



# FOCAL POINTS

## Alliance Fall Activities

### Social Studies-Reading Institute Follow-up

The Delaware Social Studies Education Project has published a very attractive booklet detailing the workshops available to schools and districts from the participants in the social studies/ reading institute of last summer.

The twenty workshops are arranged by grade cluster -- K-3, 4-5 and one middle school. Each workshop's page tells what social studies areas (civics, economics, history or geography) are integrated with reading; what specific Delaware benchmarks are met; what readings are featured; and a short descriptive paragraph along with the presenter's name and school.

It's easy to arrange for one of these workshops by phone at 302-931-8443 or e-mail at [fomalley@udel.edu](mailto:fomalley@udel.edu).

### The Alliance at Coast Day

On October 7, 2001, **Terry Kopple**, **MaryAnna Taylor** and **Lewis Huffman** represented the Alliance at Delaware Coast Day.

They had 277 entries in a contest and presented eighteen prizes to "Winners of the World." The entries represented six states. Besides Delaware and our surrounding neighbor states of Pennsylvania, New Jersey, Maryland, and Virginia, there were also entries from D.C. and Tennessee.

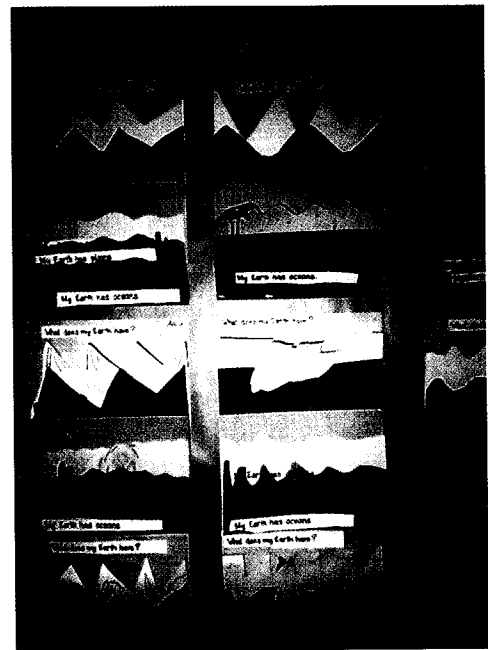


**Terry and Lewis at the Coast Day Display**  
 Approximately 830 people visited the table and took TriFolds with websites and data. Student teachers and teachers took materials that may have reached 1,500 students. About 150 students took materials to give their teachers.

### Geography Awareness Week in Delaware

The Alliance did its usual excellent job for Geography Awareness Week, and many thanks are due to **Terry Kopple**, the Alliance chair who was also the presenter for the down-state GAW workshop to eighteen participants. **Becky Reed** and **Anne Deinert** presented, as did **MaryAnna Taylor**, at the upstate workshop for twenty-two participants. The October 30 State employee checks carried a message about GAW.

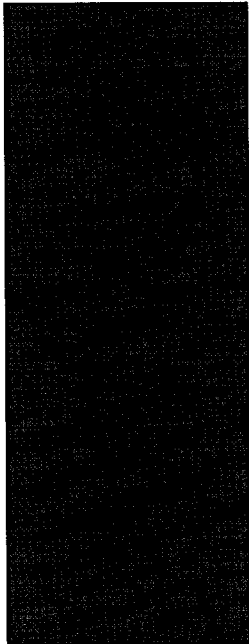
The Where-In activity continues to draw a commendable number of participants. This year, Delaware school reported 2,103 geography T-shirts worn, and nationally the number was 20,669.



**Anne Deinert's Brader students worked on land forms.**

Those who sent in GAW reports were eligible for a drawing for prizes. A Scholastic *Atlas of the World* duly went out to **Leslie Picker**, of Eisenberg Elementary in Colonial; **Mary Scholettinger**, of Star Hill Elementary in

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### Can You Nominate Someone?

On April 18, at the Delaware GIS Conference, the Education and Training Committee of the Delaware Geographic Data Committee will present an award to a K-12 teacher to recognize his or her efforts to incorporate GIS into the educational curriculum. The DGDC plans to present this "GIS in Education" award annually after this first one.

