



FOCAL POINTS

DELAWARE'S GEOGRAPHY AWARENESS WEEK

Where-In

25,311 for the whole country

5,746 for Delaware

Do you know where the first zoo in the U.S. was built?



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Thanks in large part to Kelli Martin's efforts, Geography Awareness Week was a big success in Delaware, with twenty schools representing fourteen districts reporting activities. The winner of the drawing among those who made reports was **Beth Bryson** of Baltz Elementary. She received a National Geographic Society Pilgrims of Plymouth, a big book with a teacher's guide.

Many students mapped Where-In shirts, enjoyed school or class bulletin boards, made school-wide geography-related announcements, took field trips to study their local environment, played geography games and shared family cultures. Several kindergartens used the cheetah coloring book.

Kelli was able to have a GAW message printed on 32,000 Delaware employee pay-checks, and the Alliance distributed two thousand cheetah posters and presented workshops at Glasgow High School, Banneker Elementary School and the DCSS Fall Conference at Smyrna High School. Nationwide, 25,311 students and teachers participated in Where-In, 5,746 of whom were Delawareans.

Fred Noel shared the Question of the Day that Warner Elementary has continued to use after GAW. The sample we received was, "Where was the United States' first zoo located?"

Like the editor, you may feel you know that one, but Philadelphia does not have an undisputed claim to that honor. It did indeed receive a charter to build a zoo in 1859; but, because of the Civil War, the zoo wasn't built until 1874. Meanwhile, the Central Park Zoo in New York City opened in 1864.



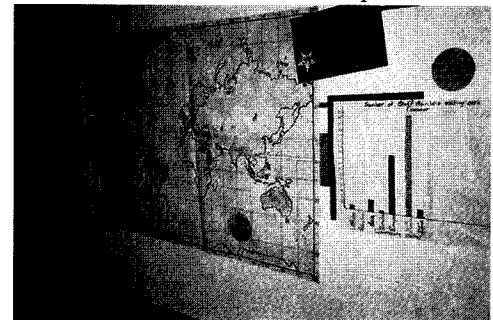
Where-In shirts at Baltz

Claudia Hughes and **Beth Bryson** of Baltz Elementary sent us some pictures of students involved in GAW work. One of the cooperative activities was a survey of staff to see what other countries they had visited.

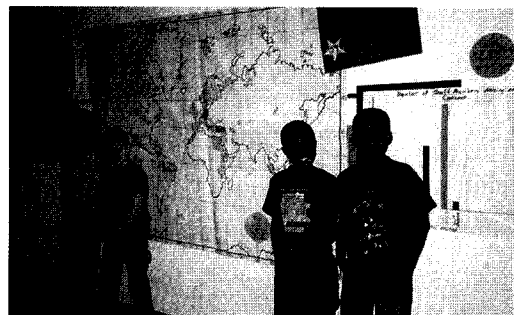


Just the right country and just the right color

Beth's third graders tabulated and organized the data, while Claudia's third and fourth graders located the countries in an atlas and colored them in on a world map.



The impressive results



Proud geographers

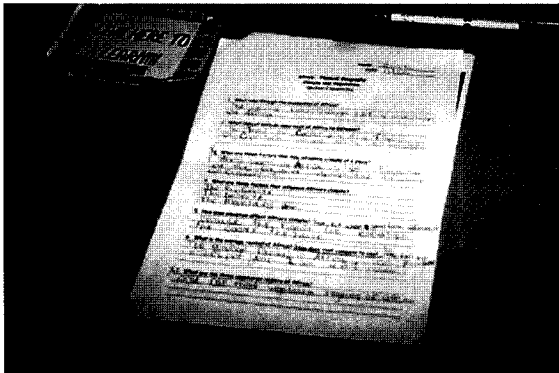
No doubt many other TCs had projects just as interesting and students just as photogenic. Please keep us in mind when you have pictures of classroom activities. Let the editor know if you need a photographer.

Meet Two New TCs

Geography in the special education classroom has long been an interest within the Alliance, so it was illuminating to observe **Annette Rotellini** and her seventh grade resource class. Annette is a Duquesne University graduate with a B.S. in Special Education who's in her second year of teaching.

The class has twelve students, eleven of whom were present the day we visited. In spite of the fact that more than half the class was suffering from heavy colds, they were generally attentive and engaged.

The first half of the session was devoted to reviewing for a test on Africa. The students had been using a study guide during the previous several days and now had a sheet of review questions couched in the identical terminology and sentence structure. They were to have written answers to the questions for homework. About two-thirds had answered at least some of the questions; one child had completed the front, but had never turned the paper over to discover the questions on the back. The students clearly wanted to be able to answer questions. A few blurted out responses, more or less at random, and several scurried through the study sheet looking for the answers.



Review sheet that has been checked

The second part of the class involved using a map of Africa to answer questions requiring understanding of latitude and longitude. Most of the class had an extremely difficult time with this. One girl gratefully accepted help with the first example and then worked doggedly through the rest on her own. A boy, on the other hand, conned us into "helping" him with one and had the rest done within two minutes; this boy is in the class for this subject only because of his unwillingness to work.

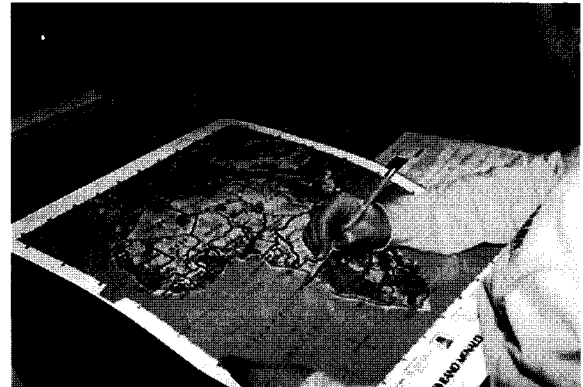
Annette shared with us some of the factors affecting her students. Seven are socially or emotionally disturbed, seven come from low-income homes, one is extraordinarily immature, four attend at least one regular or TAM class, and five try all or most of the time. Both the boys have somewhat removed seating, one by his own choice, and the other for disciplinary reasons. Annette says seven are currently passing World Cultures and that the overall average for the class is about 80%.

