

# TGA News

The Newsletter of the Tennessee Geographic Alliance

Volume XII, Issue 2, Winter/Spring 2003

## TGA MEMBERS EXPERIENCE ECUADOR ON SIDNEY JUMPER HONORARY TEACHER IN THE FIELD GRANT

By Jane Luhn

[Editor's note: Jane Luhn of Rocky Hill Elementary School in Knoxville and Katye Couch of Girls Preparatory School in Chattanooga were chosen from a pool of Alliance members that applied to accompany Dr. Carol Harden to Ecuador. Funding for the project was provided by a grant from the National Geographic Society Education Foundation.]

At 1,344 meters, Ben Nevis is Scotland's (and the United Kingdom's) highest mountain. I never have climbed to the top - and here I was in Cuenca, Ecuador, walking around a city situated at an altitude of 2,530 meters! The difference for me was that I had no ocean close by as a reference point, so it was quite difficult to imagine just what those numbers really meant! Three weeks in the Andes was an educational experience every waking minute, and I am so appreciative of everyone involved in making it happen.

When I first heard about the Sidney Jumper Honorary Teacher in the Field Award I was quite interested, but when I also heard that Dr. Carol Harden would be leading the expedition and the destination was Ecuador - I was extremely interested!! What a field trip - I had never been to Ecuador, but I had experienced Dr. Harden's teaching style during an Alliance Summer

Institute and knew her to be not only a captivating teacher but also patient and kind. She was a wonderful person with whom to spend three weeks in Ecuador - especially since she is fluent in Spanish and Katye Couch and I are not.

The goal of our trip was to make "snapshot" assessments of water quality parameters and channel condition of four local rivers as a first step toward understanding the water quality impacts of changing land use in the Cuenca region. Cuenca (pop. approximately 200,000) is the shorter form

of the town's official name - Santa Ana de los Cuatro Rios de Cuenca. The four rivers are the Yanuncay, the Tomebamba, the Machangara, and the Tarqui. They supply water for hydroelectric power production, domestic and industrial use, and irrigation. We took samples from the first three. These rivers flow from high paramo environments in glaciated valleys and two headwater streams of the Rio Machangara are impounded. The Tomebamba and Yanuncay are mainly free flowing with many small diversions. Each watershed includes rural land uses, road networks, and towns that grow and change as the region develops. We took

samples and analyzed them for conductivity, alkalinity, hardness, pH, water temperature, and turbidity. We also used the National Resources

*continued pg.3....*



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Jane Luhn straddles the Equator in Ecuador

# Tennessee Geographic Alliance Spring Meetings

## TO CONTACT or JOIN THE ALLIANCE

Want to join the Tennessee Geographic Alliance?  
Want to get on our electronic email listserv?  
You can do it all on-line by visiting the Alliance website at <http://web.utk.edu/~tga/>. You can also contact:

Kurt Butefish  
Tennessee Geographic Alliance  
304 Burchfiel Geography Building  
University of Tennessee  
Knoxville, TN 37996-0925  
(voice) 865-974-4841  
[kbutefis@utk.edu](mailto:kbutefis@utk.edu)

### **Knoxville Chapter Spring Meeting**

*Date:* Thursday, February 27, 2003

*Time:* 4:30 - 7:00 pm

*Location:* Frank H. McClung Museum  
At Circle Park on the UT campus.

Pick up a free parking pass as you enter Circle Park.

*Program:* Debbie Woodiel will introduce us to the Museum's new exhibits and opportunities for teachers.

*Contact:* Kurt Butefish at [kbutefis@utk.edu](mailto:kbutefis@utk.edu) or (865) 974-4841

No pre-registration is required. Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Murfreesboro Chapter Spring Meeting**

*Date:* Thursday, March 6, 2003

*Time:* 4:00 - 6:00 pm

*Location:* The Discovery Center at Murfree Springs  
503 S.E. Broad Street, Murfreesboro  
Visit their website for directions: <http://www.discoverycenteronline.org/>

*Program:* Geography Related Programs for K-12 Teachers and Students

*Contact:* Carolyn Anderson at [canderson@cityschools.net](mailto:canderson@cityschools.net) or (615) 904-1002.

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Gallatin Chapter Spring Meeting**

*Date:* Thursday, March 6, 2003

*Time:* 4:00 - 6:30 pm

*Program:* Ms. Barbara Burrus - A Missionary's View of India and Africa

*Location:* Ellis Middle School, Gallatin

*Contact:* Susan Bunn (615) 264-6093,

[susanbunn@comcast.net](mailto:susanbunn@comcast.net) or Sonja Glaser  
(615) 264-6093, [glaserss@aol.com](mailto:glaserss@aol.com)

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Northeast TN Chapter Spring Meeting**

*Date:* Tuesday, March 11, 2003

*Time:* 4:30- 6:00 pm

*Program:* LeAnn Myers - Web Quests

*Location:* Indian Trail Middle School, 307 Carmol Drive, Johnson City, TN

*Contact:* Cherie Chapman Phillips at (423) 610-6000 or [hape1511@aol.com](mailto:hape1511@aol.com)

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Nashville Chapter Spring Meeting**

*Date:* Thursday, March 13, 2003

*Time:* 4:30 - 6:30 pm

*Location:* Visitor Center at Radnor Lake St. Natural Area, 1160 Otter Creek Rd. Nashville.

