

DELAWARE GEOGRAPHIC ALLIANCE NEWSLETTER

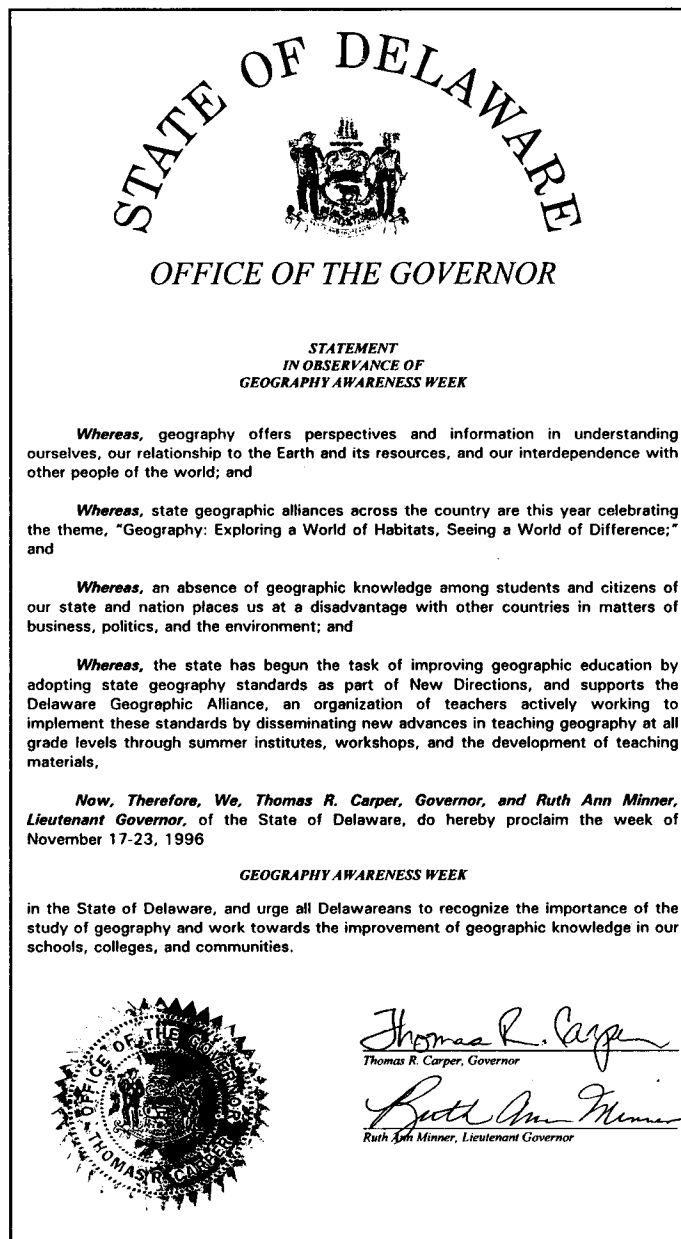
Published by the Delaware Geographic Alliance
Address: Department of Geography, University of Delaware, Newark, DE 19116

Volume 8, No. 1

November 1996

GEOGRAPHY AWARENESS WEEK PROCLAIMED BY GOVERNOR

An Alliance Geography Awareness Week workshop held on October 16 at Glasgow High School opened with a ceremonial signing by Governor Tom Carper of a proclamation observing Geography Awareness Week in Delaware for November 17-23, 1996. This year's theme is **Geography: Exploring a World of Habitats, Seeing a World of Difference**, and emphasizes habitat diversity, the role it plays in our lives and the ways we affect such diversity. The theme is particularly appropriate, given that our world is presently experiencing the greatest loss of species since the Age of the Dinosaurs. Within our state, suburban growth and highway construction projects eat away at some of the most productive



farmlands - the Middletown Levels - and invade fragile wetlands, forever altering our habitat. Elsewhere, as those of us who live in northern Delaware know, deer populations are exploding and even a cougar has taken up residence! Barely a day goes by when habitat changes cannot be spotted in newspaper articles which students might clip and produce a group collage for GAW. Alternatively, students can be asked to bring to class examples of habitat diversity in their own yards, enumerating insects, plants, and birds, and the way these species might be changed by future family activities in the home.

