



GEOGRAPHY EDUCATORS' NETWORK OF INDIANA

NEWSLETTER

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Geography Action!/GAW, 2005

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Geography Action 2005!
GAW

STUDENTS SET TO CAPTURE HOMETOWN MIGRATION STORIES FOR NATIONAL GEOGRAPHIC

Geography Action! 2005 Explores "Migration: the Human Journey" Through Photography And Interviews—from a National Geographic Press Release

Thousands of elementary, junior and senior high school students nationwide will fan out across their communities this fall with tape recorders, cameras and maps to capture a migration story of their hometowns as part of *Geography Action!*, the annual National Geographic geography outreach program for students in grades K through 12.

Capturing migration stories as part of our greater human history is the focus of *Geography Action! 2005*. Participants in "Migration: The Human Journey" (www.nationalgeographic.com/geographyaction) will create a visual and written portrait of their communities by taking photographs that illustrate migration as expressed by physical environments, cultural landscapes, and people within the commu-

nities, as well as by conducting interviews with community members.

The program encourages kids to explore how landscapes, physical environments, and people can influence — and are influenced by — migratory journeys. The program is linked to the Genographic Project, the landmark, international, five-year research partnership between National Geographic and IBM, with field science support by the Waitt Family Foundation. The Genographic Project will map how the Earth was populated using sophisticated laboratory and computer analysis of DNA contributed by hundreds of thousands of people, including indigenous peoples and members of the general public. Since the April launch, this five-year initiative has already seen 50,000 people take part in

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The Genographic Project

Anthropological genetics is a new way to uncover the past. We are in effect archaeologists, where our laboratory serves in place of pick-axes and hard hats as we use molecular techniques to excavate hidden layers of humanity's past and decipher the greatest history book ever written: DNA.

Because it tends to require several dozen generations for the frequencies of many different genetic markers to be anthropologically informative, population genetics

is ideal for looking back into our deep ancestry. One of the main goals of the Genographic Project is to focus on historical events spanning the past 10,000 years, a period characterized by the advent of agriculture and the subsequent Neolithic expansions that have profoundly impacted the genes and cultures observed today.

Field research is underway in all parts of the world. Ten international research centers are responsible for field sampling, a process of contacting the indigenous

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Special Points of Interest:

- Suggested activities for National Geography Awareness Week
- Literature suggestions
- National GIS Day

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Calendar of Events:

- Oct. 10—**Geography Awareness Week/Geography Action! After-School Workshop** hosted by GENI, to be held at Northview Middle School (Washington Township) on the north side of Indy. Contact Hilary at the GENI office for more information.
- Oct. 12-15—**NCGE Annual Conference** to be held in Birmingham, Alabama. For details and information, visit www.ncge.org.
- Oct. 14-15—GENI's annual **Fall GeoFest** to be held at Brown county State Park from 5:00pm Friday until 4:pm on Saturday.
- Oct. 15—Deadline for the 2006 **National Geographic Bee** school registration. See page 7.
- Oct. 18—**GIS (Geographic Information Systems) Workshop** at the IUPUI University Library. Contact GENI office for details.
- Nov. 2—**Geography Awareness Week/Geography Action! After-School Workshop** hosted by GENI, to be held at McCutcheon High School (Tippecanoe County) in Lafayette. Contact Hilary at the GENI office for more information.
- Nov. 3-6—**2005 International Festival** at the Indiana State Fairgrounds. Cultural displays, entertainment, ethnic foods, global bazaar, and several education programs available. Contact Pat Hubley at 317-236-6515 or phubley@familyevents.com. Visit <http://nationalitiescouncil.org/2005a.html>.
- Nov. 13-19 – **GEOGRAPHY ACTION! - GEOGRAPHY AWARENESS WEEK** "Migration: The Human Journey". Remember that only paid GENI members will receive a GENI GAW Newsletter including resources provided by the National Geographic. Watch the GENI website for additional after-school workshops around the state. Visit the following and get started: www.nationalgeographic.com/geographyaction.
- Nov. 16— The sixth annual **National GIS Day** will highlight a variety of workshops at the IUPUI Library. Watch the GENI website for additional information.
- Dec. 2-3—GENI will host its **Strategic Planning Board Meeting** on Friday evening and Saturday, at the Indianapolis Holiday Inn Express Northeast; contact Jill Bowman at (317)842-8039.

Resources:

