

Annenberg/CPB
Professional Development Workshop Guide

Teaching Geography

An eight-part professional development workshop in
geography for 7th– through 12th-grade teachers

Produced by Cambridge Studios

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About the Workshops

Why do people migrate? What factors determine city location, growth, and development? Which neighborhoods should receive federal funding? How does place influence the spread of disease? Should water resources be used for salmon or potatoes?

These questions form the basis for solid geographic inquiry for geographers, teachers, and students. In exploring such questions, **Teaching Geography** provides seventh- through 12th-grade teachers with a standards-based foundation in geography content and inquiry-based teaching skills. This foundation allows teachers to create and use engaging lessons that encourage higher-level analysis and critical thinking among students.

Teaching Geography combines video case studies from around the globe with classroom segments featuring examples of innovative teaching by exemplary teachers, as well as commentary from geography and pedagogy experts. Each workshop integrates this video programming with activities designed to help teachers develop an understanding of geography education that can be readily translated into their classrooms.

Objectives

Each **Teaching Geography** workshop has five major instructional objectives:

- **Teaching the geographical perspective**—spatial consideration, including size, scale, relative location, regional similarities, spatial variation, and human-environmental interaction.
- **Teaching World Regional Geography content**—understanding why and how places with similar characteristics evolve as distinct cultural and geographical regions; comparing and contrasting regions.
- **Teaching Human (Thematic) Geography content for the new College Board Advanced Placement test**—investigating urbanization, rural land use, migration, and other aspects of population, the spatial nature of politics and land use patterns.
- **Integrating the 18 National Geography Standards, the geographic perspective, and the five geographic skills** with the geographic content.
- **Helping seventh- through 12th-grade educators enhance their geography teaching skills.**

The National Geography Standards

This is a standards-based series embracing use of the National Geography Standards from *Geography for Life: The National Geography Standards, 1994*. Throughout the series, we'll see how the Standards can inform lesson plans and provide teachers with a guide to content and activities.

About the Workshops, cont'd.

Inquiry-Based Instruction

These workshops are inquiry-based. Inquiry is an approach to learning that involves a process of exploring the natural or material world, that leads to asking questions and making discoveries in the search for new understandings. Inquiry, as it relates to science education, should mirror as closely as possible the enterprise of doing real science. For more information on the inquiry approach, you may check online with the Institute for Inquiry Learning at the Exploratorium at www.exploratorium.edu/IFI/.

Within the inquiry process, students are encouraged to engage in and develop the following five geographic skills:

1. Asking Geographic Questions
2. Acquiring Geographic Information
3. Organizing Geographic Information
4. Analyzing Geographic Information
5. Answering Geographic Questions

Video Program Structure

Each of the eight hour-long video programs is broken into two half-hour programs. Each half-hour includes:

1. **Geography Content:** Regional and thematic case study documentaries with commentary by regional and human thematic geography experts. (15 min.)
2. **Pedagogical Context:** Commentary to help connect the geography content with the teaching methodologies. (5 min.)
3. **In-Class Documentaries:** Practical examples of geography instruction used to model how exemplary teachers across the nation teach. (10 min.)

World regions covered in these workshops include Latin America, North America, North Africa/Southwest Asia, Sub-Saharan Africa, Russia, Europe, and East Asia. More information on specific places profiled and the issues raised can be found in Workshop Summaries.

Structuring Workshop Sessions

There are several options for using *Teaching Geography* for professional development. You can watch the broadcast in real time on the Annenberg/CPB Channel or view the programs on videocassette. You can take the workshops by yourself or with a group of colleagues. And, you can view each program independently or take all eight workshops. If you are taking the workshop for graduate credit,* you must complete all activities for all eight workshops.

This guide is designed for participants taking the full eight workshops in facilitated sessions with colleagues, each in a two-hour timeframe. Grids are provided within the Workshop Session section of each workshop to indicate options for viewing the programs in real time or on videocassette, and for splitting the programs into two one-hour sessions.

*Go to www.learner.org/4gradcredit for details on receiving graduate credit for participation in this workshop.

About the Workshops, cont'd.

Watching *Teaching Geography* Videos

See the schedule for the broadcasts on the Annenberg/CPB Channel or find out how to purchase a videocassette at www.learner.org.