The 75 teachers who attended the Glasgow High School workshop heard about many ideas for incorporating the GAW theme into K-12 classrooms. The workshop was presented by **Peggy Scott** (Glasgow

High School), **Patsy Warner** (Redding Middle School), and **Mary Alice Aguilar** (Reading Middle School)

On the same day, a similar workshop to prepare for GAW was attended by 35 teachers from Kent and Sussex counties. The workshop was conducted in Milford by **Judy Purcell** (Banneker Elementary), assisted by **Sue Lore** (Cape Henlopen High School)

Both Peggy and Judy attended a month-long leadership institute run by the National Geographic Society in Washington, D.C. this past summer as representatives of the Delaware Geographic Alliance. They joined other representatives from all fifty states to learn about habitat diversity and share ideas for celebrating GAW.

As part of the Alliance's support of GAW, we are distributing 2000 copies of a teacher's support packet that includes two colorful posters that can be used as teaching aids and a handbook full of valuable teaching activities appropriate for all grade activities. These free packets have already been distributed to schools and hopefully are in your hands. A few copies remain if you wish to contact us the Alliance office at 831-6783.

Look for GAW displays of books in Dover and Christiana Malls. Also, on November 20, **Mary Alice Aguilar** and her students at Redding Middle School will be conducting the ever-popular T-shirt Wear-In. Now in its eighth year, the Wear-In has become a national event. Last year, it was celebrated by over 63,000 students across the country. Redding students mailed participation cards to teachers in all Alliance states and recorded the results of participation on a large map. You are urged to do the same. Map the locations of all the T-Shirts and display the result prominently in the school entrance. Consider a small prize for the most distant place represented, which will get students eagerly applying the map scale to determine the winner. A flyer describing the Wear-In is printed in this newsletter.

Finally, the Alliance is organizing a poster competition featuring the GAW theme. Prizes will be awarded to winners *and* their sponsoring teachers in grades 1-4, 5-8, and 9-12. A flyer announcing the competition is printed in this newsletter.

SUMMER INSTITUTE, 1996

Eighteen teachers graduated from this year's summer institute to join the ranks of Delaware Teacher-Consultants. Those who endured the many hours of geography content, teaching strategies that work, field trips in Sussex, Kent, and New Castle counties, presentations of sample lessons, and boxes of free classroom materials are: **Michelle Babiarz** (Gunning Bedford Middle), **Betty Bosch** (Forest Oak Elementary), **Amy Elder** (Burnett Elementary), **Cindy Falgowski** (Skyline Middle), **Marion Godfrey** (Bancroft Elementary), **Linda Haley** (North Smyrna Elementary), **Rachel Inglee** (Sanford School), **Patricia Kudlick** (Holy Angels School), **Bill Maroon** (Caesar Rodney High), **Christopher Mattioni** (Cape Henlopen High), **Peter Meisel** (Woodbridge Jr. High), **Lelia Ross** (Gauger Middle), **Erika Schirm** (Christina District), **Christine Schumacher** (Middletown High), **Ann Spence** (Polytech High), **Joan Taylor** (Holy Angels School), **Catherine Tracy** (Cab Calloway School of the Arts), **Suzanne Wilkinson** (Middletown High). Any of them would be glad to share with you the information and ideas they gained from the institute.

The institute was directed by **Maggie Legates** (Milford Middle), ably assisted by **Neil Webster** (William Penn High School), **MaryAnna Taylor** (Delaware Geographic Alliance), and **Peter Rees** (University of Delaware). Many additional Alliance TCs presented teaching lessons or developed and led field trips.

TEACHER-CONSULTANTS REPRESENT ALLIANCE

Teacher-Consultants (graduates of the Alliance Summer Institute) not only staff Alliance workshops and other programs, they also gain the opportunity to represent the Alliance at regional and national programs. In addition to our representatives, Peggy Scott and Judy Purcell, who attended the National Geographic Society workshop in Washington, D.C. mentioned above, the Alliance sent **Woody Curtis** (William Henry Middle School) to attend the Montana Alliance summer institute in Bozeman, as part of a plan to

increase exchanges of TCs with other geographic alliances; it supported **Pat Killalea** (Welch Elementary), **Nick Foery** (Lewes Middle), and **Mike Brelick** (DelCastle High) who represented us at the *Automobile and the Changing Landscape* institute, presented by the Michigan Alliance in Dearborn as part of the 100th anniversary of the American automobile; and it sponsored **Myrna Newman** (Seaford Middle) who attended the *Finding a Way* seminar in Philadelphia, that focussed on lessons and activities to enhance geographic learning by females and minority groups at the middle school level.