- ⇒ MIGRATION STATION – promotes understanding of why people migrate, using a virtual train station. Includes maps showing migration patterns within Europe including Iceland, Russia, Italy, France, Germany and Great Britain.
<http://www.nationalgeographic.com/xpeditions/hall/index.html?node=36>
- ⇒ ANIMAL MIGRATION - Seasonal or periodic movement of animals in response to changes in climate or food availability, or to ensure reproduction.
http://encarta.msn.com/encyclopedia_761557464/Animal_Migration.html
- ⇒ MIGRATION HISTORY - An historical overview of migratory movements, this tutorial focuses on diasporas to and within Canada, the United States, Mexico, and the Caribbean from Europe, Asia, and Africa.
http://www.ucalgary.ca/applied_history/tutor/migrations/
- ⇒ REFUGEES - There are 15 to 20 million people around the world who are refugees trying to escape persecution in their home countries. Learn about the geography of refugees.
<http://geography.about.com/library/weekly/aa092200a.htm>
- ⇒ IDB POPULATION PYRAMIDS - from U.S. Census, pyramids by country.
<http://www.census.gov/ipc/www/idbpyr.html>
- ⇒ MIGRATION WEST – From the Smithsonian National Museum of National History, discover numerous resources on Lewis and Clark, including lesson plans, maps and historical data.
<http://www2.edgate.com/lewisandclark/>
- ⇒ NIGHTTIME LIGHTS COMPOSITES of the Gulf Coast shows power outages due to Hurricane Katrina (NOAA) -
<http://dmsp.ngdc.noaa.gov/interest/katrina.html>
- ⇒ FEMA FOR KIDS, for an elementary audience - This site teaches you how to be prepared for disasters and how you can prevent disasters by taking action now! You can also learn what causes disasters, play games, read stories and become a Disaster Action Kid.
<http://www.fema.gov/kids/herman/index2.htm>
- ⇒ COMPUTER TIP: ArcExplorer Java Edition for Education ("AEJEE"), is a very powerful intro tool for teachers and students. Shapefiles can be read, GPS points imported, and basic queries performed. You can download it from <http://www.esri.com/software/arcexplorer/download-education.html>



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tracing their own migratory path by purchasing a public participation kit (www.nationalgeographic.com/genographic).

“People migrate for many reasons — family, new opportunities, wanderlust — and learning about what drives us to move will help students to understand this key human trait,” said Spencer Wells, Genographic Project Director. “This is what the Genographic Project will be doing on a grand scale over the next five years — deciphering why our ancient ancestors moved around the planet and how we got to where we live today.”

“*Geography Action!* gives students tools to help preserve their own local culture, to understand its relevance to their lives, and to understand the larger issues of the relationship between people, places and environments,” said Barbara Chow, National Geographic’s Vice President for Education Programs.

The photographs and interview transcripts will be posted on the National Geographic’s *Geography Action!* Web site. Photos, interview transcripts and text from each contributing community will bring to life a migration story about that community’s ZIP code.

Geography Action! 2005’s goal is to help students come to a new appreciation of what makes their place unique and to give them the means to create a cultural portrait of lasting value to their communities. Students’ firsthand investigation of local culture can encourage community dialogue, contribute to the public record through local exhibits and archival materials, and give the students a practical application for studying real-world geography. The students will also gain valuable skills in photography, interviewing techniques, journalism, editing and story creation.

Students, teachers, and parents who visit the *Geography Action!* community Web site this fall (<http://ngsednet.org/ga>) will find a wide range of culture-related information and activities, links to educational Web sites, and an interactive forum board where participants can exchange information and activities. A comprehensive calendar will list cultural activities nationwide, and an extensive resource library will provide links to many Web sites related to themes of migration and culture.

Educators at this year’s National Geographic’s Professional Development Institute (*Migration: The Human Journey*, June 20-24) were provided with their own Genographic participation kit. After completing the cheek swab and learning the results, they’ll take the story of their own human journey of over 60,000 years back to the classroom to share with their students when teaching about migration.

National Geographic Explorer, the society’s classroom magazine for kids in grades three through six, and National Geographic Kids, the Society’s multitopic, photo-driven magazine for 6- to 14-year-olds, will publish a migration-themed map in their November issues to coincide with Geography Awareness Week.

For more information/arrange interviews on the Genographic Project, contact Lucie McNeil at (202) 857-5841 or lmcneil@ngs.org. For more information about *Geography Action!*, contact Sarah Clark at 202-828-5664 or sclark@ngs.org.

Visit the GENI website for a direct link to the Geography Action! website and to download the project guide.

MIGRATION THEME IDEAS

- Population movement from city to countryside = suburban sprawl.
- Population movement from suburbia to downtown i.e. counter-urbanization e.g. gentrification.
- Daily commuting into and around the city.
- Intra-state i.e. population movement within a state e.g. Buffalo to New York.
- Inter-state i.e. population movement from state to state e.g. New York to California OR ‘rust-belt cities to sun-belt cities’.
- Historic (i) the black migration from the south to the north for jobs [*visit GENI website for numerous Underground Railroad lessons*], (ii) from Europe to North America, (iii) Asian migration into North America after the Ice Age, (iv) Polynesian migration across the Pacific, (v) ‘Out of Africa’. (vi) Europe to South America e.g. Spain & Portugal.
- Global movements (i) Third world to Second and First world, (ii) refugees e.g. ‘boat people’, (iii) Africa and Asia to former colonies, (iv) Old World to the New World.
- Animals – whales, caribou, terns, butterflies.
- Urban – ethnic succession within cities.
- Push and Pull forces of migration.
- Commercial – shopping centers from downtown to the suburbs.
- Rural – urban migration e.g. rapid movement in today’s less developed countries.
- Temporary migration – for employment e.g. guest workers
- Israel – the diaspora and a land of modern migrants.
- Immigrants stories.



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groups in their region and obtaining a DNA sample from volunteer participants. One research center is analyzing ancient DNA (from excavated specimens). The goal is to increase the global sample-size used in population genetic studies from 10,000 DNA samples to well over 100,000 samples.

Research will be conducted on both the maternal and paternal ancestry of all indigenous participants, helping to compile a comprehensive understanding of both the male and female migratory histories of our species.