To get the most out of *Teaching Geography*:

- Watch the programs in their entirety.
- If you have limited time, go to the program and activity grids for each workshop for ideas for watching the videos in short segments.
- While watching, reflect on the objectives and questions posed in the Program Overview of each workshop.
- Use the programs to spark group discussion or personal reflection.
- Identify topics or activities you can use in the classroom.

Using This *Teaching Geography* Guide

This guide provides background reading material, activities, and questions for reflection to support viewing of the workshop video programs. Each workshop session consists of the following elements:

1. Before You Watch

This section of the guide lists homework that should be completed prior to each workshop. It includes readings, program overviews, learning objectives, and questions to consider.

2. Workshop Session (Video Programs and Activities)

This section describes the workshop activities and discussion topics that you will do in conjunction with viewing the *Teaching Geography* videos. Structure your session using the grid provided, based on the length of your session and whether you are watching a real-time broadcast or a videotape.

Workshop activities consist of the following elements:

Getting Ready: In preparation for watching each part of the video program, you will engage in approximately 15 minutes of discussion and activity.

Watch the Workshop Video: Each video program is divided into two half-hour parts.

Going Further: Wrap up with an additional 15 minutes of discussion and activity for each part of the video program.

3. Homework Assignment

Refer to the Before You Watch section of the next workshop you will be doing to access the materials that should be reviewed prior to that workshop.

4. Featured Lesson Plans

This section directs you to the workshop Web site to find the lesson plans featured in the video classroom segments. Use these lesson plans as starting points, either to design your own lessons or to start a general discussion about using particular content or methodology in middle and high school classrooms.

About the Workshops, cont'd.

5. Resources

This section lists additional resources for furthering research and understanding or exploring the selected geography content with students. The resource lists include print, Web, and curriculum resources.

The entire Teaching Geography guide is also available online at:

www.learner.org/channel/workshops/geography.

Using the *Teaching Geography* Web Site

To get the most out of your workshop experience, you should explore the *Teaching Geography* Web site. The site provides content beyond the materials found in your print guide. Each workshop features Key Maps of the region being explored, as well as Interactives geared to one or more of the case studies or classroom segments. These clickable maps, timelines, slide shows, and brainteasers are available only on the Web site and function to provide more detailed treatment of program content. Reviewing these materials will greatly facilitate your participation in the workshop activities.

The Web site also provides the Featured Lesson Plans in easy-to-download .pdf and Word .doc formats. This can save you time scanning or keying in lessons that you may wish to use, modify, or share with other teachers.

The Resources section of the *Teaching Geography* Web site offers direct links to numerous other Web sites that provide rich supplemental content for lesson preparation, in-class activities, or homework assignments.

Subscribe to the workshop email discussion list and communicate with other participants online. To subscribe to Channel-Talkgeography, visit:

<http://www.learner.org/mailman/listinfo/channel-talkgeography>.

Helpful Hints for Participants

You may want to keep a journal, including thoughts, questions, and discoveries from the workshop itself and learning experiences that take place in your own classroom.

If you are working on your own:

- Identify your goals.
- Use the objectives to generate self-reflection.
- Write responses to questions in a journal.
- Review the journal at a later date.

If you are working with colleagues:

- Read the homework and think about the objectives before meeting with the group.
- Compare your observations with those of your colleagues. How are they the same? How are they different?
- During role-play activities, try to take a position that is different from your own beliefs.

About the Workshops, cont'd.

Helpful Hints for Site Leaders

Successful Workshop Sessions

These guidelines will help you conduct successful workshop sessions, particularly the Getting Ready and Going Further segments. These pre- and post-video group discussions will help participants better understand the video programs and enhance the workshop experience. Getting Ready prepares participants for what to focus on during the video programs and Going Further provides the opportunity to analyze and reflect on what they saw.

Designate Responsibilities

Each week, someone should be responsible for facilitating the workshop sessions (the “site leader”). This may be a professional facilitator or a volunteer from among the participants, or you may choose to divide and rotate duties among several participants.

Prepare for the Session and Bring the Necessary Materials

The site leader should review the entire session in the guide prior to arriving for the session, as well as reviewing any materials needed for that session. The site leader will be responsible for bringing materials such as flip charts, markers, etc. If you are viewing the video programs on videocassette, the site leader may want to preview the programs.

