu](mailto:kclauser@iupui.edu)! The editors will do the rest! We hope you will find **HENIconnect** an exciting tool for you. Please feel free to share this with your colleagues.





## Call for Change in the Social Studies

*A message from Alan Hagedorn, Executive Director for the Indiana Council for the Social Studies*

Dear fellow social studies advocate,

It is with great passion that I begin my service as the executive director of the Indiana Council for the Social Studies. It seems imperative to me that social studies take control of its own destiny and role model the civics and citizenship it “preaches.” When Dr. Shalom H. Schwartz, of the Hebrew University of Jerusalem, wanted to discover the universal values of cultures, he sampled college students and classroom teachers. Classroom teachers, he said, were the best reservoir of societal tradition and conservative values. Schwartz said teachers “may be the best available group when one is trying to characterize cultural priorities. They play an explicit role in value socialization; they are presumably key carriers of culture...” (Schwartz 1984) This sounds believable to me. I am not sure that this reality also requires our passivity and submission.

At this time of “revolution” in education, this conservatism may not serve students, teachers, schools and American education well. Teachers, especially social studies teachers, must display civic participation and citizenship through advocacy of their viewpoints, experiences, expertise, and aspirations. The civic value is active, not passive. Continuity and change embolden citizenship into an energetic, scientific experiment of civilization.

American education is constantly bashed with the hammer of selective statistics and propaganda. The US education system endures negative attack after negative attack, driven by interests that often do not have the true scope and dimension of America’s circumstances and purpose in their focus. These critics utilize their freedom of speech and the press and do not find much of a counter-balancing voice. Educators carry on quietly and endure the barbs, possibly without thought of the long-range consequences of their omission.

Ever since Sputnik graced the sky, a claimed educational emergency ensconced America, and civics and citizenship were slowly slighted. First, science and math became the beneficiaries of great new financial investment from kindergarten to college. The fresh science laboratories prepared children for a life in NASA or engineering. This shift in education from the humanities to the natural sciences and mathematics increased over time. With the Baby Boom arose the age of consumerism. Students were to be trained for careers and consumption. Every year public civics and citizenship receded as careers and consumption stepped up. People voted with the dollar. Corporate America would fix and improve America rather than good citizenship. In the 1980’s, government was the problem and business was the solution. America graduated from “Why Johnny Can’t Read” to “A Nation at Risk.”

Today, this educational mantra seems beyond hyperbole. The latest position is that no American student should be behind any student anywhere in the world. Suddenly, we must be completely number one and race ahead of Finland and Singapore. Here are two countries that I have never heard anyone ever parade as educational models, now dangerously statistically ahead of one of the biggest and most diverse nations in the world.

Is America’s education system packed full of crumbling schools, incompetent teachers, and unresponsive and lazy students? The National Assessment of Educational Progress simply shows no tide going in or out. It shows a steady sea with some improvement in minority scores.

If I am proposing a radical change in education or social studies, it might be by the slightest of means. I believe that for practical and self-provocative reasons, the phrase “social studies” should be replaced by the “social sciences”. I see the new labels/identities Indiana Council for the Social “Sciences” and National Council for the Social “Sciences” as subtle but potent shifts. ***To be continued...***

**[Visit the GENI website for a complete version of this letter and Alan’s contact information.]**

# Summer Geography Ideas from My Wonderful World



Geography might seem like a subject solely for school time. But, it's not just something you "learn" in class—it is also something you can actively "do." As summer approaches, we're showing you how to give kids the power of global knowledge by playing games on that loong car ride to your vacation destination, by volunteering to help with environmental or cultural projects, by reading fun books that have a geographic bent, and more.

## Do Geography on Summer Vacation

Summer is within sight! Whatever your plans, we encourage you to DO geography, and we have plenty of ideas to get you started. Here's one: **Volunteer!**

Summer is a time to indulge in recreation and relaxation, and there's no better food for the soul—or way to learn—than giving to others and the planet, whether locally or globally. Through volunteering, you'll develop a connection with a place and its people while contributing to its unique environmental and social fabric. You'll also answer President Obama's call to service! (1) Adventurous teens can embark on two-week service trips to China, Ghana, Guatemala, or Costa Rica through Cross-Cultural Solutions, or (2) participate in one of the Student Conservation Association's summer community programs in the U.S. (3) Check out 1-800-volunteer.org, a national database providing listings by zip code and travel distance for more local options; (4) Idealist.org also offers thousands of volunteer and internship opportunities. (5) Meet with do-gooders of all ages at the National Conference on Volunteering & Service in San Francisco, June 22-24.