Teachers at all grade levels and subject areas are eligible for consideration. Nominations stating the reasons why this teacher should be considered for the award may be sent by e-mail or letter to:

John Callahan  
002 Smith Hall  
Newark, DE 19716  
302-831-1978  
diodata@udel.edu

about the conference: <http://www.state.de.us/planning/>  
about DGDC: <http://www.state.de.us/planning/coord/dgdc>



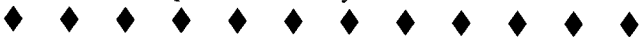
### Geography Teacher of the Year

Five teachers have been nominated for Geography Teacher of the Year. They are: Sara Fitzpatrick, grade 5, Redding Intermediate School; William Fowler, grade 7, Delmar Middle School; Maureen Greenly, grade 7, A.I. DuPont Middle School; Christopher McCool, grade 7, Springer Middle School; and Patsy Warner, grade 7, Middletown Middle School. The five represent four districts: Appoquinimink, Brandywine, Delmar and Red Clay.

The Alliance hopes that all five will choose to assemble the required portfolio. The Steering Committee this fall clarified and simplified the content requirements in the hopes that more nominees would participate.

Letters of notification and portfolio requirements went out in early January, and nominees will have had a bit over a month for completion, as they're not due in the Alliance until February 20.

The award will be presented at the Spring Dinner on March 13, at Maple Dale Country Club in Dover.



### The Estuary News

The editor has pointed out before that the newsletter of The Partnership for the Delaware Estuary is a great value; it's free.

In sampling the latest issue, we found several opportunities that could be of interest to Delaware teachers and/or students.

The Delaware Tourism Office, DNREC and The Partnership have developed an ecotourism brochure for the St. Jones Watershed; to get one, call The Partnership at 1-800-445-4935.

Registration for the 6th Annual Delaware Estuary Teacher Education Institute closes April 12. This is a one-week program for K-12 teachers interested in the geographic, scientific, economic, cultural and historic resources of the estuary. Get an application by calling The Partnership at

that same number or e-mail them at [lwool@delaware-estuary.org](mailto:lwool@delaware-estuary.org).

Monarch Watch has classroom materials and hands-on activities for students and teachers. Visit [www.MonarchWatch.org](http://www.MonarchWatch.org).

On Saturday, February 16, at 1:00, a park naturalist will lead a hike through a section of Killens Pond devastated by an ice storm in 1994. To register, call 302-284-4526.

The New Jersey Tree Foundation is offering two-year-old trees to schools and other non-profit groups to celebrate Arbor Day on April 26. Plantings must be done by volunteers on public lands. Get an application by calling Lisa Simms at 609-984-3856.

To volunteer for the beach grass planting on March 23, from 9:00 to noon, call 302-739-4411.

Below is a subscription form for the Estuary News.

Name _____
Affiliation _____
Address _____
City, State, Zip _____
Phone _____ E-mail _____
Send to: Partnership for the Delaware Estuary 1009 Philadelphia Pike Wilmington, DE 19809



### Are Middle and Central the Same?

If you are visiting Belize, are you in Middle America, Central America or, perhaps, both? How about Mexico? Or Cuba? It's not really complicated.

Central America means all of the North American countries south of Mexico -- Belize, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, and Panama. The islands of the Caribbean Sea don't belong in that mix.

Middle America means all of Central America and all of the Caribbean islands and Mexico.

In the examples above, Belize is in Central America as well as Middle America. Mexico is in Middle America but not in Central America. Cuba is in Middle America but not in Central America.

Looking at a map, one might easily assume that Trinidad and Tobago, almost touching Venezuela, are surely part of South America. Whether because of geology or convenience, we know not; but they're part of Middle America. They ride on the Caribbean plate, not the South American one; they're considered part of North America.

This time we're exploring the geographic/historic life of two United States rivers, their biographies, so to speak.

One, as you will see, is a tragedy and the other less so.