Before the First Session

You may want to photocopy this guide for all participants so they may follow along, refer back to ideas covered in the session, or have their homework assignments handy. Or, you may direct them to the workshop Web site at www.learner.org/channel/workshops/geography to print the guide themselves (direct them to “Support Materials”). Either way, you will want participants to have the guide prior to the first session, so they will come prepared. Be sure participants know:

- they should bring paper and a writing instrument to each session and
- there is a reading assignment prior to the first session.

Keep an Eye on the Time

We have suggested the amount of time you should spend on each question or activity. While these times are merely guidelines, you should keep an eye on the clock, particularly if you are watching a live broadcast. You may want to set a kitchen timer before you begin Getting Ready to ensure that you won't miss the beginning of the video. If you are watching the workshops on videotape, you will have more flexibility if your discussions run longer.

Record Your Discussions

We recommend that someone take notes during each discussion, or even better, that you tape-record the discussions. The notes or audiotapes can serve as make-up materials in case anyone misses a workshop.

Share Your Discussions on the Web

The workshop sessions serve as a starting point to share and think about the workshop ideas. Encourage participants to continue their discussions with participants from other sites on Channel-Talk at the workshop Web site at www.learner.org/channel/workshops/geography.

About the Workshops, cont'd.

More Tips

Structure the workshop sessions based on your group's interests, experience, size, and time allowance. Use the site leader notes throughout this guide and on the Web site to help you.

Also:

- Print and duplicate documents ahead of time, or send participants to the workshop Web site to download and print a .pdf of this guide.
- Have participants read materials prior to meeting.
- Identify participants' skill levels and build from there.
- Begin with the suggested issues raised by the objectives and continue with other questions that interest you and your colleagues.
- Follow up a response with another question.
- Allow enough "wait time" for responses.
- Foster interaction among participants, as well as between facilitator and participants.
- Organize participants into different groups for different activities to give everyone a chance to work with everyone else.

Weekly workshop sessions may be scheduled around real-time broadcasts, in which case you will want to begin at least 30 minutes before the scheduled broadcast. You may prefer to tape the programs off the Annenberg/CPB channel, and schedule the sessions at a time that is more convenient for all participants. Sessions should be scheduled for a minimum of two hours.

Workshop Summaries

Throughout this workshop, case studies are paired with classroom segments to provide rich exploration of geographic themes and pedagogical context. Additional commentary on teaching methodology and regional and human geography present a strong foundation for teaching any region of the world.

Workshop 1. Introduction

Part 1. El Paso and Ciudad Juarez: Life on the Borderlands

This workshop introduces the 18 National Geography Standards, showing how they can explain the complexity of our geographic world. A case study of neighboring cities El Paso, Texas and Ciudad Juarez in Mexico highlights the importance of understanding spatial relationships and geography's effect on human lives.

Part 2. NASA: A Lofty View

This half hour provides a framework for inquiry-based teaching, introducing the five geographic skills associated with good scientific inquiry. Our case study follows a NASA space shuttle mission and the geographic insights it provides. The commanding view of Earth from space points out the benefits of shuttle- and satellite-gathered imagery that is employed in the accompanying classroom segment. In that segment, our teacher uses a new NASA-developed Mission Geography Inquiry lesson to help his students understand the geographic factors surrounding Russia's shrinking Aral Sea.

Workshop 2. Latin America

Part 1. Guatemala and Mexico: Population Migration

In this program, we investigate the geographical issues associated with human migration. During the case study, we will come to understand why many rural Mayans migrate for a few months each year to Guatemala City and how this temporary displacement affects the Maya population. In the final portion of the program, we will see a classroom segment in which students investigate a similar pattern of migration in Mexico.

Part 2. Ecuador: Preventing Tragedy Through Understanding Geography

This half of the workshop addresses the relationship that people who live near volcanoes have with their geographic surroundings. In Ecuador, we focus on Mount Tungurahua. Drawn by its hot springs and fertile soil, area residents and tourists must also confront the very real possibility of a life-threatening eruption. We follow geographers as they study Tungurahua, putting their research to work in preventing future tragedy. Later, in our classroom segment, students discuss the relationship between volcanoes and earthquakes and weigh the pros and cons of living near such natural hazards.