AWARDS AND POSITIONS

Alliance TCs have been remarkably active on the Delaware education scene this past few months. Congratulations to **Fran O'Malley** (Talley Jr. High), the 1996 Delaware Teacher of the Year and to **Judy Purcell** (Banneker Elementary), Teacher of the Year in the Milford district. Fran won a \$10,000 grant and moves on to the national competition in which we wish him every success.

Cathy Waller (Gauger Middle School) was the first winner of newly instituted award for Geography Teacher of the Year. Other finalists were **Kim Altemas** (Springer Middle), **Mike Brelick** (Delcastle High), and **Bill Hutchison** (Central Middle). **Kelli Martin** (Cedar Lane Elementary) received the 1996 Alliance Distinguished Service Award

In a national competition, **Mary Alice Aguilar** (Redding Middle School) was selected to receive a National Geographic 1996 Teacher Grant for her project *Jardin Mariposa*.

At the Middle States Social Studies Annual Meeting held last March in Wilmington, **Maggie Legates** (Milford Middle School) received the Carman Award for outstanding achievement in the social studies; **Charlotte Byrd** (Wilmington Christian) received an Award of Honor; **Carole Wilkinson** (Burnett Elementary) won the Collins-Skinner Award for demonstrating high levels of academic excellence and professionalism; **Fran O'Malley** (Talley Jr. High) received a Teacher-to-Teacher grant and **Peter Rees** (University of Delaware) was the 1996 Roselle Lecturer.

Assessment has now replaced content standards as the major curriculum issue in the state and Alliance members are heavily involved. **Fran O'Malley** chairs the social studies assessment steering committee. Also participating on the committee are **Peter Rees**, **Lewis Huffman**, **Dawn Willis** (Milford Middle), and **Orval Foraker** (New Castle County Vo-Tech District). Teachers participating over the past summer on assessment sub-committees include **Bill Hutchison**, **Nick Foery** (Lewes Middle), **Maggie Legates**, **Annie Neubauer** (Cedar Lane Elementary), and **Tom Neubauer** (Middletown High).

Finally, kudoes to **Anuraag Pakanati**, an eighth-grade student from A.I. DuPont Middle School, who won the 1996 State Geography Bee. He went on to the finals in Washington D.C. last May, where he placed honorably but unfortunately not among the finalists. At the state finals, the final question was: "Which central Asian country would you have to visit to see Lake Balkash and the Aral Sea"? Anuraag's answer: "Kazakhstan."

NOMINATIONS SOUGHT FOR DELAWARE GEOGRAPHY TEACHER OF THE YEAR, 1997

The Delaware Geographic Alliance will again conduct a competition to select this year's **Geography Teacher of the Year**. The award, open to any Delaware classroom teacher, recognizes exemplary teaching of geography. The recipient does not need to be a designated geography teacher. Rather, the awardee will have demonstrated that in whatever medium or field of teaching, effective instruction of geography and evidence of continuous improvement of geography teaching has occurred. A letter to principals describing the award will be sent by November 15. Nominations may be made by principals, colleagues, or by self-nomination. The deadline for nominations, made in writing to the Alliance, is **December 15, 1996**. Nominees will be sent details of materials to be submitted. Contact the Alliance office for additional details at 831-6783. The winner will be announced at the Alliance's Spring Dinner meeting on March 20, 1997.

DELAWARE GEOGRAPHIC ALLIANCE GEOGRAPHY AWARENESS WEEK POSTER CONTEST

THEME GEOGRAPHY: EXPLORING A WORLD OF HABITATS, SEEING A WORLD OF DIFFERENCE

A Note to Teachers:

The Delaware Geographic Alliance is sponsoring Geography Awareness Week in Delaware, November 17-23, 1996. We invite all schools, teachers, and students to participate in learning about world habitats, especially from the geographic perspective. As a state-wide activity for the week, the Alliance is sponsoring a poster contest. After participating in some of the activities in the GAW teacher's packet, your students will be more aware of the vast diversity of world-wide habitats. You can coordinate with your colleagues and make this an interdisciplinary learning experience. *Posters should reflect some aspect of this year's GAW theme.* Please encourage your students to think spatially (i.e. with maps) in developing their visual presentations. Such posters are more likely to be winners than, for example, simple depictions of animals.