There is still much about human prehistory that is unknown, and there are many cultures, languages, and ancient movements that we are just beginning to uncover. For example there remain today a few populations in Amazonia that have never come into contact with the outside world.

All results and data will be revealed to both the scientific community and the public at large, creating a "Virtual Museum of Human History" available for future generations to learn from and build upon.

The Genographic Project is really comprised of three main components:

1. **Field Research**, which involves engagement with the indigenous communities and laboratory analysis at the international regional centers.
2. **Public Participation and Education**, which encourages participation by the public using the website and participation kits.
3. **Legacy Fund**, which will give back directly to the indigenous communities with cultural and economic preservation and enhancement initiatives.

Cultures are dying at an alarming rate. Culture can be thought of as a shared system of values, customs and behaviors, and so if we use language as a proxy for culture, of the estimated 6000 languages spoken in the world today 50-90% will be dead languages by the end of this century. In effect, we are losing one language every two weeks. The window available for using cultural and anthropological information to reconstruct human history is quickly closing as more and more native cultures are lost to urban and cosmopolitan settings.

Indigenous or native groups retain the clearest cultural and historic context of the journey undertaken by their ancestors. By studying anthropological markers in native populations from all around the world geneticists can reconstruct ancient human movements.

Random mutations in DNA occur as copying mistakes when cells replicate. These 'mistakes' are passed onto the next generation and over time these mutations (dubbed "markers") may be observed in varying frequencies in populations spread across great distances. These anthropological markers can serve as "genetic signposts"

to guide researchers through the cultural and migratory history of our species.

All living humans have a common ancestor, dubbed "mitochondrial Eve" who lived in Africa around 150,000 years ago. Remnants of her lineage are found in every living human as it was passed down from mother to child over successive generations.

All living males have a common ancestor, dubbed "Y-chromosome Adam" who lived in Africa around 60,000 years ago. The Y-chromosome is the sex-determining chromosome in all mammals, and it is passed down from father to son almost completely unchanged in each new generation.

Recent genetic results reveal that around 70,000 years ago, during the ice age and following the eruption of Mt. Toba in Indonesia, the human population size fell to as few as 2,000 individuals. After this we rebounded, and the survivors began the early journeys out of Africa that populated the world.

The first wave of movement out of the African homeland followed a "coastal route" from East Africa around the southern Indian coastline into Australia. Due to increased polar ice caps the coast line was significantly lower, and these early explorers would have needed to cross only around 60 miles of water to reach Australia. Both genetic and archaeological evidence place humans on the Australian sub-continent as early as 50,000 years ago.

A second wave of humans made their way north out of Africa, through the Levant and on into the Middle East. From there bands of humans set out on different paths, heading to Anatolia, North Africa, Central Asia, and India. The movement into Central Asia at around 40,000 years ago played a key role, for it was this 'human staging area' that gave rise to the groups that subsequently went out to populate the rest of the world.

Genetic evidence has placed an initial movement of humans into North America around 15,000 years ago from Siberia and via the Bering Strait. Genetic and archaeological evidence has revealed that these early New World inhabitants quickly made their way south, placing them in southern Chile around 13,000 years ago.

Despite the amazing amount of physical and cultural diversity found throughout the world's populations, all humans are over 99.9% genetically identical. Studies have repeatedly shown that there is no genetic basis for racial classification, and the physical differences among us are likely the result of 1) varying climates, and 2) different preferences in mating partners -for example the preference for blonde or brunette hair- known as sexual selection.



SUGGESTED ACTIVITIES FOR GAW 2005

MONDAY: Discuss “migration.” What does the term mean to your students. Why do people migrate? How do people migrate? Assignment—have students discuss their family heritage with their parents/relatives and write down any migration their family members have made and the approximate date/year.

TUESDAY: Take a look at migration throughout history. Discuss changes in push and pull factors that lead to migration. Ask students “if they could migrate anywhere they wanted, where would it be” and “why.”

Follow-up to MONDAY’S assignment: Using colored dots, document countries (or continents) from which family members have migrated from on a world map. As an extension, place this map in the hall or school lobby and invite all students and faculty to add dots showing where their family members have migrated from. See **FRIDAY** for wrap-up.

WEDNESDAY: Explain what GIS (Geographic Information Systems) is for National GIS day. Distinguish between GIS and GPS (Global Positioning System). Bring in a local GIS user (ie—from surveyor’s office, engineering firm, etc.).

Have students wear any t-shirt they have that is geographic. This could simply be a t-shirt they brought back from a trip somewhere.

Do the “Clothing and Distribution” Activity where you have students read the tags of their clothing, shoes, watches, etc., to see where they came from.

THURSDAY: Current Events Day—Focus on “forced” migration and diasporas. Have students define “refugee” and find a newspaper article that discusses and/or reports on refugees. From the articles, make a list of factors students discover that have forced migration. Have these factors always been present in the world? Why now?

FRIDAY: Have students share their family stories about migration. Summarize the map created with the dots indicating what countries/continents the migrants came from. Create graphs with the statistics gathered from the maps. If the rest of the school contributed to the project, have a group of students put together a report on the findings and share with the rest of the school (along with the map or as a school address during morning announcements).

Use literature throughout the week, from picture books to newspaper articles!