*Program:* Ranger Randy Hedgepath - Outdoor Experiences for Teachers and Students

*Contact:* Catherine Kelly at [cgkelly@comcast.net](mailto:cgkelly@comcast.net) or (615) 333-9656

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Chattanooga Chapter Spring Meeting**

*Date:* Tuesday, March 25, 2003

*Time:* 5:00 - 6:30pm

*Program:* Japan, China, Russia...FREE (and) Jazz It Up! Using Multimedia in the Classroom

*Location:* Chattanooga High School Center for Creative Arts, 1301 Dallas Road, Chattanooga

*Contact:* Ken Collins [collins\\_k@HCDE.org](mailto:collins_k@HCDE.org)

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

### **Memphis Chapter Spring Meeting**

*Date:* Thursday, April 24, 2003

*Time:* 4:00 - 6:00 pm

*Program:* TBD

*Location:* Shelby County Teacher's Resource Center, 2485 Union Ave. Memphis, 38112

*Contact:* Dr. Jeffrey Hawkins

[jmhawkins@memphis.edu](mailto:jmhawkins@memphis.edu)

Come for great teaching activities, in-service credit, free food, fun, friends, and door prizes.

Conservation Service Visual Assessment Protocol to assess channel condition.

Does that sound like a lot of “work”? Not if you consider that every excursion was a new adventure and putting on the rubber gloves provided another chance to spend time playing in the water. I grew up in Scotland by the seaside and explored streams and shoreline regularly, so splashing about in rocky rivers was delightful and rejuvenating. It was especially wonderful when we were in El Cajas, the national park 29 kilometers from Cuenca. (Cajas means, “glaciated valleys”.) We were especially fortunate to have clear blue skies when we visited, and the vistas were spectacular. It is more often cloudy, wet and cool. At 3,500-4,400 meters, the Andes are mostly paramo moorland and stipa grass. There are about 300 lakes in the park formed from retreating ice flows.

I found Cuenca a city of interesting contrasts – there were Internet cafes on almost every corner with extremely reasonable rates (usually about 80c per hour) but intermittent power outages in homes; homes had beautiful ceramic tiled kitchens and bathrooms (floor and walls) and bare light bulbs hanging from the ceiling; some locals had the opinion that the U.S. is crime-ridden, yet most homes there had high walls, locked metal gates to driveways, ferocious guard dogs and bars on all windows and doors; and all banks and some stores sported machine gun toting guards at the doors.

The people we met were friendly and

warm toward Americans, though they feel neglected by American policy makers. The country carries a lot of debt – over US\$16 billion in 1996, which averages out at over US\$1400 per Ecuadorian - one of the highest per person debts in the world. This is a result of the high interest rates and low oil and agricultural export income during the 1980s. One guidebook says that eight out of every ten Ecuadorians have no access to basic necessities. The people I saw on the streets of Cuenca, Quito or in the countryside were always striving to somehow make a living - carrying heavy loads or selling on the street, working in fields, driving cows to a patch of grass by the Tomebamba River or washing huge blankets on the river banks.

An experience I was able to really share with my second graders took place the day Katye and I traveled by bus north from Quito to Latitude 0,0 - the equator! I have a photograph of me astride the yellow line denoting the equator, and now my students have a better understanding of where that imaginary line is! (I took great care to ensure they do not think there is a yellow line encircling the globe!)

Being a member of the Tennessee Geographic Alliance has always been a rewarding experience, but never so much as the summer of 2002 when Carol Harden said the immortal words - “Vamos a Cuenca!” (Thanks to Dr. Carol Harden for her notes on the trip.)



***L to R: Katye Couch, ranch overseer Jose', Jane Luhn, and Dr. Carol Harden. The group is in the field examining the paramo environment on the Foundation Tropical Cordillera Ranch in Ecuador***

**State Social Studies Conference  
Friday, 7 March 2003  
Park Vista Hotel  
Gatlinburg**

Sponsored by Tennessee Council for the Social Studies

\*\*\*\*\*

**8:00a.m.-3:00p.m. E.S.T. Friday, 7 March 2003**

**Enjoy Sessions For All Grade Levels And Subjects. Attend The Luncheon to Hear Special Speaker National Council For the Social Studies President Stephen Johnson and TCSS Outstanding Social Studies Teacher Awards.**

**Social: Thursday, 6 March 2003. 7:00p.m.**

**Call 1-800-421-PARK And Mention The Tennessee Council For The Social Studies To Receive The Special \$80 Single-Quad Rate. After 6, February 2003 Rooms Subject To Availability.**

**Registration Fees: \$40.00 TCSS Members. \$50.00 Non TCSS Members (Includes 2003-2004 TCSS Dues). For Luncheon Participation Please Add \$20.00 Per Registrant.**