RULES:

- Any elementary or secondary school student in Delaware may enter.
- There will be three divisions: K-4, 5-8, 9-12. A winner will be chosen from each division. Judges are not bound to designate winners in all categories if submissions are of insufficient number or quality. The decision of the judges is final.
- Poster must be submitted on plain paper no larger than 14" x 18".
- A title, statement, or phrase dealing with habitats may be used.
- Only original ideas, drawings, designs, and phrases may be used.
- Only one entry per student.
- Pencil, ink, marker, crayon, paint medium. (No computer art).
- Entries must include (on back): full name, school name, grade, age, home address, phone number, and sponsoring teacher's name.
- Send entries rolled. **Do not fold.**
- Entries cannot be returned.
- Submission of a poster includes agreement for its public display, with appropriate acknowledgement of its author.
- All posters submitted become the property of the Delaware Geographic Alliance.
- **Deadline: Friday, December 6, 1996**

PRIZES:

- Prizes will be awarded to one winner in each division.
- Winners will receive:
 - National Geographic Society World Atlas
 - beach ball globe
 - Set of classroom atlases for the sponsoring teacher's classroom

RETURN TO: DELAWARE GEOGRAPHIC ALLIANCE

% Judy Purcell

or

% Peggy Scott

Banneker Elementary

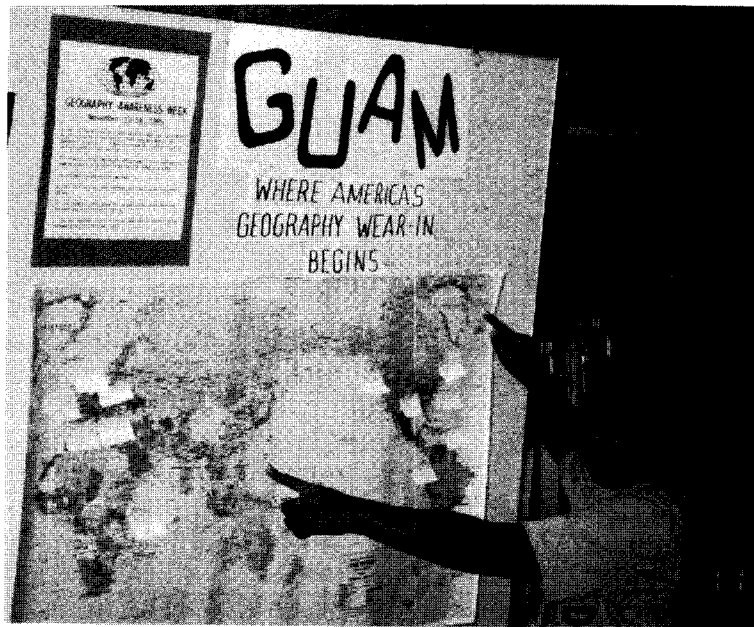
Glasgow High School

Milford School District

Christina School District

WHERE IN THE U.S.A. IS THE WEAR-IN?

LOCATION: 39° 30' N; 75° 45' W
PLACE: REDDING MIDDLE SCHOOL
INTERACTION: SCHOOLS ACROSS THE NATION
REGION: DELMARVA PENINSULA
MOVEMENT: A GEOGRAPHIC ACTIVITY



Talofoto Elementary School
Talofoto, Guam
13°N, 143° E

From Guam to Delaware,
we invite you to join us for
the 8th Annual National Geography **WEAR-IN DAY**

Please invite all the students, faculty, and staff in your school to wear a "Geography T-Shirt" on **WEDNESDAY, NOVEMBER 20, 1996**. (A Geography T-Shirt is one that has a place on it that can be found on a map, any map.)

Please let us know of your participation by sending a card to Mary Alice Aguilar, Delaware Geographic Alliance, % Department of Geography, University of Delaware, Newark, DE 19716, and indicate how many students, faculty, and staff in your school participated.