LITERATURE SUGGESTIONS

What is Migration – by John Crossingham
Home at Last: A song of Migration – by April Pulley Sayre and Alix Berenzy
The Journey of a Turtle – by Carolyn Scrace
Welcome, Brown Bird – by Mary Lyn Ray
Across America, I Love You – by Christine Loomis
How We Crossed the West – by Rosalyn Schnazer
Going West – by Jean Van Leeuwen
When Pioneer Wagons Rumbled West – by Christine Graham
Roughing it on the Oregon Trail – by Diane Stanley
The Way West, Journal of a Pioneer Woman – by Amelia Stewart Knight
Daily Life in a Covered Wagon – by Paul Erikson
Bunnies on the Go – by Rick Walton
Kate Heads West, Kate on the Coast, or Your Best Friend, Kate – by Pat Brisson

The Floating House – by Scott Russell Sanders
Grandfather’s Journey – by Allen Say
Annushka’s Voyage – by Edith Tarbescu
The Bracelet – by Yoshiko Uchida
The Lily Cupboard – by Shulamith Levey Oppenheim
Baseball Saved Us – by Ken Mochizuki
The Butterfly – by Patricia Polacco
I Have Heard of a Land – by Joyce Carol Thomas
Sarah, Plain and Tall – by Patricia MacLachlan
Out of the Darkness: The Story of Blacks Moving North, 1890-1940 – by James Haskins
Driven From the Land: The Story of the Dust Bowl – by Milton Meltzer
Dear America Series – various titles authors
The American Girl Series – various titles and authors

National GIS Day

What can track grizzly bears in Yellowstone, help McDonald's find the right place to site a neighborhood restaurant, track hurricanes, and more? Geographic Information Systems! GIS is software that helps users visualize geographic situations and problems by mapping and analyzing large amounts of geographic data. GIS is used in every field, from government to transportation, education, environmental protection, health care and more.



Join us in celebrating National GIS Day, a grassroots event that formalizes the practice of geographic information systems (GIS) users and vendors opening their doors to schools, businesses, and the general public to showcase real-world applications of this important technology. The event is principally sponsored by the National Geographic Society, the Association of American Geographers, University Consortium for Geographic Information Science, the United States Geological Survey, the Library of Congress, Sun Microsystems, Hewlett-Packard, and ESRI.

Visit www.gisday.com

GIS in Indiana Schools

By Kathy Kozenski

What do you think of when you hear the terms GPS, GIS, orthophotography, or satellite imagery? Many answer that question with the word "fear", especially when the terms are connected to classroom applications. You have no need to "fear" the terms, the concepts behind the terms, or the classroom possibilities. The concepts behind the terms are age-old, but the technology greatly improves the age-old concepts reducing the time spent researching and preparing data and increasing the time spent analyzing and problem-solving. The access to many (free) on-line and local resources also enables the classroom to expand beyond the confines of the school building and its environs.

GPS = global positioning systems – a worldwide radio-navigation system formed from a constellation of 24 satellites relating to ground stations. The satellites are utilized as reference points to calculate (via approximate triangulation) terrestrial positions within meters (or even within centimeters for very advanced equipment). The impact is amazing considering the size of the Earth and the size of the GPS satellite network in relation to one exact location on the Earth's surface. For a good tutorial about GPS, visit the *Trimble* web site at <http://www.trimble.com/gps/index.html> and follow the tutorial. Or visit the *Garmin* web site <http://www.garmin.com/aboutGPS> for a food visual explanation of GPS.

GPS activities for educators and students provide fun, hands-on use of a 21st century tool and technology that prepares the foundation behind locating a single point of data (tree, sewer drain, library), which then becomes part of a layer of data (trees, drainage network, libraries). Once students enter their GPS data into the GPS unit, the data can then be transferred to a computer, via available software, where the data can be sorted, manipulated, and analyzed. The task of going into the

field and hand-mapping still exists, to an extent, with a GPS unit, but the production of charts, graphs, tables, maps, and reports involves much less time as the computer speeds these tasks. Fortunately, much of the information (data) previously collected by individuals in the field has been entered (or is being entered) into a computer software program (GIS), enabling users to access and utilize this data in their studies. Combining newly collected information/data with historical information/data provides a continuum for comparison and analysis and empowers users to understand their local, state, national, and global communities better.

GIS = geographic information systems/sciences - a tool for management, analysis, and display of geographic knowledge, which is represented using a series of information sets such as maps, globes, data, processing and work flow models, data models, and metadata. A GIS can produce information that answers specific questions and allows information to be shared. By visualizing relationships, connections, and patterns in data, you can make informed decisions and increase efficiency. Many GIS tools are available, with the typical ever-changing technology improving performance daily, via the Internet/World Wide Web. For example, TerraServer [<http://terraserver.microsoft.com>], the USGS National Map [<http://www.nationalatlas.gov>], Mapquest [<http://www.mapquest.com>], NOAA [<http://www.nws.noaa.gov>], NASA [<http://earthobservatory.nasa.gov/Observatory>], Indiana Geological Survey GIS Interactive IN Atlas [<http://igs.indiana.edu/arcims/index.cfm>], Indiana Geographic Information Council Interactive IN Map [<http://www.in.gov/ingisi>], SAVI Data & Mapping [Social Assets and Vulnerabilities Indicators of the Indianapolis Metropolitan Area – <http://www.savi.org/savii/about/savi.aspx>], or the Indi-

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anapolis/Marion Co. GIS Team General Map Viewer [<http://imaps.indygov.org/prod/GeneralViewer/viewer.htm>]. In very simple terms, a GIS enables the user to add or delete data layers which may or may not be appropriate to the research problem.