Although Annette says there's little social stigma, the students insist they are not in a special education class.



Working quite busily

Four of the girls are involved in chorus, one in band, and one is the student council representative. One boy has been dropped from his athletic activity because of low grades; the other is involved only in individual out-of-school activities.



Checking instructions

Annette is the ASGI '00 representative on the Steering Committee. We hope she'll continue to be active in the Alliance.

Moving on -----



Our other TC in the spotlight is one with twenty-one years of experience. **Anne Deinert** holds a B.A. from Southern Connecticut State and an M.I. from the University of Delaware. She teaches third grade at Brader Elementary in Christina. The newly-minted TC really saturated her students with geography during and after Geography Awareness Week.

The students' big area of concern was biodiversity. Both as individuals and whole-class, they visited appropriate websites. Having viewed the Web of Life online, they created a yarn web to illustrate the interrelatedness of the elements of a wetland ecosystem. The week culminated in a trip to the Philadelphia Zoo, where they sharpened their map-reading skills by following their movements on the zoo map. The experience went well with the week's work, as they saw many animals in the flesh that they had studied.

As extensions to the week's activities, Anne's students discussed A River Ran Wild, heard speeches for and against building a factory, and wrote persuasive pieces on that topic. Anne clearly integrated

See Deinert, page 6

Treasures on the Bookshelf

In this issue we're considering two books that appear on the surface to be totally unrelated, one with a major emphasis on economics and the other on medicine. In fact, they are different aspects of the same on-going phenomenon.

The Lexus and the Olive Tree by Thomas L. Friedman, Random House, 2000, paperback

Thomas Friedman became well known as an interpreter of world affairs through his *New York Times* assignments as bureau chief in Beirut and in Jerusalem. The present book follows from the self-education he did to feel competent in his 1995 assignment as the *Times'* Foreign Affairs Columnist.

Friedman begins by asserting that the system that had been the major framework for international relations during the Cold War has been replaced by another organizing system. As he concludes, "... the post-Cold War world should be declared over. We are now in the new international system of globalization."

The Cold War system, he explains, was chiefly ruled by one feature, that of division. The world was divided into two spheres, and equilibrium was maintained provided neither power encroached on the other's sphere. When the Berlin wall fell, this system effectively collapsed. The system which has replaced it is dominated by one all-important feature, that of integration as characterized by one word -- the *web*. During the Cold War everything was divided and walled off; basically two people were in charge -- the United States and the Soviet Union. Under the globalization system, "we reach for the Internet, which is a symbol that we are all increasingly connected and nobody is quite in charge."

Where the Cold War measured weight (of missiles), globalization measures speed (of commerce, travel, communication and innovation). The globalization system is built around three balances: the first is the one between nation-states, the second is between nation-states and the global markets, and the third is the one between individuals and nation-states.

Friedman's past work in the State Department and White House, combined with his expertise in Middle East cultures, gave him a basic grounding, but he now counts six dimensions necessary to get the full measure of globalization. They are financial markets, politics, culture, national security, technology and environmentalism. Nor does he assume that they are necessarily a complete list.

The Lexus and the olive tree of the title symbolize two aspects of the present world condition: "half the world seemed to be emerging from the Cold War intent on building a better Lexus, dedicated to modernizing, streamlining and privatizing their economies in order to thrive in the system of

globalization. And half of the world . . . was still caught up in the fight over who owns which olive tree."

Space dictates this tiny taste of the book, but we cannot leave this treasure without stating one of Friedman's sub-theses, which is "the Golden Arches Theory -- that no two countries that both have McDonald's have ever fought a war against each other since they got their McDonald's." That ought to convince you that you need to read this book. Take fair warning: you may have to re-read; it's not easy reading.



The Hot Zone, by Richard Preston, Anchor Books Doubleday, 1994, paperback

Globalization as described by Thomas Friedman may be astonishing, intimidating, even frightening to many readers, but Preston drops us smack in the middle of visceral terror, at once both galvanizing and stultifying. He traces recent (that is, between 1967 and 1993) outbreaks of four viruses, all stemming from the rain forests of central Africa.

His account begins with the first known human victim of what came to be called the Marburg virus. In 1980, this man, who was something of a loner, went with a prostitute friend on a weekend camping trip to Mt. Elgon and the vast Kitum Cave in western Kenya. No one knows what animals he may have been exposed to there. After the trip, the friend virtually disappears from the story, although one of the researchers ran into her quite by accident and got the details of the camping trip.

The man returned to his job in a sugar factory in Nzoia, Kenya. On the seventh day following his visit to the cave, his eyeballs ached. His headache worsened, and his temples began aching. On the third day he began vomiting. All spark of life left his eyes and face. His personality changed; he was ill-humored. He could answer questions but seemed unaware of his whereabouts. His co-workers, when he didn't go to work, went to his cabin and then drove him to a local hospital. The doctors couldn't make a diagnosis; they gave him antibiotics which did nothing. The hospital staff decided to send him to Nairobi Hospital, the best one in the country, and put him on a plane. They thought that, since he could still walk, he could travel safely, and he had enough money. The plane was a thirty-five seat commuter plane; narrow seats were crowded close together. Everyone knew something was terribly wrong, but they couldn't tell what. He was vomiting into the airsickness bag. It gets much worse, but to spare you,

See *Viruses*, page 4