**Send Registration Fees Including Luncheon Participation/Non-Participation Choice, Name(s), E-Mail or Conventional Mail Address(es) Of All Registrants Covered By Registration Fees by Friday, 28 February 2003 to:**

**James E. Akenson  
Box 5042  
Tennessee Technological University  
Cookeville, TN 38505**

**Enclosed is my check of \$\_\_\_\_\_ made payable to TCSS:**

**Name(s)**\_\_\_\_\_

**Address(es)**\_\_\_\_\_

**City, State, ZIP**\_\_\_\_\_

**E-Mail**\_\_\_\_\_

**Number of Luncheons:**\_\_\_\_\_

**The Tennessee Geographic Alliance, Inc.  
Dept. Of Geography, Univ. Of Tennessee,  
Knoxville, TN 37996-0925**

**WORKSHOP ON**  
**GEOGRAPHY AND EDUCATIONAL**  
**TECHNOLOGY**

**Dates of Workshop:** June 23 - 27, 2003

**Place of Workshop:** Cleveland, Tennessee area, at a location to be determined soon.

**Persons Eligible to Apply:** Any in-service teacher, or senior in a pre-service teacher-education program, in Tennessee, may apply for the workshop. A few applicants from outside Tennessee will be considered for participation.

**Number of Participants:** 25 participants will be selected for the workshop.

**Deadline for Applications:** Deadline is May 16, 2003, but applicants should realize that places in the workshop will be filled on a *first-come/first-served* basis.

**Who Should Attend the Workshop:** Teachers who are interested in improving their teaching effectiveness and in enhancing their skills in use of educational technologies.

**Benefits:** The Tennessee Geographic Alliance will provide: a) a \$50 stipend for travel and other expenses; b) up to \$175 lodging stipend (double occupancy) for non-commuters; c) lunch each day of the workshop; d) all required materials; e) the cost of Continuing Education Units (CEUs) for those requesting them; and f) one-half the cost of three hours of academic credit at UTK for those desiring credit. [Please note: if your school system will pay for credit hours as part of a (re)certification process, the Alliance will not cover any tuition fees.]

**Objectives:** Enhance teacher preparation in and understanding of the use of educational technologies to improve teaching effectiveness while developing lessons incorporating geography and social studies.

**Workshop Content:** Workshop content will focus on a variety of software packages that have proven utility in enhancing student achievement in geography and related subjects. Both PC and Macintosh versions are available for virtually all of the software used in the workshop, but the workshop will take place in PC labs. Use of digital cameras and flatbed scanners will also be featured, and participants will be given some flexibility as to what kinds of skills they wish to emphasize. Participants will have considerable time at workstations, with assistance readily available, to implement and practice their new technological skills. Each participant will develop a classroom presentation, using skills learned during the workshop.

**Workshop Faculty and Staff:** Several K-12 teachers who are highly proficient in use of educational technology to enhance instruction will comprise the faculty for the workshop.

**Where to Submit Application:** Mail your application, with a \$25 refundable deposit (checks made out to the Tennessee Geographic Alliance), to: Kurt Butefish, 304 Burchfiel Geography Building, University of Tennessee, Knoxville, TN 37996-0925. FAX: 423-974-6025; E-Mail: [kbutefis@utk.edu](mailto:kbutefis@utk.edu)

# The Tennessee Geographic Alliance

c/o Department of Geography, University of Tennessee,  
Knoxville 37996-0925

Phone: 423-974-4841 / FAX: 423-974-6025

## APPLICATION FOR WORKSHOP ON GEOGRAPHY AND EDUCATIONAL TECHNOLOGY

**June 23 - 27, 2003**

Cleveland, Tennessee, at a location to be determined soon

**APPLICANTS SHOULD SUBMIT A \$25.00 REFUNDABLE DEPOSIT,  
WITH CHECKS MADE TO, Tennessee Geographic Alliance**

[Refunds will be made to all persons accepted for and attending the workshop, and to those not accepted.]

+++++

Your Name \_\_\_\_\_

Home Address \_\_\_\_\_

Street and No.

City

State

Zip

School Name and Address \_\_\_\_\_

Grade Level That You Teach \_\_\_\_\_; Subject(s) Taught \_\_\_\_\_

Home Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_; Work Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

E-Mail Address \_\_\_\_\_; Social Security No. \_\_\_\_\_

**AGREEMENT:** If accepted for the workshop, I agree to offer two in-service workshops to colleagues during the 2003-2004 academic year, on a subject related to the content of the workshop, or to perform an equivalent service on behalf of the Tennessee Geographic Alliance and its programs and purposes.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**BRIEFLY STATE WHY YOU WISH TO ATTEND THE WORKSHOP.**

**PLEASE RETURN THIS APPLICATION, WITH A \$25 REFUNDABLE DEPOSIT, NOT LATER  
THAN MAY 16, 2003, TO: Kurt Butefish, 304 Burchfiel Geography Building, University Of Tennessee,  
Knoxville, TN 37996-0925**