ORGANIZING A JUNIOR ALLIANCE

TCs Pat Killalea (Welch Elementary) and Mike Kijowski (Star Hill Elementary) decided last year to organize a junior geography alliance for elementary grade students in Caesar Rodney District. The activities of this after-school geography club were so rich and inventive that we thought we would reproduce a synopsis of their year-long program:

- November meeting: the "Icebreaker": each student had a geographic term pinned to his or her back. Everyone had a chart with the terms pictured on one side and a definition on the other. Each person had to circulate and try to guess their term. Then, after Pat and Mike drew personal maps from memory, each student drew their own mental maps of any area they chose, and compared maps.
- December meeting: "Introducing the Five Themes, using Mr. Help". Using old NGS Magazine photos each group of five children created a collage of photos to illustrate the themes; these hung in the school corridor all year and provoked many inquiries from students and parents.
- January Meeting: "Regions" Students in partners were given Delaware maps and asked to create and label regions of the state that seemed reasonable to them.
- February meeting: "Movement" Each child was given a biographical card telling nationality, profession, and circumstances that would cause a move: famine in the home land, poor crops, etc. Then, everyone went outside to the large U.S. playground map and stood at their original home or port of entry. Pat and Mike then read hypothetical scenarios - railroad hiring workers, new towns springing up, free farm land - and students were asked to move to the appropriate new location when they heard a scenario that fit their situation. In this way they learned how and why people moved west and south across the U.S., or spread from Mexico northwards.

- March meeting: "Location and Place" After reviewing latitude and longitude, children used the concepts to play geo-games: GeoSafari, Name that State, etc.

- April Meeting: "Human/Environment Interaction". Each child was provided with a chocolate chip cookie and a supply of round toothpicks as well as paper to work on. They were told that they were gold miners, with the chips being gold nuggets. They were to "blast" with their fists to expose the nuggets and then dig them out with the toothpicks - no fingers allowed! They had great fun until they were told they now had to return the "terrain" to its original condition. Even with glue, they found this to be impossible. The experiment was then repeated, using a minimalist approach - no blasting allowed. Although the children fully expected to accomplish the reclamation this time with toothpicks only, they were still unsuccessful.

- May meeting: **Sam Felicia**, of Rand McNally was guest presenter, showing how to make an easy bar graph of the origins of the childrens' belongings.

- June meeting: ceremony celebrating completion of the junior alliance, with a presentation by TC **Woody Curtis** (William Henry Middle)

- Field Trips: Pat and Mike also organized four field trips during the year: 1) children were taken in vans from the Dover base to the St. Georges bridge and shown examples of changes to the landscape with "progress"; they then mapped the regions of the Dover Mall; 2) children followed the route of Harriet Tubman, visiting Cambridge, MD, Bucktown, the owner's plantation, along and across the Choptank river and thence to Camden where Harriet spent her first night on the underground railway; 3) children toured the houses around the Dover green and visited museums on Governors Avenue and the Victrola Museum as well as the old State House; 4) children followed the Delaware shoreline from Lewes to Indian River and examined the movement of sand and forces of erosion along the coast.

SUMMER GEOGRAPHY CAMP FOR KIDS - A FIRST IN DELAWARE AND MAYBE THE NATION

With the initiative and leadership of TCs Gene Modzelewski (Bancroft Elementary) and Renée Gracon (Independence School), the first-ever summer geography camp was held in Delaware at the Ashland Nature Center, July 15-19, 1996. We have heard of only one other similar camp nationwide - in Texas. Jointly sponsored by the Alliance and the Ashland Nature Center, the camp for 15 six-to-eight-year-olds was a pilot program to develop an educationally-challenging yet enjoyable camp focusing on building geography skills. From the highly positive reaction from children and their parents, the camp was a huge success.

Activities involved examining landforms via the Nature Center trails, map making skills and map interpretation skills, including orienteering, a unit on volcanos, a day at Cape Henlopen State Park, learning about beach landforms, beach erosion, and navigation, more mapping with map raps, creating landform models, and team construction of safari maps of the Ashland Center.

The children all graduated with the title of "Amateur Geographer and Cartographer." Plans are already being developed to repeat the camp next summer, hopefully both upstate and downstate. Teachers interested in participating should contact Gene or Renée through the Alliance office (831-6783).

Geography background on current events

THE OPEN WOUND IN CENTRAL AFRICA

The Great Lakes region of Central Africa (Lakes Edward, Kivu, and Tanganyika) has been making the news on and off since 1994, when images of hundreds of thousands of refugees camped out in rocky outcrops competed with horrific images of genocide as Hutu and Tutsi peoples turned on each other with frightening savagery.