## Geography-to-go Travel Games

Turn off the Gameboy, and turn your road trip into a fun lesson in geography with My Wonderful World Geography-to-go travel games. Activities like State Plate Round-up and the silly stories of Travel Tales will keep the kids busy for hours! [www.mywonderfulworld.org/geography\\_to\\_go.html](http://www.mywonderfulworld.org/geography_to_go.html)



## Plan a Low-budget Camping Trip

For families looking to have a good time without breaking the bank, camping is an excellent option that can get you away from the demands of modern life and "back to nature." Find a campground near you at [www.recreation.gov](http://www.recreation.gov)!



## Geo Feature

### Travel Responsibly

It's great to experience new places through travel. But visitors can love a destination to death if they're not careful, diminishing its value for future generations. The new geotourism movement sustains or enhances the geographical character of a place—its environment, culture, aesthetics, heritage, and the well-being of its residents. Geotourism expands upon the concept of *ecotourism* by adding a broader focus on human-environment interactions and "sense of place."



Embrace the tenets of geotourism wherever you go this summer, and support others leading the charge! May 20 is the deadline for nominations for the 2009 Geotourism Challenge. Soon you'll be able to vote for your favorite proposal; in the meantime, check out National Geographic's Center for Sustainable Destinations. Inspiring videos provide insight into What is Geotourism? and the Choices facing travelers; you'll also find Geotraveler Tips and MapGuides to Montreal, Yellowstone, Guatemala, and more. Visit the MWW blog to hear from the center's Ann Nygard!



**GEOGRAPHY  
ACTION!**

# 2009: EUROPE BEYOND BORDERS

Working on your curriculum for next year??? Incorporate the Geography Action!/Geography Awareness Week Theme for 2009. It's as simple as using literature on the subject or classroom set-up like posters, artifacts, maps, etc. Add a bulletin board showing an aspect of student daily life in European countries (ie-what is served at school lunches, popular after-school activities, etc.). How many countries and their capitals can you name? Which country spans two continents? Brush up on everyone's skills on the region by hosting a school-wide trivia competition! Enter your students in GENI's Postcard Contest (see below).



Plan a "Celebrating Europe" event for next fall.

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

Get your entire community involved! Tap your local resources: cultural performers, restaurants, foreign businesses, university cultural centers, and more.

**Enter your students in the**

***2009 Indiana Geography Awareness Week***

## ***POSTCARD CONTEST***

Have your students design their own postcard representing the theme, ***EUROPE BEYOND BORDERS***, and they could win great PRIZES! Four winners will be chosen, one per category: K-2, 3-5, 6-8 and 9-12. From these winners, a GRAND PRIZE WINNER will be selected and their postcard will be printed for use by the student, teacher, school, and the GENI Main Office! Contest details/rules and downloadable template will be available on the GENI website in August. Get your students started thinking geographical today! All entries should be mailed to GENI, postmarked no later than November 28, 2009.

To see the 2008 contest winners and additional competitive entries, visit the GENI website under "News/Events" and "National Geography Awareness Week."

## Fall 2009 Opportunities



*The 2010 Census is Coming.  
Make Sure Your Students Count!*

### The Census in Schools program: It's About Us

The U.S. Census Bureau has created a Census in Schools program called 2010 Census: It's About Us. The program will provide educators with resources to teach the nation's students about the importance of the census so children can help deliver this message to their families. The program will engage America's youth to help ensure every child and every household member is counted in 2010. For more information on to get your class/school involved, visit [www.census.gov/schools/](http://www.census.gov/schools/)

## NATIONAL CONFERENCE ON GEOGRAPHY EDUCATION

**"Crossroads of Cultures"**

**September 23-27, 2009**

**SAN JUAN, Puerto Rico**



**The National Council for  
Geographic Education**

**Host Site: The International San Juan Resort & Casino**

**For more information, visit [www.ncge.org/](http://www.ncge.org/)**



## 2009 ICSS Annual Conference

**Thursday, October 29, 2009**

**University Plaza (near Purdue), West Lafayette**

**Engaging the Social Studies Professional**

### PROPOSALS:

The Program Committee of the Indiana Council for the Social Studies is now accepting proposals for individual sessions. Due to printing deadlines, the proposals must be post-marked by **July 1, 2009**. Notification will be sent by September 30.