## **Attention Middle School Teachers** **NEW Online Earth Science Course**

The University of Tennessee at Martin (UTM), in partnership with the Institute for Global Environmental Strategies (IGES) and the Center for Educational Technology (CET), will be offering an online, semester-long, graduate-level course in Earth-System Science in the Spring of 2003. The course is aimed at middle-school Earth Science teachers who wish to obtain graduate credit, improve their teaching styles, and incorporate cutting-edge Earth Science content into their classrooms. Teachers taking the course will go through a sixteen week extensive introduction to student-centered learning techniques and develop four inquiry-based activity modules in the Earth Sciences that can be used in their classrooms. The students will work in teams with other teachers, and thus can make good contacts within the education community. The course will be completely online, utilizing a curriculum developed by NASA and CET, so anyone with access to a computer can enroll. To see a new sample course go to [www.cet.edu/essea](http://www.cet.edu/essea).

*For Spring 2003, tuition for the course will be waived by the university.*

The course will be taught by a quartet of specialists in the field:

- ? Dr. Mark Simpson (UTM): meteorology and climatology
- ? Dr. Michael Gibson (UTM): oceanography & Earth history
- ? Dr. Don Byerly (UT-Knoxville): geology & environment
- ? Dr. Lionel Crews (UTM): astronomy & physics

In addition to the course, a field trip to gain hands-on experience and to have a face-to-face meeting will be scheduled during the semester. Students enrolled in the course will also be invited to attend an extended field trip course (Geology of Tennessee) during the summer for additional credit. For more information, and/or to pre-register, contact:

**Lionel Crews Phone: (731)-587-7430**

(Secretary: Janice Lee) Email: [lcrews@utm.edu](mailto:lcrews@utm.edu).

Web: <http://www.utm.edu/reset>

## **The Newberry Library Seeks Teachers to Test Historic Maps in K-12 Classrooms Web Site**

The Herman Dunlap Smith Center for the History of Cartography at the Newberry Library is seeking elementary and secondary school teachers nationwide to test in the classroom a preliminary version of its new educational Web site, "Historic Maps in K-12 Classrooms." The site uses original historic maps to teach the geographic dimensions of American History. When the site is publicly launched at the end of 2003, it will include images of maps and other documents dating from the fifteenth to the twentieth centuries drawn from the renowned collections of the Newberry Library. Lesson plans based on these maps explore six major themes in American historical geography: discovery and encounter, migration and settlement, environmental history, transportation and communication, political and military geography, and the geography of communities. Macromedia Flash technology will allow users to pan around and zoom in on map images. Historical background and commentary on the map, supplemental images, interactive student exercises and lesson plans appropriate for different grade levels (K-2, 3-5, 6-8, and 9-12) will accompany each map. Designed to accommodate a variety of K-12 curricula, these materials will exploit the particular ability of historic maps to excite students' imagination of past landscapes, events, and human geographical conditions. A CD version of the site will also be available.

The project staff would be delighted to make contact with teachers of all grade levels who are willing to test the site in their classrooms at any time during the 2003-03 academic year. Interested teachers should register as a teacher-tester by submitting their name, the name and mailing address of their school, the grades and subjects they teach, and their e-mail address to: The Hermon Dunlap Smith Center, The Newberry Library, 60 W Walton Street, Chicago IL 60610; e-mail [smithctr@newberry.org](mailto:smithctr@newberry.org). Further project details and testing information are available at [www.newberry.org/K12](http://www.newberry.org/K12).

### **Researcher Needs Your Assistance**

**HELP! Do you teach geography/social studies using popular music?** Graduate student seeking lessons that use music to teach geography. Please send your lessons (K-12) to graduate student **Linda DiGiro** (Central Connecticut State University) at [dig0201@earthlink.net](mailto:dig0201@earthlink.net). Be sure you include the appropriate age level(s) for the lesson as well as your name and how you can be contacted. Lessons will be used as part of a master's degree special project, and could be used for publication on this topic. Thank you for your help.

## Comments on the NGS-Roper 2002 Survey

by **Keith M. Bell**

TGA North Middle Region Coordinator &  
Assistant Professor of Geography at  
Volunteer State Community College

The National Geographic–Roper 2002 Global Geographic Literacy Survey was released in November 2002. The results, predictably, were not good. If the world is geographically challenged, which it is, then the United States is geographically comatose.

None of the nine countries taking part in the survey could claim perfection as none scored an “A.” Americans, however, did particularly poorly, scoring a “D” on the 56-question survey. All other countries surpassed the US, except Mexico - the only developing country included in the study. Most unsettling was that the other countries seemed to know more about the US than America’s own citizens did. (The results are available at <http://geosurvey.nationalgeographic.com/geosurvey/download/RoperSurvey.pdf> )

How did it come to this? How did the United States - “the leader of the free world” - forget where the followers were? Two simple reasons: geography and a lack of geography.

### **The Problem**

The study notes that “Respondents who travel internationally and/or speak more than one language did better on the survey.” Consequently Swedes scored the highest on the survey because they traveled to foreign lands more often and spoke multiple languages.