**A River Lost, The Life and Death of the Columbia**, by Blaine Harden, W.W. Norton & Co., Inc., New York, 1996

Harden details the sad decline and death of the Columbia, paralleling the rise, both in number and prosperity, of the people of eastern Washington and Oregon and western Idaho.

Harden's father, in 1932, hopped a freight with eighty dollars and a sandwich in his pockets. The money was the fruit of two months' worth of bucking hay. He had a letter from his father in northeast Montana telling him that the family had failed for the third time to prosper by staking their lives on rain coming to a dry country. The son was instructed to go to Washington State where his uncle might be able to find him a job.

This is a dirt-common story from a time when people all over the prairie country were leaving their farms -- really their farms left them on the wind. Many of them found their way to the far Northwest, where the national government was beginning the Grand Coulee Dam.

As Harden puts it, ". . . and my father arrived on its banks just as the federal government was beginning to spend prodigious amounts of money to transform that huge, cold, swift river into the world's largest electricity machine. For my father, as for almost everyone who wandered into the Columbia Basin in the wake of the Great Depression, the harnessed river offered up a radically different version of the American West. In this version, my family's dismal cycle of westering dreams, dry-land failure, and bankrupt flight was suddenly and permanently broken."

And it worked for thousands who arrived in a desert and thrived in its transformation to irrigated lushness. When Harden left high school, there was money to pay for a private college. When he left for the East in the early '70s, he thought of the Columbia Basin as, "a soothing version of Garrison Keillor's white-bread America -- friendly and well scrubbed like to Midwest, but more handsome, with high mountains, low humidity, mild winters, and good fishing."

In 1992, he returned to the Pacific Northwest and found in those two decades it had gone "from Lake Woebegon with dams to a natural-resource war zone." The dams were killing the salmon, Hanford Atomic Works was the "most polluted place in the Western world, and farmers downwind from it were suffering tumors."

The government planners and technicians were beginning to admit that "it had been a mistake to 'develop' the Columbia so thoroughly, to pour all that concrete and spill all the waste, to kill all those salmon and dispossess all those Native Americans, to flood all that land and trans-

form the river into a chain of slow-moving puddles."

Each chapter begins with a good map of the section to be covered, but one still needs a regional map to keep track of where he is in the big picture.

Harden traveled down the river on barges, starting from Lewistown, Idaho, on the Snake River. The government had managed to make Lewistown, a desert town 465 miles from the ocean, into a major seaport. This trip exposed him to the barge men's lives on the river as well as to towns and irrigated farms along the river. He also drove twenty thousand miles up and down both banks visiting Grand Coulee and its sixteen other dams as well as Hanford and many farmers. Besides the seventeen dams on the Columbia itself, there are over a hundred on its tributaries!

The most amazing aspect of his findings was the peculiarly ego-centric attitude of virtually all the people whose work lives depend on the various river uses: its water, its value as a sea lane and the power its dams produce. They blame anybody or anything other than the dams. Vast numbers blame the environmentalists. Many blame the Native Americans; others actually blame the salmon! Some blame the government in a kind of blind logic; totally ignoring the government's role in creating their prosperity, they say if the government would just get out, all would be well. Many farmers draw more water than they need and then sell the excess to others. Everybody enjoys the cheapest power rates in the country.

From the lowliest bargeman to the most highly skilled and educated Hanford technician, engineer or scientist, they treasure an image of themselves that little resembles reality. They see themselves as rugged individualists, laboring for what they get and being repaid by prosperity earned by the sweat of their brows only.

The whole story makes a bigger mockery of Woody Guthrie's song than its origin does:

Roll on, Columbia, roll on!

Your power is turning our darkness to dawn,

So, roll on, Columbia, roll on!

The song was pure propaganda. Guthrie was paid \$3,200. in 1940 to write pro-dam songs. For thirty days a chauffeur drove him around in a government car. He wrote twenty-five forgettable songs and the one above which succeeded in "sanctifying the project as part of western mythology."

Sadly, the river doesn't roll on. It oozes from dam to salmon-killing dam in a sluggish parody of the mighty river it once was.

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We turn with relief to our second selection about a river we know to have been badly polluted but also know to be undergoing a long process of clean-up.