Workshop 3. North America

Part 1. Boston and Denver: Mapping Urban Economic Development

In this program, we examine urban areas in terms of ethnic diversity and income. We first focus on Boston and its "empowerment zones," impoverished areas mapped by geographers as those areas most in need of government grants for economic redevelopment. Following the case study, we visit a classroom in which students use maps derived from Geographic Information Systems (GIS) to investigate the distribution patterns of poverty in Denver.

Part 2. Chicago, Philadelphia, and San Antonio: U.S. City Development

This half of the workshop examines suburban sprawl and its implications. First, we look at Chicago and the trend toward movement away from the city and into surrounding farmlands. Following the case study, Philadelphia students examine that city's growth over the past 300 years and another class in San Antonio uses census data to investigate the future of their city's expansion.

Workshop Summaries, cont'd.

Workshop 4. North Africa/Southwest Asia

Part 1. Israel: Sacred Space Under Siege

The video program for this workshop addresses Israel's status as an enclave of Jewish culture surrounded by Islamic states. Our case study focuses on Jerusalem's history as a religiously significant city for Muslims, Jews, and Christians. We examine the spatial distribution of these religious groups in the past and raise the question of how to organize Jerusalem in the future. Our classroom segment features Ungennette Brantley Harris leading her class in an investigation of what life is like for Palestinians living in Israel's occupied territories. Her students explore what it means to be a refugee and work to address the living conditions in refugee camps.

Part 2. Egypt: Water in the Desert

Here, we investigate the limited natural resources in Egypt. Our case study examines the pressure on the Nile watershed in light of an increasing urban population and discusses the government's response to this issue. Later, we will see a hands-on activity in the classroom designed to help students understand the gravity of competition for Egypt's resources.

Workshop 5. Sub-Saharan Africa

Part 1. South Africa: This Land Is My Land

This program considers present-day issues in South Africa resulting from the redressing of land inequities under apartheid. In the case study, we follow a geographer investigating the disparity in land productivity of black and white farmers. During the classroom segment, students come to understand land allocation in South Africa through a role-playing activity.

Part 2. Kenya: Understanding Sickness

In this part of the workshop, we look at the spread of HIV-AIDS in sub-Saharan Africa. Our case study focuses on Kenya, where HIV-AIDS is one of the biggest threats to the population and, ultimately, to national development. Our classroom segment features an eighth-grade class as they use a case study approach to develop their understanding of HIV-AIDS in Kenya. After analyzing geographic information, students present their findings through a CNN news report, letter to the Kenyan Minister of Health, and a Venn diagram comparing Kenyan and American attitudes toward HIV-AIDS.

Workshop 6. Russia

Part 1. St. Petersburg: Russia's Window on the West

This program examines the development of cities in Russia, past and present, and looks to what the future holds in a post-Soviet society. St. Petersburg serves as our case study, from its roots in the vision of Peter the Great, to the difficulties transitioning from a communist system to a free market economy. Following the case study, we visit a classroom in which students participate in an inquiry-based exercise to determine where cities are located in Russia and why.

Part 2. Dagestan: Russia's Southern Challenge

This workshop explores the opportunities for both cooperation and conflict when cultures interact. First, we explore Dagestan as one part of Russia's cultural mosaic and the reasons for its continued membership in the Russian Federation. We also see how the people of Dagestan react to conflicts in neighboring Chechnya. Later we visit a classroom where students participate in a role-playing exercise negotiating cultural boundaries in the fictional country of "Ugeria" in order to better understand real-world cultural conflicts.

Workshop Summaries, cont'd.

Workshop 7. Europe

Part 1. Berlin and Amsterdam: City Rebirth and Growth

This workshop examines urban locations in the geographic region of Europe. We begin with Berlin's new role as the capital of a reunified Germany and as a symbol of a more unified Europe. The growth and development occurring with former East Berlin's integration points to city reorganization and economic expansion. Later, high school students in Denver compare their city's modern grid to Amsterdam's older European city rings. They demonstrate their understanding of city organization and function by creating brochures that highlight the positive aspects of Amsterdam and writing letters to city planners to address improvements that might be made.