How do the factors of travel and linguistics negatively affect the United States’ populace? Unlike most of the other countries in the survey, the United States is large, which makes it difficult for our citizens to travel to foreign lands. In this way, 18- to 24-year-olds in the US are unlike those in France, Germany, Italy, and the United Kingdom who all live in relatively small countries near other small countries, and in those neighboring countries are different ethnic groups with different social customs and languages. This exposure has led to a greater understanding of landscapes, cultures, and relationships by the people who live there. In essence, this exposure has brought at least a modicum of geographic literacy.

Likewise, the monolingual nature of our country keeps us rooted in a narrow Anglophile view of the world. Although Spanish is encroaching from the south and French has had a minimal presence in Louisiana, these two languages are being resisted by many in the States. English is the lingua franca.

Now, does this hypothesis adequately expose

all of our shortcomings? Not really, because if it did then Canada, the world’s second largest country, would have done equally bad on the survey. They scored a “C.” Also, Japan, a more isolated state than America, scored a “C” as well. These aren’t great scores, but they are certainly better than the 23 of 56 the US pulled on the test.

The most plausible explanation of our ignorance is lack of *informed* geographic instruction for our nation’s youth. The survey notes, “Respondents who completed more school and those who reported taking a geography course in school did somewhat better on the survey than those who did not.” I survey my freshman/sophomore college classes each semester and find that very few have ever had a geography class during their K-12 education. Of the ones who have had a geography class, few remember any useful information from it because they were taught the most rudimentary aspects of the discipline - the states and capitals. Without any real reason to learn these “facts,” they become mere rote and are easily forgotten.

One will notice that I put emphasis on the word “informed” in the previous paragraph. I did that because the K-12 teachers of geography, to a large degree, have little understanding of the discipline themselves. That’s bad enough, but when geography isn’t taught at all then the worst-case scenario becomes a reality. Said Roger Downs, a Pennsylvania State University professor of geography, “If geography is not in the curriculum, it’s not tested—and that says to the students that it is not valued” (Trivedi: *National Geographic Today*). Thus the message comes through loud and clear that geography simply doesn’t matter. How, then, do we teach our nation’s youth that geography is important?

### **The Solution**

Geography exists in every corner of the curriculum and can be taught in every lesson during the day. All it takes is *informed* teachers to present the connection. To improve teachers’ knowledge I have some suggestions for making geographic education a success in our country.

First, Americans should stop treating geography as if it’s trivia. I like *Trivial Pursuit*, *Jeopardy*, and the Geographic Bee. All of these games/contests bring geographic knowledge, but they also trivialize geography. Each makes it seem that isolated facts are the ultimate end to learning geography. They neglect the pattern, connection, and spatial understanding necessary to truly “get” geography.

For example, knowing that Mt. Everest is the highest mountain peak in the world is worthless unless the student knows how it got that way and what impact it has on the people that live in the region. Students need to know that plate tectonics caused (and are still causing) a cataclysmic crash of giant landmasses. The resultant mountains impact weather systems, locking interior Asia into a cold, dry

existence. The corresponding monsoons impact the subcontinent with extreme wet/dry seasonal shifts. These additions to the “trivia” of geography are the necessary requirements to make geographic literacy possible.

I’m not trying to dissuade students from taking part in these fun exercises. In fact, if it weren’t for them, there might be no interest whatsoever in geography. All I’m suggesting is that a deeper education in geography should be added to these games so that a greater awareness of the world can come into focus for the students. We shouldn’t be accentuating the superficial because when we focus only on the most frivolous aspects of the discipline, an acceptable understanding of the world is impossible to grasp. If that happens, then we’re back to the rote.

Second, all teachers should stress geographic aspects in their lessons, no matter what the material or subject matter may be. For example, if one teaches math, then he or she should stress the axes of the prime meridian and the equator, the arcs of the globe, and the addresses of mathematical (absolute) location. These are the fundamentals of geography as they relate to math. They provide a sound basis for the building of geographic literacy.

If one teaches history, then he or she should stress the chessboard where history is played out. The environment, economics, and politics are an indivisible part of history. In history, dates like 1492, 1776, 1865, and September 11 mean little if there is no understanding of the ramifications of the events themselves. Let the students see the impact of characters and events that led up to the date. Then let them see how the world was changed afterwards.

If one teaches earth sciences, then let the students see how volcanoes, earthquakes, rain, wind, glaciers, and waves alter the landscape. Allow the students to see the impact humans have on the planet, from the houses and dams we build to the wells we drill and the coal we burn. These and other important facts make geography more relevant and interesting.

Third, all teachers should join their state’s Geographic Alliance. If those reading the examples in my first two points are limited in their understanding of the information, then there’s no better resource for a K-12 teacher.

There are Geographic Alliances (or Societies) in all 50 states. Each alliance offers instruction to teachers who need help teaching geography. Every teacher, even those who teach geography every day, should take part in these meetings because the amount and type of information is vital to keeping geographic instruction fresh, exciting, and fulfilling. Just ask any teacher who has attended a chapter meeting, summer institute, or annual roundup. They’ll tell you that it was well worth their time.