This region, composed of the small countries of Rwanda and Burundi (both approximately the size of Maryland), is surrounded by the much larger

countries of Uganda, Tanzania, and Zaire. It is a region that no one cares much about, too far off to the east for most Zaireans, too far west for East Africans. "Richer countries have no strategic interests in it, no investments or dreams of mineral wealth. Its people have nothing to offer the world but their humanity." (*Economist*, October 19, 1996:18) Yet, the spectre of that humanity tearing itself apart while the world stands by seems ever more likely.

Geographic processes help account for the conflict; a geographic solution may be the ultimate result. How did the present crisis begin? The Tutsi people were cattle-herders who came south down the Rift Valley in a long migration that began 400 years ago. They settled among local people, most of whom were Hutu farmers, and formed two states, now Rwanda and Burundi. Other Tutsis settled in what is now eastern Zaire and south-west Uganda.

The farmers and cattle-herders formed an uneasy co-existence. Tutsis adopted Hutu languages, beliefs and customs, and the two intermarried. But Tutsis maintained their own cultural identity and, although numbering only 15% of the population in both states, came to occupy positions of leadership in society. The conflict between the two groups has thus been as much about class as any other issue, but it expressed itself differently in the two pre-colonial kingdoms of Rwanda and Burundi.

Rwanda was hierarchial; the Tutsis ruled the Hutus as serfs. Burundi was ruled by a separate princely caste, the Ganwa, and under them, some Hutus became rich in cattle, some Tutsis were poor peasants. From the late 19th century, Germans ruled the two kingdoms, and after World War I they became Belgian colonies. The colonists reinforced the caste system: a few Tutsis attained education and positions of authority; the majority Hutus were denied education and kept in subservience. Tutsis claimed the towns, Hutus the countryside. With independence, the spectre of majority rule by Hutus began to threaten Tutsi supremacy. In Burundi in 1962, Tutsis slaughtered Hutu political leaders and maintained their hold on government. In Rwanda, in 1959, Hutus murdered thousands of Tutsis and took over the government. Many other Tutsis fled to

of returning, which they did in 1990.

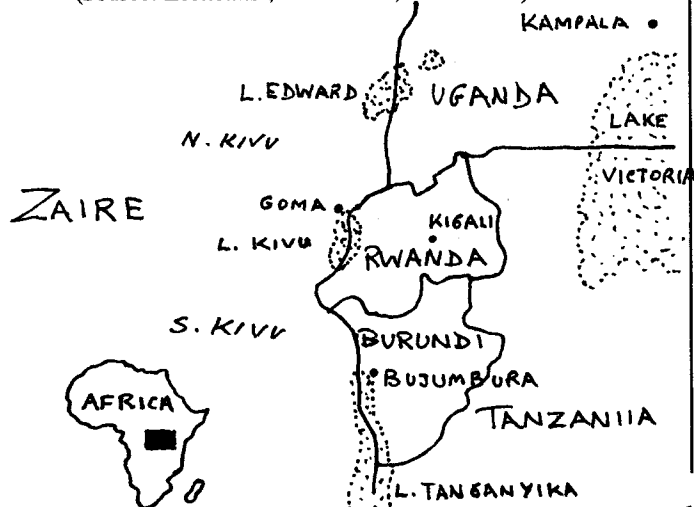
A protracted civil war in Rwanda ensued until 1994 when the Hutu government slaughtered nearly all Tutsis in the country (over 800,000). But in the end, the invading Tutsis from Uganda were successful, chasing 2 million Hutus into Uganda, Tanzania, and eastern Zaire and establishing their own rule over Rwanda.

Meanwhile, the most recent focus of attention has shifted to eastern Zaire, especially the provinces of North and South Kivu. In South Kivu have lived for generations some of the original Tutsi migrants, known locally as the Bayamulenge. Recently, Zairian authorities have tried to strip them of their citizenship and this October told over 400,000 Tutsis they had a week to leave the country. The Bayamulenge fought back against a poorly equipped Zairian army. Almost certainly, the Zairian Tutsis are being aided in their struggle by the Tutsi governments in Rwanda and Burundi.

One result has been to strike terror among Hutus in refugee camps in North Kivu, hence the news footage of streams of refugees once again on the move.

Zaire, a prize rich in copper and diamonds, is in danger of breaking apart into warring sub-regions, given the terminal cancer of Mobutu Sese Seko, the country's one-man, autocratic government. The likely geographic solution may well be a single Tutsi state, encompassing Rwanda, Burundi, eastern Zaire and western Uganda, but only after continued turmoil laid out before a relatively helpless world, and with the traditional caste divisions of Tutsi and Hutu still in place.