Part 2. Strasbourg and the European Union: Supranationalism in Europe and Beyond

Supranationalism, the willingness of several countries to give up some measure of sovereignty for the benefit of all, is a driving force in modern Europe. This program looks at supranationalism and at the city of Strasbourg as a locus of power in the European Union. Our case study looks at the geographic determination of Strasbourg's role as the home of the Council of Europe and the seat of the European Court of Human Rights and the European Union's European Parliament. Later, we watch an AP Human Geography class debate the implications of supranationalism in Europe and North America.

Workshop 8. Global Forces/Local Impact

Part 1. Guangdong, China and Southeast Asia: Booming Economies and Quality of Life

In this program, we focus on globalization in the context of the geographical region of Asia. First, our case study takes us to Guangdong, where we see the effects of modernization and globalization on China's population. Later we visit a classroom where students use economic development measures to examine the disparity in quality of life in Southeast Asia.

Part 2. Oregon and Pennsylvania: Water Resources and Human Interaction

The first part of this workshop looks at the difficulties associated with limited water resources. First, our case study takes us to Oregon, where Native American fishing interests collide with farmers' need for irrigation. Later, we visit two Pennsylvania classes who take to the field to investigate the human effects on water resources in their communities of Philadelphia and Harrisburg.

About the Contributors

Teaching Geography Commentators and Content Advisors

James B. Binko—Program Host, Pedagogical Content Advisor

Dr. James Binko is professor emeritus of education at Towson University and a consultant in teacher training for the Geography Education Program. He is the author of *Teaching Geography: A Model for Action* and co-author of *Inductive Reasoning in the Secondary School*, as well as author of numerous monographs. He has been involved in curriculum development programs for the National Geographic Society, helping to create the national network of geography alliances, as well as planning and conducting staff development and inservice components of summer geography institutes. He is a member of the National Council for Geography Education, the Association for Supervision and Curriculum Development, and the American Educational Research Association.

Gil Latz—Regional Geography Commentator, Regional Geography Content Advisor

Gil Latz is professor of East Asian geography and international studies at Portland State University in Oregon specializing in economic and political geography. Since appointment to Portland State University in 1984, his research has focused on regional development policy (agriculture and urban) in Japan, East Asia, and North America. This work continues with a specific focus on sustainable management of forested areas in Europe and the U.S. Dr. Latz's secondary interests focus on two areas: international trade and educational video development. The latter has included extensive work as an educational consultant in developing the Annenberg/CPB telecourses *The Pacific Century*, 1992, and the *Power of Place: World Regional Geography*, 1996, as well as working with Cambridge Studios on their National Science Foundation-funded multimedia project, *Interactive World Issues* (ongoing). Latz authored both the study guide and the faculty guide for the *Power of Place: World Regional Geography* telecourse. He was the statewide coordinator of the Oregon Alliance for Geography Education.

Susan Hardwick—Human Geography Commentator, Human Geography Content Advisor

Susan Hardwick is a professor at the University of Oregon, specializing in ethnic geography and geographic education. She is 2002 president of the National Council for Geographic Education (GENIP) and is a member of the Steering Committees for both GENIP and the Association of American Geographers' ARGWorld Project. Hardwick currently directs a U.S. Department of Education-funded three-year project that is developing, assessing, and disseminating an international distance learning master's degree in geography education. She is a co-author of the best selling textbook in the geographic education realm, *Geography for Educators: Standards, Themes and Concepts*. The book was written specifically for use in in-service workshops and teacher-training institutes and has been used by the National Geographic Society at its summer teacher-training institute as well as by Geographic Alliances all across the country. She was a secondary teacher for many years prior to entering university-level teaching and publishing and remains strongly committed to improving the preparation and professionalization of social studies and geography teachers.

Other Content Advisors

Sarah Witham Bednarz

With many years' experience teaching at the secondary level, Sarah Witham Bednarz is a distinguished professor of geography at Texas A&M University. She is one of the primary authors of *Geography for Life: The National Geography Standards*, 1994. She headed up a joint project to create Mission Geography teaching materials with NASA. She is the staff executive director of GENIP and is an advisor to Cambridge Studios on their NSF-funded interactive multimedia project, *Interactive World Issues*.

Osa Brand

Dr. Osa Brand is the director of education at the Association of American Geographers (AAG). She has been involved with development of AAG's ARGUS and ARGWorld materials and is a voting member of GENIP.

About the Contributors, cont'd.