Geography will remain trivial until we make it relevant. Teachers must layer the information so that it means something on many different levels. Finally, and most importantly, the support groups are out there to broaden each instructor’s educational base. This is the way that we will turn the tide of ignorance and misinformation in geography. America’s youth surely deserves better, and the world deserves better-informed leadership from the United States.



## CHECK OUT THESE WEB SITES

### *Mapping Elections*

Go to [www.uselectionatlas.org](http://www.uselectionatlas.org) for clear and colorful maps and graphs on each presidential election from 1824 to the present.

Click on “Past Presidential Election Results”. At the top of the page, notice the various pull down menus: by year, results by state, compare, and information. “By year” includes data, pie graphs, and maps showing colored thematic maps of the United States. “Results by State” includes election data and maps broken down by counties. The “Compare” pull-down menu

includes presidential election maps of the U.S. for each election year from 1824 through 2000. “Information” includes different categories such as “articles” with an especially interesting one on “How the Bellweather States and Counties Voted in the 2000 Presidential Election”.

The colorful maps and graphs are excellent tools for communicating voting patterns and regional characteristics and for stimulating inquiry and class discussion.

### *The Travels of Ibn Battuta - A Virtual Tour with the 14th Century Traveler*

[http://misus.sfusd.k12.ca.us/schwww/sch618/Ibn\\_Battuta/Ibn\\_Battuta\\_Rihla.html](http://misus.sfusd.k12.ca.us/schwww/sch618/Ibn_Battuta/Ibn_Battuta_Rihla.html)

Follow along on trips in the footsteps of Ibn Battuta, the famous 14th century traveler. Along the way you will see many of the same sights that he saw. There are many links to help you understand what he saw. There are even links that bring you into “side trips” and enable you to see into the future - beyond the 14th century.

### *When Astronomy Goes Bad*

[www.badastronomy.com](http://www.badastronomy.com)

The Bad Astronomy web pages are devoted to airing out myths and misconceptions in astronomy and related topics.

## THESE WORKSHOPS COME TO YOU!

Alliance Teacher Consultant Delise Sanders has graciously agreed to offer a series of social studies workshops to Tennessee schools.

Delise has a BS in Elementary Education with specialization in Early Childhood Education, a Master's in Elementary Education and Education Specialist Degree in Elementary Education with a reading concentration. She currently teaches 4<sup>th</sup> grade at Guild Elementary School in Sumner County. Delise was the Sumner County Social Studies Teacher of the Year in 2001-2002, was chosen as Sumner County's Representative at the "Mentors Training Teachers to be Mentors" Workshop and she was chosen to represent Sumner County on the state writing committee. She has also participated in a number of Alliance and National Geographic Society sponsored workshops and institutes.

The individual workshops are described on the following page. Delise can present workshops in the summer (statewide), after school in a 50-mile radius of Gallatin (4:00 P.M. start time) and on Saturdays during the school year. The Alliance has agreed to help defray costs of the workshops when possible.



***Alliance Coordinator Kurt Butefish presents Carolyn Anderson, third grade teacher at Erma Siegel Elementary School in Murfreesboro, with the second annual Lottie and Alden Beverly Geography Teacher of the Year Award for excellence in geography education for grades K-6. Carolyn received this plaque and a \$500 check at Geofest 2002.***

### **Beverly and Mullane Teacher of the Year Awards Presented at Geofest**

Alliance members Carolyn Anderson of Erma Siegel Middle School in Murfreesboro and Rick Farney of Rhea County High School received the Lottie and Alden Beverly Geography Teacher of the Year Award and the Tom and Stella Mullane Geography Teacher of the Year Award respectively at Geofest 2002. Each was presented a plaque and \$500 check from the Alliance. The Beverly award is bestowed for excellence in geography education for grades K-6. The Mullane award is bestowed for grades 7-12. Nominations were accepted from the teacher's peers.

A generous benefactor at the University of Tennessee, Knoxville, established the awards as the result of donations. They are named after two dedicated K-12 educators. Thomas Mullane taught high school in northern New Jersey and was routinely voted the outstanding teacher at his school. He won national level awards for his development of curricular materials. His colleagues and student held him in high regard and his students went on to excel in college.

Alden Beverly was a lifelong teacher and administrator in the Westchester County, NY school system. He served as a teacher, assistant principal, and principal of schools in that area. He was genuinely interested in the health and development of public education.



***Alliance Coordinator Kurt Butefish presents Rick Farney, geography teacher at Rhea County High School, with the second annual Tom and Stella Mullane Geography Teacher of the Year Award for excellence in Geography Education for Grades 7-12. Rick received this plaque and a \$500 check at Geofest 2002.***

**For more information, please contact Delise at the following:**

Delise H. Sanders  
[DHSAN37075@aol.com](mailto:DHSAN37075@aol.com)

Audience target: K-8 Teachers  
All workshops are based on the use of Children's Literature to teach the basics of Geography and Social Studies.

