

TGA News

The Newsletter of the Tennessee Geographic Alliance

Volume XXI, Issue 2, Spring 2007

A Rare Opportunity Presents Itself to the TGA

Dear Alliance Members,

A rare opportunity has been presented to our organization and I respectfully request your immediate assistance in seeing it come to fruition. The National Geographic Society Education Foundation is offering a dollar for dollar match of \$500,000 to establish a one million dollar "Tennessee Endowment for Geographic Literacy." A budget amendment to the 2007/08 State budget will be necessary to obtain the matching funding.

The Endowment will replace the annual, contract-based funding awarded by the State to the Tennessee Geographic Alliance with endowed funds. Doing so will save the State money, provide programs and materials for K-12 geography education in perpetuity, allow programs to expand as the Endowment principal grows, and use funds from other than Tennessee taxpayers to support Tennessee schools.

Over the course of the past year, I have worked with Governor Bredesen's staff and Senate Education Committee Chair, Senator Jamie Woodson, to lay the groundwork for a budget amendment to fund the Endowment. In conversations with our elected officials and their staffs, I learned that the amendment will have a much greater chance of passing if the Alliance's membership gets involved and educates our individual legislators of the importance of the Alliance and geographic literacy. Therefore, I ask you to please write letters to your State Representative and Senator. Better yet, in addition to writing letters, schedule visits with them the next time they are home on break from the 105th General Assembly.

Information about the Endowment and instructions on how to compose a letter are provided on page 6 of this newsletter. If you can schedule a personal visit with your

legislator, I will be happy to provide a brochure about the Alliance and other supporting information for you to take with you. All you need to do is ask. A visit from a legislator's constituent who is a practicing teacher and a beneficiary of the Alliance's services will carry more weight than anything I can ever do as Alliance Coordinator.

I cannot stress the importance of striking while the iron is hot. This offer from the National Geographic is, by no means, indefinite. We have a Governor who is earnest in his support for educational programs and the State has a modest budget surplus. I can't imagine there being a better aligning of the stars. The 105th General Assembly is now in session. Your timely action is needed and greatly appreciated.

Thank you in advance for your support.

Kurt Butefish
Coordinator

TGA to Host Institute on The American South

The Tennessee Geographic Alliance and Department of Geography at the University of Tennessee, Knoxville have received a grant from the National Endowment for the Humanities to host a four-week summer institute on *The American South: Geography and Culture*. The institute is a joint effort with financial support committed by the National Geographic Education Foundation. It will be held on the campus of the University of Tennessee, Knoxville June 24 – July 20, 2007.

The principal purposes of the institute are: 1) to provide 25 K-12 teachers, selected from public and private schools throughout the United States, with fresh opportunities to study, to see, and to experience the complex and diverse culture and geography of the



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Tennessee Geographic Alliance Spring Programs

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
Knoxville, TN 37996-0925
(voice) 865-974-4841
kbutefis@utk.edu

Northeast TN Chapter Spring Program

Date: Tuesday, January 30, 2007

Time: 4:30- 6:30 pm

Program: *The Changing Face of Beijing, China*

by Kurt Butefish, UTK Geography Department

Location: Eastman Chemical Company Employee Center, 400 S. Wilcox Dr., Kingsport, TN 37660

Contact: For information contact Rhonda Gregory at Gregory@chartertn.net

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

Knoxville Chapter Spring Program

Date: Thursday, February 15, 2007

Time: Registration 4:15 – 4:45, Meeting at 4:45

Location: Room 226 University Center on the UTK Campus

Program: *Preparing for the TCAPS*

Contact: Kurt Butefish at 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 Program

Date: Thursday, March 1, 2007

Time: 4:00 - 6:00 pm

Location: Erma Siegel Elementary School, Murfreesboro

Program: *Teaching Geography with Cinderella*

Contact: Carolyn Anderson at madr98@bellsouth.net or (615) 904-1002

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

Memphis Chapter Program

Date: Saturday, April 21, 2007

Time: 9:00 am – 1:00 pm

Location: Memphis Teaching and Learning Academy

Program: *A Focus on China* featuring Dr. Hsing-te Kung of the University of Memphis

Contact: RSVP to Jayson Evaniuck at sincere@excite.com or Brandon Rader at b_rader@earthlink.net

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

Gallatin Chapter Spring Program

Date: Thursday, March 22, 2007

Time: 4:00 - 6:00 pm

Location: Volunteer State Community College

Program: *Jump Feet First into Geography with Geocaching*

Contact: Susan Bunn at susanbunn@comcast.net or Sonja Glaser at stevensonja@bellsouth.net

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

Pre-registration is requested but not mandatory.