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



# Mental Mapping

*Adapted from a submission by Jill Bowman, Indianapolis*

**Grades:** K-12

**Objectives:** Show students:

- How to form mental maps.
- What effects how we form our mental maps.
- That these internal maps reveal our perception of the world.

*(Note, objectives will vary based on age and previous experience with mental mapping.)*



Mental mapping is being able to “picture” a place or location where one is or where one wants to go or what is happening out of one’s sight. These internal maps are based on an individual’s experiences and perceptions. It is a learned skill which can be used in geography, but is also essential in reading with comprehension.

**Geography Themes:** All five themes, *Location, Place, Human-Environment Interaction, Region, and Movement* can be expressed in mental maps.

The purpose of mental mapping is to give an individual the chance to “see” something which is out of eyesight. A child begins to learn the skill as soon as he or she can play “peek-a-boo.” However, except for the route to school we often have elementary children make once a year, that may be the extent of mental mapping until we expect our newly-driving teenagers to find their way home from an unfamiliar place. When learned at a young age, mental mapping skills can be fine-tuned and beneficial in many ways as one gets older.

Take the opportunity to introduce your students to mental mapping, especially early in the school year, and then continue to build upon their experiences with it. By the end of the year, your students should be able to tell you how they use mental maps and how these maps benefit them.

The following is a short, very incomplete list of activities which can be used to get your creative thoughts started:

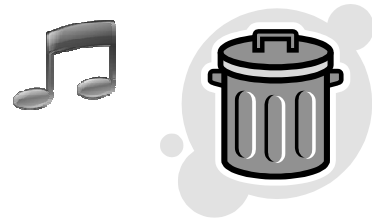
1. Have each student in class draw a picture of the school playground (which should be out of site from the classroom). Then share the pictures and discuss why they differ. For older students that do not have playgrounds, use a room or other area on the school grounds every student would have experienced at least once (ie-cafeteria, auditorium, route from main entrance to class, etc.).
2. Draw a picture of your bedroom, living room, kitchen, etc. and label it (all while sitting in class).
3. Work with a partner. Tell your partner the layout of a room in your house. The partner tries to draw what you describe. This could be done after completing #2 above and then compare the two drawings. Discuss the differences.
4. Draw a map of your route to school. If you walk, identify the streets. If you ride a bus, identify major landmarks.
5. Work with a partner. Tell your partner the route to school. The partner tries to draw the route you describe.
6. Draw a map of your city or town. Identify the major North-South and East-West streets, not just the interstates. Many people do not understand the numbering system for streets in a town. Use the children’s addresses to discover how far from the center of town they live.
7. Draw (or tear) a map of your state without looking. Identify the major cities and points of interest.
8. Working in groups, older students can draw the regions of the United States or the continents of the world on large pieces of butcher paper. Put the finished products together on the wall in the correct places.
9. Make gelatin “jigglers” on cookie sheets. The students can then cut out the shapes of the states or continents.
10. Review for map quizzes by projecting the outline map with the overhead and have everyone point to each location with you as the students identify each out loud. Then, ask them to close their eyes and turn off the overhead. Now have everyone point, keeping their eyes closed, and repeat the procedure in their heads
11. Use literature books and stories you/they read to make a picture of the action of the story. For example: urban children sometimes miss the full taste of E.B. White’s *Charlotte’s Web* because they are not familiar with barnyards. Build a 3-D model of the barn with the pig sty under it.

Mental mapping is a great tool to get students to “see” and explore things in greater detail. It can also help provide greater understanding and comprehension of places being studied/read about.