*"Teaching the Geography and Culture of the Appalachians through Literature"*

**This workshop was developed after a week-long Geographic Alliance trip through the Southern Appalachian region. In this workshop I will cover children's literature that teaches students about the lives of the Appalachian people and how the geography of this region influenced the culture. Each participant will receive a comprehensive list of children's books about this region and activities that can be used in the classroom. It can be a three or six hour workshop. I have presented it to my local reading council and local Geographic Alliance.**

*"Teaching the History of the Civil Rights through Children's Literature"*

**This workshop had evolved out of a need in the elementary classroom for students to understand the civil rights movement throughout American History. In this presentation, attendees are introduced to literature and activities that explores slavery, women's rights, and segregation/integration in post civil war America. This workshop can be three hours and used in conjunction with a workshop on Literature Circles or the Appalachian study or Teaching Geography to Young Children.**

*"Teaching Geography to Young Children"*

**Our new state and national standards require that elementary teachers teach geography as part of the Social Studies curriculum. Most teachers are faced with difficult material and very little time during their busy day to teach it. This workshop explores "basic geographical information" that will help teachers and their students understand the landforms of their state, nation and world. Also included will be teaching activities on oceans, rivers, lakes and environmental concerns. Each participant will receive a bibliography of trade books and web sites that will be of use in the classroom when teaching geography.**

*"Mission Geography"*

**This workshop uses a CD Rom developed during a workshop designed by a team of teachers from all over the United States. The lessons were written and put together at Texas A&M University during a week long workshop under the direction of Dr. Sarah Bednarz. Lessons on this CD are for K-12 students and will compliment any Social Studies program. All lessons have suggestions and links to websites that are updated on a regular basis. Each participant will have the opportunity to work on grade level lessons that are part of the Mission Geography web site.**



*Katye Couch takes watersamples from an Ecuadorian tributary while Jane Luhn supervises. {See the related article on Page 1.}*

# **Building a Toolkit of Skills:**

## ***Immersing Teachers and Students in Experiential Learning***

### **A FREE, One-Week Teacher Workshop in the Great Smoky Mountains Institute at Tremont**

Wondering how to get your students involved in hands-on earth science projects? Great Smoky Mountains Institute at Tremont is teaming up with Discover Life in America, the Tennessee Geographic Alliance and the North Carolina Geographic Alliance to offer teachers an exciting one-week workshop with the goal of involving teachers and their students in the All Taxa Biodiversity Inventory (ATBI) that is ongoing in the Park. Tremont's environmental education specialists will lead you through a variety of activities – including the study of salamanders and moths, and explain how your students can benefit from these experiences. You will also learn how to use research tools like Global Positioning Systems, Geographic Information Systems and Trail Survey Protocols and then apply those skills to an actual All Taxa Biodiversity Inventory survey in the Park. After completion of the workshop, you and your students will have the opportunity to be invited to participate in future ATBI projects.

Dates for the workshop are June 15-20, 2003. The cost of the workshop, including housing at Tremont, meals and all materials is FREE to 25 Tennessee and 25 North Carolina middle and high school teachers. Participants will also receive a \$250 stipend upon completing the workshop. Three hours of graduate credit are available from Bethel College for an additional fee. Applications must be received before May 16, 2003. For more information, to see a tentative workshop schedule or to apply, please visit the Tremont website at: <http://www.gsmit.org/> or call (865) 448-6709 or email [mail@gsmit.org](mailto:mail@gsmit.org).

**The Tennessee Geographic Alliance, Inc.**  
**Dept. Of Geography, Univ. Of Tennessee,**  
**Knoxville, TN 37996-0925**

OFFERS A WORKSHOP ON

**TENNESSEE IN A GLOBALIZING**  
**WORLD:**

**IMMIGRATION, ETHNICITY and the GLOBAL ECONOMY**

**Dates of Workshop:** June 16-20, 2003

**Place of Workshop:** University of Tennessee, Knoxville.

**Persons Eligible to Apply:** Any in-service teacher, or senior in a pre-service teacher-education program, in Tennessee, may apply for the workshop. A few applicants from outside Tennessee will be considered for participation.

**Number of Participants:** 25 participants will be selected for the workshop.

**Deadline for Applications:** Deadline is May 9, 2003, but applicants should realize that places in the workshop will be filled on a first-come/first-served basis.

**Who Should Attend the Workshop:** Teachers who are interested in Tennessee's place in a global society and those working toward certification in Geography as a result of the "No Child Left Behind" legislation.

**Benefits:** The Tennessee Geographic Alliance will provide: a) a \$100 stipend for travel and other expenses; b) double occupancy on-campus housing for non-commuters; c) lunch each day of the workshop; d) all required materials; e) the cost of Continuing Education Units (CEUs) for those requesting them; and f) one-half the cost of three hours of academic credit at UTK for those desiring credit. [Please note: if your school system will pay for credit hours as part of a (re)certification process, the Alliance will not cover any tuition fees.]