Program will be held rain or shine, bring an umbrella or poncho.

Visit www2.volstate.edu/kbell/gps.htm for an introduction to the topic and for directions to the event.

Nashville Chapter Spring Program

Date: Tuesday, April 3, 2007

Time: 4:00 - 6:00 pm

Location: Centennial Park, Nashville

Program: *Jump Feet First into Geography with Geocaching*

Contact: Catherine Kelly at cgkelly@comcast.net or 615-333-9656

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

Pre-registration is requested but not mandatory.

Program will be held rain or shine, bring an umbrella or poncho.

Visit www2.volstate.edu/kbell/gps.htm for an introduction to the topic and for directions to the event.

Spring GEOFEST and TCSS Annual Conference

Date: Friday, March 9, 2007

Location: Hilton Hotel, Memphis, TN

Contact: Visit the TCSS website at: www.tncss.org for information and on-line registration.

American South; 2) To demonstrate ways in which geography is related to and draws from other disciplines in the humanities and the social sciences; 3) To demonstrate how teachers can employ geographical methods to access, analyze, and interpret data and to obtain a rich variety of other source materials. This field trip-intensive institute will be taught by experts on southern geography, history, literature, physical environment, ethnicity, music, and law.

Participants will receive a \$3,000 stipend to cover travel and subsistence expenses. Attendance at this institute is governed by requirements set forth by the National Endowment for the Humanities. There is a formal application process that includes an essay. Applications must be postmarked no later than March 1, 2007. To receive copies of the application and dear colleague letter, which should answer most questions about the institute, please visit the web site at: http://web.utk.edu/~utkgeog/TGA/TGA_SummerInstitute.htm or send a request to:

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Institutes for Middle Grade Educators in Science, Life Sciences and Physical Sciences Institutes for 2007

IMEGS (Institute for Middle Grade Educators in Science), funded through the TN-Math & Science Partnership Program, are interdisciplinary laboratory and on-line courses for Tennessee middle school educators. This summer IMEGS is offering institutes in Life Science and Physical Science (Chemistry & Physics).

Participants spend two weeks on the UT Martin campus during summer in an intensive institute focusing in-depth coverage of selected concepts from these disciplines that are stipulated by the Tennessee Science

Framework. Teachers can take one or both institutes. During fall semester, an on-line follow-up occurs to help integrate the new knowledge, equipment, and materials directly into curriculum.

Participants will leave the workshops with “teacher kits” valued at several thousand dollars that will allow them to transfer their newfound knowledge to their classrooms. These teacher kits will include such things as CBL interfaces and sensors, binocular microscopes, and a variety of software, demonstrations for chemistry and physics, and environmental monitoring materials,

The Life and Physical science workshops will take place mostly at UT Martin, with a few excursions to Reelfoot Lake. While specific curriculum standard will be targeted in the program, nearly all standards are covered by a variety of hands-on activities that can be directly translated to the classroom.

PARTICIPANTS - Eighteen participants will be selected. Several school systems have signed up as partners for the grant, and teachers from those systems will be given first preference. Beyond that, selection criteria include: date of application, potential for applicant’s experience being shared with students and other teachers, and demographics - “new” and minority teachers are encouraged to apply.

ESTIMATED EXPENSES -Participants will be given stipends to cover travel, lodging, and meals. Teachers will receive 3 hours of graduate credit per institute, paid for through the grant. All participants will be co-registered for the on-line education course. Participants must pay ~\$200 in fees to the University not covered by grant funding.