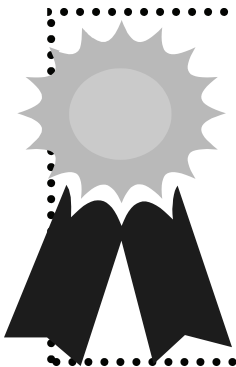
The few websites mentioned previously all have different types of GIS, visually, but they operate in similar fashions (turn a layer on, turn a layer off, create a new layer, add information to an existing layer). Each county in Indiana has approximately 200 layers of data available (street lights, sewer lines, utility poles, schools, medical facilities...); at this time, many Indiana counties are working toward making said data available via a GIS. Indiana students and educators can contribute to their county GIS data by working with the local geo-spatial technology specialists to obtain the data. For example, a high school group of students will be collecting GPS data, digital images, first-person interviews, and historical information about county historical sites. This data will be collected and prepared by the students and will, then, be shared with local GIS specialists to be made available via the county's GIS tool. The students are engaging in history, technology, geography, language arts, and fine arts while aiding the community.

From the single point data collection of GPS to the multi-dimensional data management of GIS, the use of orthophotography (aerial photography) and satellite imagery really enhances many projects. Identifying the relationship between an aerial photograph and GPS/GIS data frequently enhances the patterns or clarifies results to a question. Plus, students really enjoy identifying local human and physical features (home, school, baseball diamond, water tower, road, stream...) on an aerial photograph. Visit the Indianapolis/Marion County GIS Team website; the GIS map can be turned off and an aerial image can be turned on. The Indiana (IGIC) website will have available the new Indiana orthophotography, taken in the Spring of 2005, as it becomes available.

The Earth is an amazing place, and nothing demonstrates that fact better than through the many available satellite images. TerraServer, Google Earth, NASA [education site], Earth as Art [<http://earthasart.gsfc.nasa.gov/index.htm>], and many other sites have fantastic satellite images. Usually, a brief description about the image follows: what and where and how. Interdisciplinary connections to math and physics and Earth Science exist.

For a classroom preparing to better understand geospatial technologies, begin with the "M&M Activity" (single points of data) on the GENI website [<http://www.iupui.edu/~geni>]. Follow-up with the "Overhead Transparencies Jump to the Twenty-First Century" activity or the "GIS Elementary Speaking" activity (for younger students) (layers of data); follow with a GIS-oriented activity such as "What Is Bubblin' in My Backyard", "GIS Elementary Speaking", or "The X-Men"; next to the "Where Are You?" activity (orthophotography); finally, onto an activity utilizing satellite imagery and remote sensing, "Discovering the Past using the Future: Remote Sensing and the Lost City of Ubar".

Have fun with the twenty-first century tools available! Knowledge of these tools and their application possibilities greatly enhances a student's opportunities for post-secondary and employment pursuits. Whether the student participates in medical research, land-use management, transportation networks, environmental relationships, waste-water/refuse management, emergency management, economic trends and futures or many other issues, the background knowledge of geospatial technologies becomes essential as all pieces of information will be managed through some type of spatially driven system. For real-life examples of the impact of geospatial technologies in Indiana, visit the Indianapolis/Marion County GIS Team site and the IGIC site to read about how employed specialists utilize the varied geospatial technologies to solve real-world problems.



Know someone who works hard at integrating geography into their curriculum? Who excites kids about understanding the global environment in which we live? Help us give them the recognition they deserve. Nominate outstanding teachers of geography, all grades, and join us in celebrating their achievements next March 17th at the annual ICSS conference! Visit the GENI website for nominating information. Deadline for nominations will be late January.

Geography Club Wins Prestigious Award

The McCutcheon High School Geography Club in Tippecanoe County won the Historic Landmarks Foundation of Indiana's Servaas Memorial Award. Presented at an event held at Honeywell Center in Wabash, Indiana on September 17th, this Award recognizes individuals and groups who raise public awareness about historic preservation. The Geography Club won for the category for programs that specifically raise preservation awareness among youth in Indiana. The Award also came with a \$500 prize, funded each year by an anonymous donor. The Club's Educational Advisor is Lou Camilotto, a McCutcheon High School social studies teacher.

Dick Nagel, proprietor of Lafayette's Historic Loeb House Inn, nominated the Club for the Servaas Award. Lou Camilotto and club members accepted the award on behalf of the organization from Randall T. Shepard, Chief Justice of the State Supreme Court and Honorary Chairman of Historic Landmarks Foundation of Indiana, who presented it to the group. "This after-school club immerses students in Lafayette's built environment," Shepard told the crowd.

Club members study and document buildings located in Lafayette's historic neighborhoods, and create community education displays. They also submit their documentation work for inclusion in permanent collections at the county historical society, Indiana Landmarks Foundation, and Wabash Valley Trust. "These students learn civics lessons and acquire leader-

ship skills as they share the fruits of their semester-long projects," added Shepard. And, because the club exposes its members to history, architecture and geography, students can explore preservation- and architecture-related career paths.