**Workshop Content:** This five-day workshop will explore some of the most exciting issues facing Tennessee and the world today. Learning from presentations, discussions, debates, and film, the workshop will address questions such as - What are the real and virtual boundaries of Tennessee? What happens to the cultures of immigrants? How is daily life in Tennessee connected to the rest of the world? What is ethnicity? Is the ethnic composition of Tennessee changing? The workshop will help participating teachers review for the human and regional geography sections of the "Geography Praxis Exam," and will generate fun new classroom activities. Participants will come away with a greater understanding of the processes underlying globalization and their demographic consequences. They will also develop ways to use this state to better understand and teach about international issues.

**Workshop Faculty:** Drs. Anita Dreaver and Carol Harden of the UTK Geography Department.

**Where to Submit Application:** Mail your application, with a \$25 refundable deposit (checks made out to the Tennessee Geographic Alliance), to: Kurt Butefish, 304 Burchfiel Geography Building, University of Tennessee, Knoxville, TN 37996-0925. FAX: 423-974-6025; E-Mail: [kbutefis@utk.edu](mailto:kbutefis@utk.edu)

# The Tennessee Geographic Alliance

c/o Department of Geography, University of Tennessee,  
Knoxville 37996-0925

Phone: 423-974-4841 / FAX: 423-974-6025

## APPLICATION FOR WORKSHOP ON TENNESSEE IN A GLOBALIZING WORLD

### June 16 - 20, 2003

The University of Tennessee, Knoxville

**APPLICANTS SHOULD SUBMIT A \$25.00 REFUNDABLE DEPOSIT,  
WITH CHECKS MADE TO, Tennessee Geographic Alliance**

[Refunds will be made to all persons accepted for and attending the workshop, and to those not accepted.]

+++++

Your Name \_\_\_\_\_

Home Address \_\_\_\_\_

Street and No.                      City                      State                      Zip

School Name and Address \_\_\_\_\_

Grade Level That You Teach \_\_\_\_\_ ; Subject(s) Taught \_\_\_\_\_

Home Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ ; Work Phone \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

E-Mail Address \_\_\_\_\_ ; Social Security No. \_\_\_\_\_

**AGREEMENT: If accepted for the workshop, I agree to offer two in-service workshops to colleagues during 2003-2004 academic year, on a subject related to the content of the workshop, or to perform an equivalent service on behalf of the Tennessee Geographic Alliance and its programs and purposes.**

\_\_\_\_\_/\_\_\_\_\_  
Signature

Date

**BRIEFLY STATE WHY YOU WISHTO ATTEND THE WORKSHOP.**

**PLEASE RETURN THIS APPLICATION, WITH A \$25 REFUNDABLE DEPOSIT, NOT LATER  
THAN MAY 9, 2003, TO: Kurt Butefish, 304 Burchfiel Geography Building, University Of Tennessee,  
Knoxville, TN 37996-0925**

# The Whole World as 100 People

If we could shrink the Earth's population to a village of precisely 100 people, with all the existing human ratios remaining the same, it would look like this:

There would be:

- ✍ 57 Asians
- ✍ 21 Europeans
- ✍ 14 from the Western Hemisphere (North and South America)
- ✍ 8 Africans
- ✍ 52 would be female – 48 would be male
- ✍ 70 would be non-white, 30 white
- ✍ 70 would be non-Christian, 30 would be Christian
- ✍ 89 would be heterosexual, 11 homosexual
- ✍ 59% of the entire world's wealth would be in the hands of only 6 people and all 6 would be citizens of the United States
- ✍ 80 would live in substandard housing
- ✍ 70 would be unable to read
- ✍ 50 would suffer from malnutrition
- ✍ 1 would be near death, 1 would be near birth
- ✍ Only 1 would have a college education
- ✍ Only 1 would own a computer

Source: United Nations and Web of Culture (2000)

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# Announcing the Tennessee Geographic Alliance Summer 2003 Workshops

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- Do you need to:**
- Enrich the geography content in your classroom?
  - Improve your geographic knowledge with an eye toward passing the Geography Praxis Exam?
  - Obtain course credits in geography to meet "qualified teacher" requirements of the "No Child Left Behind" legislation?

Then you should check out the workshop on *Tennessee in a Globalizing World: Immigration, Ethnicity, and the Global Economy* on Pages 13 & 14.

- Do you need to:**
- Improve your classroom technology skills with a focus toward social studies content?
  - Obtain course credits in geography to meet "qualified teacher" requirements of the "No Child Left Behind" legislation?

Then you should check out the *Geography and Educational Technology Workshop* on Pages 5 & 6.

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## Apply Now for these FREE Summer Programs!!!

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- Would you like to:**
- Get your students involved in hands-on earth science projects?
  - Learn how to use research tools like Global Positioning Systems and Geographic Information Systems?
  - Give your students the opportunity to actually contribute to an important scientific research project going on in the Great Smoky Mountains National Park?

Then you should check out the *Building a Toolkit of Skills Workshop* on Page 12.

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of Tennessee  
Knoxville



Tennessee Geographic Alliance  
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<http://web.utk.edu/~tga>