IMPORTANT DATES

- Dec. 1, 2006 – Early Registration Deadline for IMEGS Partner Schools
- Mar. 30, 2007 – Deadline for all applicants
- Apr. 6, 2007 - Selection of institute participants
- June 17-29, 2007 – Physical Science Workshop
- July 9-20, 2007 – Life Science Workshop

For more information contact Dr. Michael A. Gibson – Geology, PI
@ (731) 881-7435; mgibson@utm.edu

**Combined
Tennessee Council for the Social Studies
State Social Studies Conference
and the
Tennessee Geographic Alliance GEOFEST**

Social: Thursday, 8 March 2007 at 7:00p.m.

**Friday, 9 March 2007. 8:00a.m. – 3:00p.m. CST
Hilton Hotel, Memphis**

Enjoy Sessions for ALL Grade Levels including: Biltmore: The Vanderbilt's Monument to the Gilded Age, The Fall of Richmond and Petersburg, Facing History Facing Ourselves, Dr. Seuss and Social Studies, Rollin' on the River, Inside The Vault: Treasures From The Federal Reserve, Document Based Instruction, and a Geography Strand Hosted by the Tennessee Geographic Alliance!

The Hilton Hotel is the site for the State Social Studies Conference / Tennessee Geographic Alliance Spring GEOFEST. For reservations call 1-800-445-8867 or 1-901-684-6664 and mention the Tennessee Council For The Social Studies to receive the special \$80 Single-Double rate. PLEASE MAKE YOUR RESERVATIONS BY FRIDAY, 5 FEBRUARY 2007. After 5 February the special rate and availability cannot be guaranteed. Try to arrive in time for the Thursday evening social so you can enjoy food, beverages of your choice, and good company! Directions to the hotel are below.

Registration Fees: \$50.00 TCSS Members. \$70.00 Non TCSS Members (Includes 2007-2008 TCSS Dues). The luncheon featuring special speaker National Council for the Social Studies Executive Director Susan Griffith and Outstanding Social Studies Teacher Awards is \$20.00 per registrant.

Please register by accessing the TCSS web site at www.tncss.org, clicking on "Register Today Using Online Registration," and then clicking on "Register On Line Now."

Directions to the Hilton

From I-240 either East or West, take the Germantown/Poplar exit 15A East (Highway 72). Once on Poplar Ave, prepare for a left hand turn. Turn left at first traffic light onto Ridgeway Road. Stay in the left hand lane until you turn left at second traffic light onto Ridge Lake Blvd. The hotel will be straight ahead on the left hand side.

What's Up at the McClung Museum on the UTK Campus?

In addition to permanent exhibits on *Archaeology and the Native Peoples of Tennessee*, *Geology and Fossil History of Tennessee* (featuring the changing Earth Bulletins from the American Museum of Natural History), *The Decorative Experience*, *Ancient Egypt: the Eternal Voice*, *Human Origins: Searching for our Fossil Ancestors*, *Tennessee Freshwater Mussels*, *The Civil War in Knoxville*, and *UT Goes to Mars*, all of which include geographic content and organized education programs, this spring will see the following new exhibits:

Emissaries of Peace: The 1762 Cherokee & British Delegations

Social Studies Grades 2-12
Available October 6, 2006 – February 16, 2007

Step back in time to the days before the American Revolution, when the Cherokee Nation was a world power, a significant military ally, trading partner, and formidable adversary to the British. Observe, as Lt. Henry Timberlake did, the Overhill Cherokee people at the great town of Chota. Journey with the Cherokee leaders Ostenaco, Cunne Shote, and Woyi to London in 1762, as they meet King George III and experience first-hand British culture.

The exhibit traces the important events and persons in the mid 18 th century, as Britain attempts to deal with a powerful native American people, and the Cherokee seek to maintain their lands and culture but keep the trade goods flowing. Timberlake's stay in Chota, detailed in his memoir, provides the best description we have of Cherokee life and values of the time, and his description of the London journey and stay is equally historically significant.

Students will come away with a concrete and comparable view of Tennessee and England in 1762, and especially appreciate the Cherokee point of view then and in later Revolutionary War times.

The exhibit was developed by the Museum of the Cherokee Indian, Cherokee, North Carolina.