The selection committee commended the Lafayette group for its hands-on community-engaging approach to historic preservation. The McCutcheon High School Geography Club received the Servaas Memorial Award sculpture, entitled "No Doors to Lock Out the Past," executed in maple by Indiana artist John McNaughton. The sculpture will be proudly displayed in Mr. Camilotto's classroom.



Left to right, Kayla Eads, Kiff Whistler, Lou Camilotto with the Award, Kaylie Cheesman, and Jenny Dilling

Cultural Displays

Ethnic Foods



INDY'S INTERNATIONAL FESTIVAL



Entertainment

Global Bazaar

WHERE: Exposition Hall, Indiana State Fairgrounds, Indianapolis

WHEN: November 3-6, 2005

Special Hours for School and Student Groups:

Thursday, November 3.....10:00 AM to 2:00 PM (school/student groups only)

Friday, November 4.....10:00 AM to 2:00 PM (school/student groups only)

Festival 2005 Welcomes All!

Friday, November 4.....3 PM to 9:00 PM (open to the public)

Saturday, November 5.....10:00 AM to 9:00 PM (open to the public)

Sunday, November 6.....Noon to 6:00 PM (open to the public)

Visit <http://www.indyinternationalfestival.org/>

Hosted each year by The Nationalities Council of Indiana



Summer Sports Camp Alternative

By Tim Lehman

Last June, middle school students from the Goshen area participated in summer sports camps through Bethany Christian Schools. Traditionally, summer camps included only interscholastic sports such as soccer and volleyball. However, this year a canoe day-camp was added as an alternative to the traditional sports and as a cheaper alternative to previous trips to the Minnesota Boundary Waters. Students and adult leaders canoed a different section of the Elkhart River each day culminating the week by camping overnight at Oxbow County Park. GENI members Jim Schmidt and I, along with my father Gary Lehman, led the expedition.

In addition to providing an alternate activity to traditional sports, the canoe camp is intended to expand students' knowledge of the local community and landscape. Besides fun, one objective of canoe day-camp is to provide a place-based educational experience intended to help students acquire knowledge of the far-off world by first understanding what is near.

It is easy to make analogies between people and societies all over the world and historic periods simply by discussing things we have in common, in this case rivers. Some students who live on farms are surprised to learn that their soil is fertile because of silt build up just as in the Nile River valley. Others are surprised to learn that



Jim Schmidt helps a student navigate the river.

the Elkhart River is used for human waste removal just as in many places of the “developing” world. (Goshen is one of the Indiana communities with a combined sewage/storm water overflow system). Yet, making analogies with the local community sometimes seemed inadequate. For many students, the landscape of their backyard is every bit as distant as the landscape in China or Congo.

I first started thinking about getting students out of the classroom and on the river when I discovered that very few 7th and 8th graders have any idea of the historic and present-day importance of “our” river in their lives. In the 7th grade classroom we learn about the importance

of rivers in ancient and modern civilizations all over the Eastern Hemisphere, and how these rivers are used for power, irrigation, transportation and the removal of waste. In 8th grade we study the importance of America's rivers in the movement of people from exploration and early settlement through the Industrial Revolution and the migration of people west into the Ohio Valley and beyond. Yet many students, some of whom live next to the river or who cross over the Elkhart River daily, are unable to show on a map which direction the river flows, much less how the river impacts their lives.

To teach students about our “foreign” native community, it seemed reasonable to make a canoe trip down the river. There were many things for them to discover, as many had never so much as put their foot in the river. We explored one of the hydraulic canals and a derelict electricity-generating plant that still contains the dynamo. Students observed the storm water overflow pipes and could see first hand the trash buildup in some sections of the river from recent storms. Particularly fascinating to many were the numerous bloated dead animals, smelled before seen, floating in the river. Students were also able to explore the flora and fauna of the river. We observed numerous varieties of dragon and damsel flies, frogs, turtles and Great Blue Herons. Students also learned that



Students completing orienteering exercises..

portages around snags are often infested with stinging nettles. Many students were also enthralled by the recreational opportunities afforded by the river. They enjoyed the swimming, fishing and learning how to maneuver a canoe.

This outdoor learning experience takes very little planning and is fun for adults and students alike. It is a good way to get students out of the classroom and into the field. By learning about their local environment, students will understand their place in the world and be able to make connections with other places and cultures that go beyond the classroom.

MIGRATION

BY: Jane Becker, Indianapolis IN

Purpose:

Through role-play of specific ethnic groups, students will assess their particular group's desires, push and pull factors, and future destinations. The purpose of this activity is to challenge students to cognitively and affectively understand the concept of migration, both current and historic.

Teaching Level: Grades 2-4/adaptable

Geographic Themes:

By focusing on the theme of migration, all geographic "themes" are highlighted: movement, place, location, regions, and human-environment interaction.

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
4. The physical and human characteristics of places
6. How culture and experience influence people's perceptions of places and regions
9. The characteristics, distribution, and migration of human populations on earth's surface
10. The characteristics, distribution, and complexity of earth's cultural mosaics
12. The processes, patterns, and functions of human settlement

Indiana Social Studies Standards:

- 2.3.1, 2.3.7, 2.4.2; 2.5.2
3.3.3; 3.5.1; 3.5.2
4.3.9; 4.5.1; 4.5.3; 4.5.5; 4.5.6

Objectives:

When finished with this lesson, the students will be able to:

- research the historical aspects of a particular ethnic group,
- locate several "new" places on a map and globe,
- write a personal immigration journal,
- define the terms migration, immigrant, homeland, persecution,
- and demonstrate a more acute awareness of the positive aspects of ethnic similarities and differences and how these contribute to the whole of the U.S. culture.