(Source: *Economist*, October 19, 1996:45-47)



GEOGRAPHY - THE FOURTH "R"

Reading, 'riting, 'rithmetic...and now 'rography? The three "Rs" were never grammatically coherent, let alone four! But recent scientific work on memory recall, the basis for any comprehension and analysis, suggests that *information presented in mapped form enhances a person's capacity to recall factual knowledge*. In a recent review of the geo-psychological literature, Kulhavy and Stock describe several experiments that support this position. Given a verbal description of a frontier town vs. a mapped view of the town, subjects ended up with better images of the place from the mapped view. Apparently, mapped information is a superior enhancement to memory recall than pictures, and it is well known that pictures are superior to text alone. If a picture is worth a thousand words, perhaps a map is worth ten thousand?

The critical value of maps apparently is the relative location of each feature on the map to all other features. The resultant pattern aids the amount of information about those features we are able to store in our memory in a recallable form.

What this all means is that regardless of the subject, be it reading, mathematics, history, or science, we should be incorporating maps at all educational levels K-n, if we want to improve our students' ability to recall and analyze the information presented to them.

(Source: Raymond Kulhavy and William Stock, "How Cognitive Maps are Learned and Remembered" *Annals, Association of American Geographers* 86(1) 1996:123-145)

MAKING THE STATE GEOGRAPHY STANDARDS A LITTLE CLEARER

On the next page, we have reproduced a chart developed by the Alliance over the summer to distill the State Geography standards (part of the Social Studies Content Standards) into a set of questions kids need to be able to answer. Although the chart is not intended to be a substitute for the necessary detail contained in the full standards document, we thought it might be a useful summary for teachers faced with absorbing the many hundreds of pages describing the complete state content standards.

The Geography content standards: questions kids need to be able to answer

	MAPS	ENVIRONMENT	PLACES	REGIONS
K-3	What are maps and how are they used?	How and why are climates and landforms different?	How are communities different, how are they connected, and why do people do different things in their communities?	What are places and regions, and in what ways are places connected across the world?
4-5	What are mental maps of Delaware and the U.S. (including physical, political, and settlement details)?	How are people affected by the environment; and how do people change the environment, in Delaware and the U.S.?	Why are people and places located in particular places in Delaware and the U.S., and how do the routes which connect them develop?	The local community: how does it relate to the local environment, develop a distinctive economy and culture, and relate to its wider region?
6-8	What are mental maps of the world (including relative locations and characteristics of physical, political, cultural and economic features)?	How are people affected in different parts of the world by the environment, and how do they change the environment?	How and where are people and places different between cultures across the world?	Why are there different economic activities in different parts of the world, and why is the world divided into different cultural and political divisions?
9-12	How are geographic patterns mapped and used to solve problems? How can common geographic principles such as hierarchy, accessibility, diffusion, and complementarity be applied?	How do people perceive, react to, and change the environment, and how are environmental processes related to human activity, from local to global scales?	What makes cultures, economic activity, and types of communities different across the world?	How do we draw boundary lines between different types of regions, and what is the significance of such boundaries?

Abstracted from the Delaware Social Studies Content Standards, pp. 9-12

DELAWARE GEOGRAPHIC ALLIANCE 1996-97 CALENDAR

Oct 16	GAW Workshops, Glasgow H.S. & Banneker Elem
Oct 28	Steering Committee Meeting, Dover
Nov 13-16	NCGE Annual Conference, Santa Barbara
Nov 17-23	Geography Awareness Week - Geography: Exploring a World of Habitats, Seeing a World of Difference
Nov 20	GAW T-shirt Wear-In
Nov 20-23	NCSS Annual Conference, Washington, D.C.
Dec 2	Steering Committee Meeting, Dover
Jan 13	Steering Committee Meeting, Dover
Jan 25	Mid-Winter TC Workshop
Mar 10	Steering Committee Meeting, Dover
Mar 20	Spring Dinner Meeting, Dover
Apr 4	State Geography Bee, Purnell Hall, U. of DE
Apr 19	Sussex County Workshop, Georgetown
Apr 26	New Castle County Workshop

Delaware Geographic Alliance
Department of Geography
University of Delaware
Newark, DE 19716