Age of Armor

Social Studies Grades 1-12
Available March 5, 2007-May 11, 2007

Armor has existed around the world as long as warfare, but only in Europe were full suits of articulated steel plates made and worn. The time was the late Middle Ages and the Renaissance, from about 1350-1650, when armor played a significant role in the technological, military, and cultural life of the societies that produced it.

Helmets, breastplates, chain mail, and full suits from cities in Italy, Germany, and other countries are featured in the exhibit. Manufacturing and decorative techniques, the conduct of warfare, and the cultural and historical context of its use are also presented.

The exhibit comes from the collections of the Higgins Armory Museum, Worcester, Massachusetts.

There is no charge for visits to the museum. For more information, contact:

Debbie Woodiel
Museum Educator, McClung Museum
58 McClung Museum
The University of Tennessee
Knoxville, TN 37996-3200
865-974-2144
woodield@utk.edu



TNSWEP Teams Up with the Green Schools Program

The Tennessee Solid Waste Education Project (TNSWEP) is sponsored by the Tennessee Department of Environment and Conservation. TNSWEP Consultants offer free classroom presentations for K-12 students as well as planning for environmental education events like Earth Day, or an Environmental Fair. TNSWEP also organizes in-service workshops for K-12 teachers, providing lesson plans and activities that are correlated with Tennessee Curriculum Standards. Their consultants also organize in-service workshops and curriculum workshops for educators in the non-formal sector. These workshops include interactive sessions and

the latest information about solid waste management.

The Green Schools Program is part of the Tennessee Pollution Prevention Partnership (TP3). It has been successful in pollution prevention through natural resource conservation, solid and hazardous waste reduction, and increasing environmental awareness among students, staff, parents, and the local community. Both public and private K-12 schools, as well as institutions of higher education can be a Green School. Green Schools gain information on how to reduce pollution through conferences, seminars, and workshops. They also gain a network of financial and technical assistance to help them put their ideas into action.

TNSWEP Consultants will help prospective schools complete their Green Schools forms. Consultants will provide in-services and classroom presentations, which meet the Tennessee Curriculum Standards, in science, social studies, and health related to recycling and waste reduction. These are areas that can be used as Green Schools activities. TNSWEP can tie Green School activities to the Tennessee Curriculum.

For more information about TNSWEP or how you can become a Green School visit the following web pages:

<http://www.tnswep.ra.utk.edu>

http://www.tennessee.gov/environment/ea/tp3/tp3_grschools.shtml



SAMAB Introduces Invasive Plants Activity Guide

Southern Appalachian Man And the Biosphere (SAMAB) has released a new middle school science activity guide, Exotic Invasive Plants of Southern Appalachia. This 14 lesson plan curriculum is designed to engage early adolescents in a variety of activities that assist them in exploring their local environment.

The Exotic Invasive Plant Species activities were written by middle school teacher, Leslie Marra of Dickson, TN. The curriculum addresses the North Carolina Science Standard Course of Study as well as the Tennessee Science Curriculum Standards. This activity guide also addresses the five goals of environmental education—developing

awareness, knowledge, skills and attitudes, and giving students the opportunity to participate. The activities include Web quests, a school-ground walk, a video, art projects, chain tag, a weed pull, and a Jeopardy-like contest. Through these fun activities, students will learn about healthy ecosystems, native species, and exotic invasive plant species.

To view Exotic Invasive Plants of Southern Appalachia: An Activity Guide, please visit <http://www.samab.org/Focus/Invasive/Curriculum/index.html>. For more information, contact SAMAB by mail at 311 Conference Center Building, Knoxville, TN 37996-4134, by phone (865) 974-5912, by fax (865) 974-1838, or by E-mail: samab@utk.edu.



Asking Legislators to Support a Budget Amendment

Please contact your State Senator and Representative and ask them to support the budget amendment funding the “Tennessee Endowment for Geographic Literacy”. If possible, send a similar letter to Governor Bredesen.

Sending the Letter

Fax the letter to the legislator’s Nashville office then send the original to that office as well. If you are comfortable visiting with your local legislator, by all means, schedule an appointment with them in Nashville or when they return home during breaks. A personal visit from a constituent who is a teacher will carry a lot of weight. Kurt Butefish can provide hardcopy materials for you to take with you.