Materials Required:

- ⇒ assistance from the resource person/librarian
- ⇒ videos of current news programs
- ⇒ Newspapers
- ⇒ atlases and globes
- ⇒ Newsweek and Time magazines (or others)
- ⇒ encyclopedias

Procedures:

1. Divide the class into three groups. Assign one of the following ethnic groups to each classroom group:
 - a. Modern-day Vietnamese boat people who are unskilled laborers and who settle in San Francisco.
 - b. Mexican unskilled laborers who have obtained a visa to the United States and who settle in San Antonio, Texas during the early 1950's.
 - c. A small group of Italian farmers who settle in New York City in the early 1890's.Each student in each group should be asked to "volunteer" for a particular task: cartographer, historian, religious leader, laborer, recorder, spokesperson, doctor, cook, child, educator, environmental expert, economist, political leader, linguist,...

2. Have students research the ethnic group into which they belong. What is their current situation in their homeland? What kind of jobs do they have in their homeland? What kind of religion do they practice? Is there political or religious persecution? (Many of these points will require explanation. You may want to begin the lesson by discussing the new terminology: persecution, homeland. Explain push and pull factors and discuss examples.) Allow the students to access a variety of research materials. The goal is to cognitively understand the situation of their specific ethnic group AND to affectively gain a sense of personal comprehension of their ethnic group's situation.
3. Each ethnic group will discuss their reasons for migrating to the United States, their conceptions of "what" they will discover when they arrive, and their expectations for employment and personal freedom. Do they think that all citizens of the United States are millionaires? Does everyone in the U.S. have an easy job? How did the students (migrants) arrive at their conclusions?
4. After research and initial discussion, the students will discuss the following questions: What did the immigrants actually discover upon arrival in the United States concerning employment, living conditions, personal freedom to practice religious or cultural traditions? What are the differences between their expectations and their actual experiences. Was it a good idea to migrate? What will you say to your friends and family back in the homeland? What will you do to affect your future?
5. The findings of each group will be shared with the rest of the class. Presentations should include:
 - a. What was the group's situation in the homeland?
 - b. What did the group expect from the United States?
 - c. What did the group actually find in the United States? Is their situation in the U.S. better or worse than in their homeland? It should be stressed that each individual contribute to the presentation, which can follow any format.

A wrap-up discussion will take place. Compare and contrast what differences AND what similarities each culture demonstrated when integrating into American culture. Did one group have more difficulty than another? What problems has immigration caused? What are the benefits of immigration? Are the immigrant groups of today giving up their own cultural/religious traditions and customs? Do you notice Italian people as much as you notice Vietnamese? Let the discussion flow freely while you function as facilitator using the above questions to stimulate further discussion.

Evaluation:

Part of the evaluation should be based upon cooperation within the group in order to achieve group goals. This could be observed. Part of the evaluation should be based upon successful completion of a written journal (by each student) demonstrating comprehension of the ethnic group's original and destination climate, location, religion, cultural practices, work-force, conflicts, government, economy,... The evaluation is based on student's knowledge of a number of concepts predetermined by the teacher. Students should understand the goals and procedures for the project, as well as, the part group grade and part personal grade. Each student depends upon the group to communicate clearly.

Extensions/Adaptations:

Suggestions for extending the lesson are:

- Create one-act plays about leaving home, about a new place, about immigration.
- Write an immigrant journal including the trip to America, anticipations, discovery, feelings [Are you giving up your old traditions/customs/religious beliefs for the new American Way? Or are you keeping your own personal history?]
- Map out your journey on an atlas or a globe. Make a bulletin board describing your journey -- walk, bike, ride, sail. How long did it take?
- Interview your parents and/or grandparents to discover where your family originated.
- Underscore commonalities and differences of the immigrant experience.
- Have students apply for citizenship by obtaining applications from the State Department. Invite guest speakers to talk to the students about becoming an American citizen.
- Read the following books: Tilli's New World by Linda Lehmann, Pie-Biter by Ruthanne Lum McCunn, Ike and Mama and Trouble at School by Carol Snyder, The Best Bad Thing by Yoshiko Uchida, A Jar of Dreams by Yoshiko Uchida, Los Alamos Light by Larry Bograd, and Homesick: My Own Story by Jean Fritz.

Additional Suggested Lessons Found On-Line:

Lessons on GENI website:

- The Floating House (K-8)
- Postcards Across America (3-6)
- “Sarah, Plain and Tall” (3-5)
- Travel with Kate Books (3-9)
- Geological Development of Indiana and the Movement of Peoples Across the State (4)
- Indiana Roots (4)
- Too Many People Coming a Little Too Fast (8-10)
- Go West My Class (9-12)
- Several Under Ground Railroad lessons (all grades)

Lessons on the NGS website: Go to www.nationalgeographic.com/geographyaction. Click on “Resources” [toward bottom], then “by category” [on the left], then “lesson plans” [near the middle], then “Migration: the Human Journey” [first category]. You do not have to log in to access these lessons.