See **Books**, page 4

Books, continued from page 3

**The Hudson, From the Wilderness to the Sea**, by Benson J. Lossing, originally published by H.B. Nims & Co. of Troy, N.Y. in 1866, and republished by Black Dome Press Corp. of Hensonville, N.Y. in 2000.

This delightful volume is a revision of a number of articles published in 1860 and 1861 in the *London Art-Journal*. The revision was done in 1866. It contains literally hundreds of beautiful, though small, wood engravings.

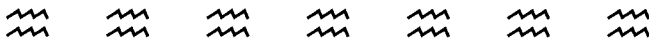
At the time of his trips, New York City had a population of 300,000. Both steamboats and railroads plied the river and its banks. Lossing and his wife were able to take a train for about 150 miles and then a steamboat to Port Kent on Lake Champlain.

From that point they used horses and various types of boats, mostly canoes, and proceeded, with guides, for about ten days to Lake Tear, high in the Adirondacks.

They made many trips over two years, always using guides in the upper reaches of the river and consulting local historians and those renowned as storytellers. They stayed in inns where they were available; guides made pine-bough shelters when none were. Both Lossings remained cheerful in the face of all they encountered. Early on he mentions a day when thunder and lightning threatened a real downpour; he says almost gleefully that they were not distressed as they had, "come prepared" with proper clothing. Knowing how miserable a rainy day can be with the best modern equipment, one can't help but admire their spirit.

Over time they visited every part of the Hudson, stopped at every village and hamlet, and observed wild flora and fauna all along. What he describes is a pristine, though not untouched, free-flowing river of enormous beauty, all three hundred miles of it.

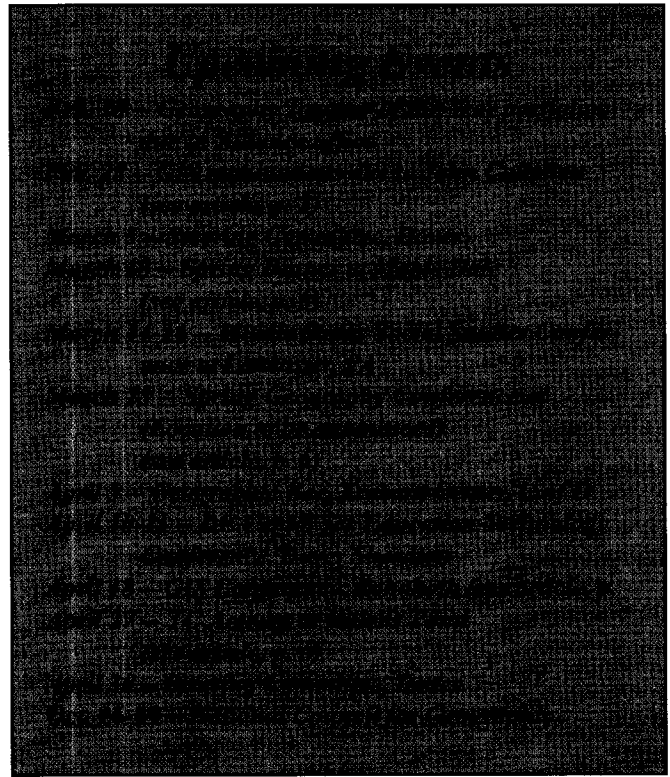
Reading this book is a nostalgic experience. It has the advantage of describing a still-recognizable, or again-recognizable, river.



### *TCs Working with Grants*

A number of TCs have received grants recently for various projects. **Cindy Baker** is using an \$8000. MBNA grant for geography materials to aid inclusion students. She reports that the materials have intrigued her regular students as well. **Barbara Prillaman** and **Maureen Greenly** got a \$3000. MBNA grant for a GeoPact project and another of \$5000. for a "Reading Around the World" project. **Fran O'Malley** and **Bob Lingenfelter** of Skyline Middle School used their MBNA grant of \$4025. to fund bus transportation and registration fees for the NCSS Conference in Washington, D.C., allowing eleven TCs to attend. **Neil Webster** used his \$16,800. MBNA grant for software programs for geography and language arts instruction at Gander Hill Prison. He's pleased with the results so far.