The Letter

This should be a formal business letter, no more than ONE PAGE. Eleven-point type font is the smallest you should use, with at least one-inch margins all around.

If you are contacting your legislator as a private citizen, then there are no lobbying restrictions. Everyone is free to contact their elected representatives and make their views known. You are even free to share your professional experience in the letter, for

GEOGRAPHY AND EDUCATIONAL TECHNOLOGY WORKSHOP

Dates of Workshop: June 11 - 15, 2007

Place of Workshop: Cocke County Alternative School – Newport, Tennessee

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 4, 2007, 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) \$100 stipend for travel and other expenses; b) up to \$200 lodging stipend (double occupancy) for non-commuters; c) lunch each day of the workshop; d) all required materials; and e) the cost of Continuing Education Units (CEUs) for those requesting them.

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, population studies and related subjects. Liberal use of maps, charts, and graphing will be incorporated. 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 Burchfield Geography Building, University of Tennessee, Knoxville, TN 37996-0925. FAX: 865-974-6025; E-Mail: kbutefis@utk.edu

APPLICATION FOR WORKSHOP ON GEOGRAPHY AND EDUCATIONAL TECHNOLOGY

June 11 - 15, 2007

Cocke County Alternative School – Newport, Tennessee

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 _____

Grade Level That You Teach _____; Subject(s) Taught _____

Home Phone _____ - _____ - _____; Work Phone _____ - _____ - _____

E-Mail Address _____

AGREEMENT: If accepted for the workshop, I agree to offer two in-service workshops to colleagues during the 2007-2008 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 4, 2007, TO: Kurt Butefish, 304 Burchfiel Geography Building, University Of Tennessee, Knoxville,
TN 37996-0925

Legislator Letter continued from page 6

example, stating that you've been a teacher in the state for X number of years, or a member of the Alliance.

However, if you write a letter on letter-head from your university, school, other place of employment, etc. you should check with the organization to see what their policies on lobbying are.

Addressing the Letter

Address the letter to the legislator using standard business format:

Date

The Honorable (full name)
__(Rm.#)__(name of) Office Building
Nashville, TN Zip-Add

Dear Senator or Representative:

You can use the following sections as paragraphs:

Introduction and "The Ask" (what you want the legislator to do) – 2 sentences.

- A sentence that states that you are a constituent of the Senator/Representative and offers sincere thanks for her/his leadership and support of the state and your interests.
- State that you are asking the legislator to support the budget amendment funding the "Tennessee Endowment for Geographic Literacy".

Background – 2 to 4 sentences.

- The amendment originates from the Senate Education Committee through Senator Jamie Woodson's office.
- The amendment is for \$500,000 to be matched dollar for dollar by the National Geographic Society Education Foundation to establish a \$1,000,000 endowment.
- Funding will support activities of the not-for-profit Tennessee Geographic Alliance, of which you are a member.

- The Endowment will save Tennessee tax payers money by replacing annual, contract-based funding with endowed funds that can grow in the future.

Personal – 4 to 8 sentences.

- The work of the Alliance: Briefly describe the Alliance, e.g. member of the National Geographic's nationwide network of volunteers committed to improving geography education.
- Explain the importance of Geographic literacy for Tennessee students to be successful in school and beyond.
- Describe how you have benefited from the Alliance; professional development, meeting NCLB "Highly Qualified" standards, obtaining materials, networking, university credit and/or CEUs, as a means to reenergize during the summer, technology training, the opportunity to learn from and/or work with University faculty.
- How the Alliance has benefited your students.
- That the Alliance leadership has been active and responsive (If you believe this to be true.)
- Provide a personal anecdote.
- Let them know that the Endowment will:
 - Be used to develop and implement professional development programs as well as to acquire, create, and distribute teaching materials for classroom use. Funds will be used to encourage teachers to attend State, regional, and national professional conferences and programs, including Advanced Placement High School Geography training.
 - Help improve your students' knowledge of geography.

Legislator Letter continued from page 9

Thank You and an Offer of Assistance – 2 to 3 sentences

- Thank the legislator.
- Restate “the ask.”
- Offer to provide additional information on this issue if they would like.
- Sign the letter.
- Include your contact information (Name, address, phone, email address).