Grades K-2:

- Back in the Olden Days
- Modern Culture
- National Anthems Around the World

Grades 3-5:

- Be a Geography Detective
- Cultural Connections—The Tapestry of Life
- Cultural Symbols and the Characteristics of Place
- Genealogical Atlases
- Mapping Your State's Culture
- There's No Place Like Home
- Your Special Town

Grades 6-8:

- Culture Shock
- How Do Rituals Compare?
- Regional Guidebook

Grades 9-12:

- Cultural Characteristics Influence a Region's Character
- Cultural Icons—Voices of their Nations
- Geography and History in Songs
- Gestures, Signals, and Sign Language
- Perception of Place
- Slang—Are You Sure We're All Speaking English?
- The Evolution of Cultural Landscape
- Genographic 1—Mapping the Human Journey
- Genographic 2—Permanent Markers
- Genographic 3—Connecting the Dots: Genographic's Markers in Context
- Genographic 4—Genographic's Legacy: Preservation and Projections



Supplemental Information on the Economics of Migration

Presented by Mohammad Kaviani—IUPUI Center for Economic Education

The Costs of Migration

- *Depressing the real wages of domestic workers*
An inflow of new workers will lead to an increased supply of low skilled workers and therefore drive down the equilibrium wage for domestic low-skilled employees.
- *Doubts about productivity effect*
Many immigrants, especially those from poorer countries, have a low educational level and are more likely to be unemployed or economically inactive than the domestic population.
- *Increased pressure on the welfare state (benefits, education, housing and health)*
The taxpayer may eventually have to pay for the increased level of government spending needed to extend the economy's infrastructure.
- *Unemployment concerns*
There is a risk of higher unemployment if the skills profile of migrants does not match the demands of the growing industries in the economy.
- *Increased pressure on scarce resources*
The inflow of immigrants into an area may increase the demand for housing and push up the cost of living.



The Benefits of Migration

- *An expansion of the labor supply*
Migration can extend the pool of available labor for firms. Migrants tend to be young adults—so a rising trend of migration can help to increase the population of working age and also the flexibility of the labor market.
- *Reduced pressure on wage inflation*
A slower rate of increase in wages has the effect of easing cost-push inflationary pressure.
- *Aggregate demand effects*
Economic migrants are likely to earn more than they spend, contributing to the growth of the local or regional economy.
- *Entrepreneurship*
Supporters of a more relaxed approach to migration claim that many of the migrants are younger and have the potential to be entrepreneurial in their approach.
- *Higher trend growth*
Taken as a whole, a positive rate of migration can add both to short-term economic growth and also a slightly faster trend rate of growth (which brings economic benefits in the long run).

Economic Factors Influencing Migration Decisions

There are many reasons why people choose to migrate:

- *Financial Incentives*
Individual may estimate the private costs and private benefits of moving from one country to another. The incentive to migrate is strongest when the expected increase in earnings exceeds the costs of relocation. In some countries there are significant differences in average wage levels that more than compensate for variations in the cost of living.
- *Non-Financial Incentives*
Other reasons for migration are the opportunity to study in a foreign country, learn a new language, joining family members, or more generally improving living standards and seeking better quality of life.

GENI'S WEEKEND WORKSHOP

March 17-19, 2006

Next spring, GENI will once again present a "Basic Geography" weekend workshop. Indiana State University's department of Geography, Geology and Anthropology and the Center for Science Education on the Indiana State campus will host the event. Tentatively, the workshop will begin at 4:30pm on Friday and last until 12:00 noon on Sunday. Graduate credits and Professional Growth Points will be available. Graduate credits and professional development points will be available. Watch the GENI website and Winter Newsletter in January for details and registration info.

Topics Include:

The Five Themes

Geology/Geography of the National Parks

GeoSpatial Technologies—GPS/GIS/Remote Sensing

Economic Geography

World Geography

Enjoy ethnic/cultural meals!



Indiana Council for the Social Studies

Invites you to attend the
2006 Annual Conference
Life, Liberty and the
Pursuit of Social Studies



Friday, March 17, 2006
Marten House and Lilly Conference Center,
Indianapolis, IN

For more information contact:
President-elect Roz Fishman
RozFishman@aol.com

Or check for updates on our new website
<http://www.wvec.k12.in.us/icss>

Net Aid Program for High School Students

As part of our work in global citizenship education, the Net Aid Global Citizen Corps is a youth leadership and service-learning program that trains high school students to be peer educators on issues of global poverty. The students become part of a vibrant online community with other high school leaders from across the country. They mobilize the peers in their school around a series of Global Action Days focusing on issues of the global HIV/AIDS pandemic, global development and access to education. In the summer, students have the opportunity to attend our Global Citizen Corps Summit which brings together leaders from around the country for a week of training and action planning.

If you know of any high school students that would be interested in applying, visit
<http://www.netaidadmin.org/gcc/fc>.

For more information on the program, visit http://www.netaid.org/global_citizen_corps/

Contact: Justin W. van Fleet, Ed.M.; Program Associate/NetAid; 267 Fifth Avenue, 11 Floor; New York, NY 10016; jfleet@netaid.org



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GEOGRAPHY ACTION 2005
MIGRATION: THE
HUMAN JOURNEY



Geography Awareness
Week Activities
Nov. 13-19

NATIONAL GIS DAY
NOVEMBER 16