Money is obviously out there for worthwhile projects. How about it, TCs? Have you been dreaming of a project? Dream on, but write a grant proposal also. The Alliance office can help with suggestions.

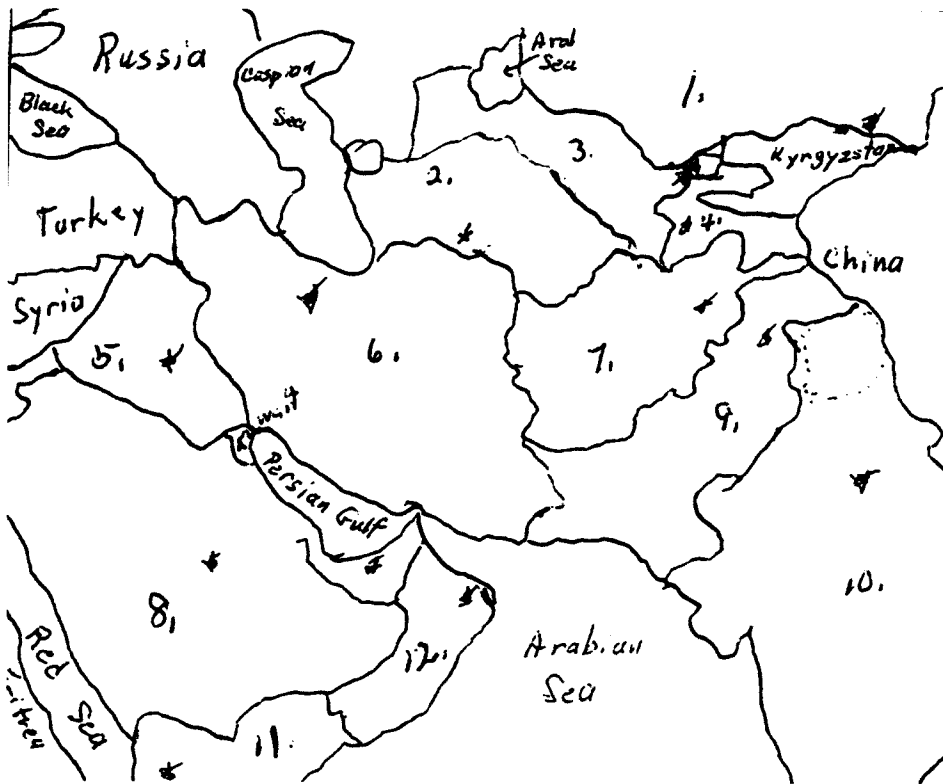


Some Redding Intermediate School students pointing out the places shown on their Where-In T-shirts



# Got Your Mental Map?

Use the Map below to complete this quiz.



### Capitals

- A. Adan
- B. Alma-Ata
- C. Ashgabat
- D. Baghdad
- E. Delhi
- F. Dushanbe
- G. Islamabad
- H. Kabul
- I. Muscat
- J. Riyadh
- K. Tashkent
- L. Tehran

### Countries

- 1. Afghanistan
- 2. India
- 3. Iran
- 4. Iraq
- 5. Kazakhstan
- 6. Oman
- 7. Pakistan
- 8. Saudi Arabia
- 9. Tajikistan
- 10. Turkmenistan
- 11. Uzbekistan
- 12. Yemen

### Part II.

1. What does "stan" mean?
2. What does "Taliban" mean?
3. What is the dotted line area in country #10?
4. Why is it causing tension?
5. What two countries are involved in this tension and what is their history of enmity?
6. What country has been largely involved in the rise of the Taliban?
7. Through what medium have the Taliban recruited new members/fighters?
8. What is the meaning of the city-name Kandahar?
9. Who is the interim leader of Afghanistan?
10. What natural condition has added to the distress of the Afghans for the last three years?

**Part I.** See if >>>> you can match each country with its capital. In pity, we have listed them. To save space use the numbers and letters.

Country	Capital
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____