You can find out who your State Senator and Representative are by visiting:

www.tennesseeanytime.org/government/elected.html



Lesson Plan of the Year Award Presented at Fall Geofest

Lori Tipton, ninth grade World Geography teacher at Hixson High School in Chattanooga, was presented the annual Sidney R. Jumper Geography Lesson Plan of the Year Award during the luncheon at the 2006 Fall Geofest meeting in Murfreesboro on November 11, 2006. Lori’s lesson plan *The Amazing Survivor Race* was chosen by a committee of the Alliance Board from a number of strong entries submitted by her peers. Hixson High Biology teacher LeAnn Bellamy and English teacher Becca Aslinger assisted Lori in developing the lesson plan. Lori was presented a plaque and a check for \$500. The award is named in honor of Dr. Sidney R. Jumper, founder of the Tennessee Geographic Alliance, and is generously sponsored by Mr. Charlie McRorie, a retired geography teacher and currently the CEO of Siesta Software Solutions. *The Amazing Survivor Race* is included on page 11.



Lori Tipton (left), World Geography Teacher at Hixson High School was presented this plaque and a check for \$500 for winning the 2006 Sidney R. Jumper Geography Lesson Plan of the Year Award. Pictured with Lori is LeAnn Bellamy, Biology Teacher at Hixson High School. LeAnn collaborated with Lori on the winning lesson plan - The Amazing Survivor Race.



Lori Tipton (left) and LeAnn Bellamy present their award winning lesson plan - The Amazing Survivor Race - at the 2006 Geofest at Middle Tennessee State University in Murfreesboro. The lesson was recognized as the 2006 Sidney R. Jumper Lesson Plan of the Year.

The Amazing Survivor Race

Background:

My name is Lori Tipton. I teach World Geography to 9th graders at Hixson High School in Chattanooga, Tennessee. I am on a 9th grade team with two other teachers. LeAnn Bellamy is our Biology teacher and Becca Aslinger is our English teacher. We also teach a 30-minute advisory class every day. This class consists of teaching self-esteem, study skills, citizenship, character, literacy, etc. We wrote this lesson plan and put it into action last spring as our end of the year project. It was an amazing day and we are going to continue doing this each year. We developed the idea out of watching the shows “Survivor” and “The Amazing Race”.

Overview:

The students will compete in The Amazing Survivor Race while learning about other countries, working together as a team, and recalling what they have learned in Biology throughout the year.

Connections to the Curriculum:

- World Geography
- English
- Biology
- Advisory

Connections to the 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.
2. How to use mental maps to organize information about people, places, and environments in a special context.
6. How culture and experiences influence people’s perceptions of places and regions.
18. How to apply Geography to interpret the present and plan for the future.

Time: 1 day- 4 block class periods

Materials needed by the students at home:

- T-shirts
- Bandanas
- Poster board for a sign or material for a flag

Materials teachers need to provide:

- Blindfolds
- World almanacs
- Computers with internet access
- The Amazing Race instruction sheet
- Team list
- Colored paper
- Jump ropes
- Plastic cups

Objectives:

From the Tennessee curriculum guide, the learner will . . .

1. Compare and contrast various types of maps.
2. Analyze the advantages and disadvantages of using maps from different sources and different points of view.
3. Analyze the role of various aspects of culture in unifying or fragmenting a society's perception of places and regions.
4. Describe and analyze the role of mental maps.
5. Recognize that individuals can belong to groups but still retain their own identity.
6. Apply geographic concepts to sharing and giving opinions in a group.

Additional objectives:

The learner will . . .

1. Work together as a team to complete a task.
2. Use the almanac and Internet to locate information on their country.
3. Promote positive attitudes and foster encouragement of all team members as they work together to complete each challenge.
4. Recall Biology information that they use to pass the Biology Gateway, a state standardized test.

Suggested Procedure:

Take teamed students and assign them a country and a color. Teams should be posted 2 weeks before the Race. Each team has 2 weeks to do research on their country and to develop a plan to receive points for team spirit. They know that they can't complete the race without knowing information on their country. They should be encouraged to learn about their culture and well as facts about their country. The students should come to school on the day of the race dressed in their colors with their posters and banners about their specific country.