Barbara Moses

Barbara Moses is the principal of Philadelphia Mennonite High School and has many years' experience teaching secondary education geography prior to her appointment as principal. One of her teachers, Marlene Brubaker, is featured in this series.

Ruth Shirey

Professor Ruth Shirey teaches at Indiana University of Pennsylvania. She is the past executive director of the National Council for Geographic Education, and as such, votes on the GENIP steering committee. Her knowledge of the issues facing geography teachers on a national and local level is extensive.

Fred Walk

Fred Walk brings 30 years of experience teaching geography and economics at Normal Community High School in Normal, Illinois. He has conducted numerous geography workshops, reviewed textbooks, and consulted on curriculum development. He conducted National Diffusion Network Workshops—*Teaching Geography: A Model for Action* for the National Geography Society at numerous sites across the country. He was invited to serve as a site visitor for the Secondary School Recognition Program administered by the U.S. Department of Education. Fred is past president of the Illinois Geography Society and is a teacher consultant for the NASA/GENIP Institute to present lesson plans using Mission Geography curriculum at Texas A&M University. He will be presenting at the National Geographic Society's Summer Mentoring Institute. Fred is featured in two classroom segments in *Teaching Geography*, one on Russia's shrinking Aral Sea and the other on measures of quality of life in Southeast Asia.

Featured Educators

Andy Aiken, Ninth- to 12th-Grade AP Human Geography Teacher, Boulder High School, Boulder, Colorado

Andy Aiken teaches AP human geography at Boulder High School and is active in the Colorado Geographic Alliance, having assisted in the creation of their state geography standards. He recently received a grant from the Foundation for Boulder Valley Schools to teach other area high school educators to incorporate world geography and history computer software into their curriculums. In our program on Europe, Andy leads a classroom discussion on supranationalism in the European Union and North America.

Marlene Brubaker, 10th-Grade Environmental Science/Biology Teacher, the Mennonite School, Philadelphia, Pennsylvania

Marlene Brubaker has been teaching at Philadelphia Mennonite High School for the past four years. As part of her efforts to work for the betterment of her students and provide opportunities for their success, Marlene's Environmental Science course provides a number of field trips in partnership with the Peopling Philadelphia Cooperative throughout students' freshman year. These trips provide students with a wealth of experience and help put all incoming students on a common playing field, regardless of their socio-economic background.

Craig Cogswell, 11th- and 12th-Grade Geography Teacher, Westminster High School, Westminster, Colorado

Craig Cogswell renewed his interest in geography after attending the Colorado Geographic Alliance Summer Geography Institute (ASGI) in 1990. Since then, he has been teaching geography at Westminster High School. He received the Dave Hill Award for the advancement of geographic education in Colorado in 1999 and was named Colorado Teacher of the Year 2000. He has master's degrees in secondary education and educational technology from the University of Colorado, Boulder and has taught at ASGI and as a guest lecturer at the University of Northern Colorado. Craig's lesson for this program encourages critical thinking about urban organization in Amsterdam.

About the Contributors, cont'd.

Mary Pat Evans, Seventh- and Eighth-Grade Science and Field Studies Teacher, Londonderry School, Harrisburg, Pennsylvania

Mary Pat Evans, who earned her BS in chemistry and biology at Cabrini College, has taught various levels of chemistry and biology in her career. For five years, she has been using Graphic Information Technologies, a set of technology tools whose use she helped support as Chair of the Pennsylvania K-12 GIS Alliance. She has made presentations on her work at the ESRI User Conference, the National Imaging Technology in Education Conference and the Pennsylvania State GIS Conference. In her lesson, Mary Pat's students partake in a field trip in order to gain hands-on GIS experience.

Rick Gindele, 12th-Grade AP Human Geography Teacher, Smoky Hill High School, Aurora, Colorado

Rick Gindele received his geography education at the University of Connecticut and his MA at the University of Colorado. In his experience as a geography educator since 1993, he has taught World Regional Geography, IB Human Geography, AP Human Geography, and IB Physical Geography. His accomplishments include experience as a high school staff member for the Colorado Alliance Summer Geography Institute, co-director of the Colorado Geographic Alliance AP Human Geography Institute in 2000 and 2001, and a Distinguished Teaching Achievement Award from the National Council for Geographic Education in 2000. Drawing on his background as a cartographer and urban planner, Gindele helps his students personalize their understanding of geography by using GIS technology to investigate the Denver metro area.