# Musical Trash

*Lesson by Karol Dougherty, Indianapolis; updated May 2009*

**Grades:** 2-6



**Objectives:** The student will:

- Recognize ways that they can reduce solid waste.
- Be able to identify items that can be recycled or reused.

## Procedures:

1. Introduce the term trash. Trash is items that we no longer use or want that we throw away. We throw a lot of things away. Ask students to name the last thing that they threw away. Ask how many trash cans or bags does their family throw away each week.
2. Stress to students the importance of not being wasteful by reducing, reusing and recycling trash. At this time introduce the 3 R's and show a poster or image depicting the three. You could also play Jack Johnson's song (The 3 R's) or provide the lyrics to the class.
3. Ask the students to define the three words. Ask what we can do to reduce, reuse and recycle trash. Examples of reducing are buying only things that we really need, things that will last a long time and things that have the least packaging. Examples of reusing are by repairing, fixing or finding new uses for items. Example of recycling is to take an old item and make something new with it. Show examples of each. The National Institute of Environmental Health Sciences website is very useful <http://kids.niehs.nih.gov/recycle.htm>.
4. Show students the paper of nine different items that represent trash. Then show a trash can that is used when something cannot be reused or recycles. Ask what will happen to this trash. (Landfill or buried to make energy) Show a reuse symbol (stop sign) and say when trash is reused it is stopped and not thrown away. The next symbol is the recycle (arrows forming a triangle) and say that to recycle is to send an item to a recycle center.
5. Make trash necklaces. Cut the handout apart and glue on a card, putting a hole at the top and threading a piece of yarn long enough to go around the neck. Give each student a necklace to put on.
6. Make three poster board signs: Trash, Reuse, Recycle. Position them around the room. Set up chairs in a circle as for musical chairs. Do not forget to have one less chair than there are students. Put a big trash can in the middle of the circle.
7. Explain to students that we are going to play musical trash. The necklaces that you are wearing represent the trash that will be thrown away when the music stops and you cannot find a chair. The student will go and stand in the middle next to the trash can. Take a chair out after each round. Continue until only one student is left.
8. Ask what happens to the trash can after each round. Reemphasize that many kinds of trash are reused or recycled and only some are thrown away.
9. Have all students look at their trash item on the necklace and decide what could be done with their type of trash. Point to the two areas in the room, designed for reuse and recycle. On the count of five, have students walk to the area where they think their trash should go. Remind them that some trash will stay in the trash can. Then tell each student the correct method of disposal for their item.
10. Continue to play several rounds so students can switch trash items.

## Evaluation:

- Ask students to give two examples of how they can reduce trash at home.
- Ask students to name three items that can be recycled and two items they could reuse.

# SUMMER PROFESSIONAL DEVELOPMENT

## GENI Membership List Serve



In order for us to continue to deliver the GENI Newsletter to our Membership, we need your help! Because we are going to an electronic version, we are creating a membership list serve. This list serve will NOT be shared with any other organization. It is for GENI use only. Please provide us with the email address you would like us to use for sending the newsletter. Either fill out the form below and send to our main office or send us an email with "Membership Email" in the subject line. Be sure to include your name and address in the text space so we are sure to match up your email address with the correct contact entry in our database. We will continue to send hard-copy materials to your postal address as they become available. Thank you and have a great summer!

Name \_\_\_\_\_ Email \_\_\_\_\_

Address \_\_\_\_\_

Phone \_(\_\_\_\_)\_\_\_\_\_



Geography Educators' Network of Indiana  
IUPUI-Geography CA121  
425 University Blvd.  
Indianapolis, IN 46202-5140  
(317) 274-8879; [geni@iupui.edu](mailto:geni@iupui.edu)

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

[www.iupui.edu/~ghw](http://www.iupui.edu/~ghw) [Geography & History of the World]

[www.iupui.edu/~gst](http://www.iupui.edu/~gst) [Geospatial Technologies]

# Indiana Geographic Bee

## Indiana Geographic Bee

### 2009 Results



**GEOGRAPHY  
ACTION!**

## Summer Workshops



**My Wonderful World.org**

A National Geographic-led campaign

## The Newsletter is Going Green!