On race day take the students by bus to a nearby park. You can do this lesson plan at your school if you can't provide transportation. The day has 6 parts. The 6 parts are team spirit, The Race, 3 survivor challenges, and teamwork.

Each event should be awarded the following points:

1st place- 10 points

2nd place-7 points

3rd place- 5 points

Team Spirit: When the students get off the bus they get into their countries. The teachers judge the students on how well they dressed and participated. Each country should dress alike, some should make posters with their flag on it, and some should make banners with their country on it. They should be encouraged to be very creative. The students should get extra points from the teachers if they researched the culture and dressed accordingly.

The Race: The teams should be given 2 different kinds of maps of the park to study. Then, teams should line up and be given their 1st clue. Every team is competing in the race at the same time.

This is an example of our 1st clue. You can use these or make up the questions yourself.

Example: Madagascar's clue

What is the capital of Madagascar?

- a. Mozambique- go to the pavilion
- b. Antananarivo- go to the boat ramp
- c. Mauritius- go to the field where you can see the dam

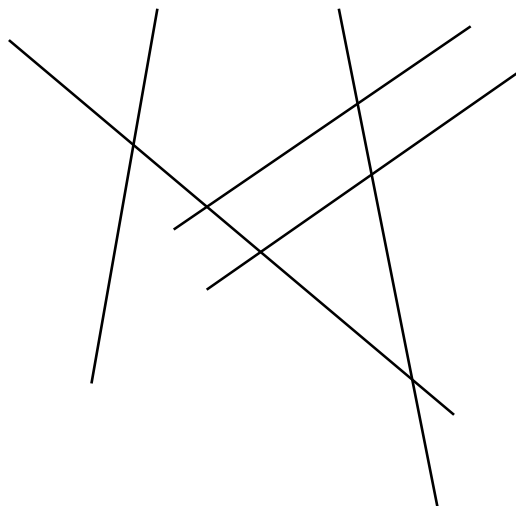
The answer is B- they had to go to the boat ramp.

A teacher should be standing at the boat ramp with their next clue. They shouldn't be allowed to get their next clue until all team members are present. Each captain should have a number with him or her that tells how many team members are in his or her group. They should show this number to the teacher. The teacher gives them the next clue if the number they are holding matches the number of team members present. If a student picks the wrong answer the clue will take them to the wrong location. They will realize the answer is wrong when there is no teacher standing there.

Our students had 3 clues, but you could make as many as you have time and staff for. The winning group that gets all members to the last location win points for this part of the day.

Survivor Challenge #1: Each team should choose two team members to be blindfolded. The teachers should place plastic cups in a field with a letters in each cup. The letters spell out something the students should have learned from Biology. Two students should talk to the blindfolded students and tell them where the cups are in the field. The blindfolded students should bring the cups back to the team. When all cups are located the remaining students on the team should read the question and put the letters in the correct order to make the answer. The teachers should time each team. The top 3 teams receive points. The 4 team members that find the cups should not be allowed to help with the message. Teachers judge and time this challenge. The group that does the task, in the lowest amount of time, is the winner.

Survivor Challenge #2: Each team should be given a box with 5 jump ropes in it. The jump ropes should be tied in knots. Tie each group of ropes with the same amount of knots. The team must untie the knots and put the ropes on the ground in the order of their diagram. Below is an example of one of the diagrams we used. This should also be timed with the first 3 places receiving points. Teachers should be the judges and the timers.



Survivor Challenge #3: The students should choose one student on their team to stand on a curb on one foot. They should be put out of the game if the other foot touched the curb. The other team members should be cheering on their teammates. Every country should go at the same time. The last 3 students standing should receive points. You should keep it going until you have a winner.

Teamwork: Each teacher watches the teams during the day. Points should be awarded to the first 3 places. Teachers are looking for teamwork, attitude, encouragement by other team members, and helping each other out.

Evaluation:

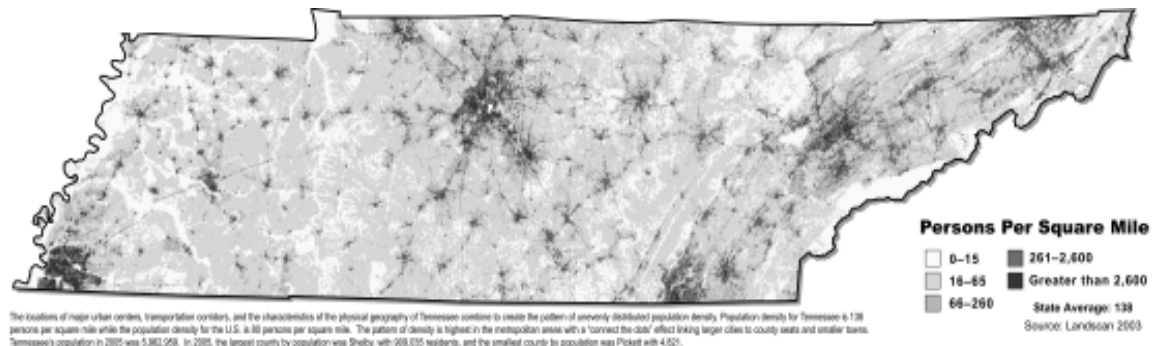
Team teachers should total all points for the day and come up with a winner. Each member of the winning team should receive a prize. We gave our winners metals. You should have some kind of ceremony to present the prizes to the winners. Teachers should also debrief the students on the events of the day. Talk to them about what happened if they didn't learn enough information about their country. Also, talk about teamwork and ask them how important it was to work together.



The Updated *Tennessee: A Geographic Prospective* Maps are Now Available

These two-sided posters are updated from two previous collaborations between the Geography Department at the University of Tennessee and the Tennessee Geographic Alliance. On one side is *Tennessee: A Geographic Perspective*, a four color poster with 22 maps depicting numerous types of quantitative and qualitative data related to our state. The reverse side is *Tennessee: County Boundaries, Names, and Population 1791-2005*. This poster shows the changes in county boundaries and population throughout Tennessee's history on fifteen different maps. The posters were designed with classroom use in mind and reflect suggestions gathered from our members during the design process.

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Developing Cartographic Literacy with Historic Maps

NEH Summer Seminar for School Teachers

16 July to 3 August 2007 at The Newberry Library in Chicago

The Newberry Library's Hermon Dunlap Smith Center for the History of Cartography invites school teachers nationwide to apply for its 2007 NEH summer seminar, "Developing Cartographic Literacy with Historic Maps." This 3-week seminar led by Dr. James Akerman (The Newberry Library) and Dr. Gerald Danzer (The University of Illinois at Chicago) is designed to promote an understanding of the culture and history of cartography, to develop cartographic literacy, and to encourage effective map use in the classroom. A program of seminar discussions on recent scholarship in the history of cartography, hands-on workshops, and guided individual research will allow teachers to explore the relevancy of geography and historic maps to their own interests and teaching needs. The seminar sessions and workshops will serve as forums for refining and applying the skills necessary to read maps as products of science, artistic creations, rhetorical tools, storytellers, and expressions of power; and as representations of worldviews and local landscapes.

Applications are encouraged from teachers of a broad range of courses and grade levels. Successful applicants will receive a stipend of \$2,400 to help defray travel and housing expenses. Completed applications must be postmarked no later than Thursday, 1 March 2007.

Additional information and application materials are available at:

<http://www.newberry.org/smith/smithhome.html>

or by contacting:

Chris Dingwall, The Hermon Dunlap Smith Center, The Newberry Library
60 W Walton St, Chicago IL 60610
e-mail: dingwallc@newberry.org,
phone: 312-255-3659.

"Developing Cartographic Literacy with Historic Maps" is supported by a major grant from the National Endowment for the Humanities.

The Tennessee Geographic Alliance Needs You



- Would you like to see the TGA offer more and varied workshops?
- Would you like additional geographic-themed teaching materials for your classroom?
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You can help make it happen simply by writing a letter !!!

Please read the Coordinator's letter to members on page 1 and act now.

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