Sharon Goralewski, Seventh-Grade Geography: Eastern Hemisphere Teacher, Oxford Middle School, Oxford, Michigan

Sharon Goralewski has taught for 22 years with Oxford Schools. She has experience teaching a variety of classes but most enjoys geography and seventh-graders because, as she says, "They will always laugh at my jokes." She received her undergraduate and masters degrees from Wayne State University in Detroit and has an advanced degree from Oakland University. Among other professional associations, she is a member of the Michigan Geographic Alliance. For this workshop, she contributed a lesson on Israel which you can find in our Featured Lesson Plans for Workshop 4.

Ungennette Brantley Harris, Ninth-Grade Introduction to Geography Teacher, West Point High School, West Point, Mississippi

Ungennette Brantley Harris has been teaching for the past 28 years in the West Point School District, having received her BS from Jackson State University and a Masters of Education from Mississippi State University. She was selected Teacher of the Year in 1989 and 1999 and received the Bronze Award from Junior Achievement for Outstanding Service in Enterprise Education. She is a member of the Mississippi Geographic Alliance, the Mississippi Council of Social Studies, and both the Mississippi and National Associations of Educators. A teacher consultant for the National Geographic Society Education Program, she is featured in our program leading a lesson on the spatial organization of refugee camps.

Randy Hoover, Seventh-Grade World Geography Teacher, Dover-Sherborn Middle School, Boston, Massachusetts

Randy Hoover teaches seventh-grade world geography and is social studies curriculum leader at Dover-Sherborn Middle School, a public school in suburban Boston. A former member of the Massachusetts Council for Social Studies Board of Directors, Mr. Hoover is a National Geographic Society teacher consultant, and has presented workshops at the National Council for Geographic Educators' conference and the Northeast Regional Conference for Social Studies. He is the recipient of three summer fellowships from the National Endowment for the Humanities and is featured here teaching about human migration issues in Mexico.

About the Contributors, cont'd.

Connie Hudgeons, 12th-Grade AP Government/Enriched Economics Teacher, Cibola High School, Albuquerque, New Mexico

Connie Hudgeons has been teaching since 1978 and at Cibola High School since 1987. There, she teaches courses in geography, history, economics, and government. She has served on the Character Counts Committee, the North Central Steering Team, the Staff Development Committee, the Site Restructuring Committee, the Curriculum Committee, and as special education coordinator. Additionally, she has been a teacher consultant for the New Mexico Geographic Alliance since 1993. In connection with the Dagestan case study, Connie's students negotiate the division of land among competing culture groups.

Shirley Hutchins, Eighth-Grade U.S. History and Seventh-Grade European Studies Teacher, West Point High School, West Point, Mississippi

Shirley Hutchins has 14 years of teaching experience and a BS in social science education from Jackson State University. She is a member of the Mississippi Geography Alliance, the Mississippi Association of Educators, and the Mississippi Social Studies Council, and a teacher consultant for the National Geographic Society. In our program, she leads a lesson on AIDS diffusion in sub-Saharan Africa.

Carole Mayrose, 10th- to 12th-Grade Environmental Science Teacher, Northview High School, Brazil, Indiana

Carole Mayrose teaches all levels of high school Earth science. As part of her teaching mission, she endeavors to provide students of all abilities with the tools and skills that will help them complete school and succeed in life. She is featured teaching a class about the relationship between the locations of earthquakes and volcanoes, and the effects of living near such natural hazards.

Phil Rodriguez, 10th- to 12th-Grade World Geography Teacher, Holmes High School, San Antonio, Texas

A native Texan, Phil Rodriguez, has over 20 years teaching experience, having received his bachelor's degree in secondary education with specializations in Earth science and geography. He is active in the Texas Alliance for Geographic Education, a teacher consultant for the National Geographic Society, and a participant in the Educational Technology Leadership Institute. In the 1997-98 school year, he was selected Campus Teacher of the Year at Holmes High School. He employs the Internet and maps to help students better understand the geography of their own metropolitan area. Phil believes in the value of primary source materials and uses his own background in population geography in collecting the data his students analyze in his classes. They use such data as they analyze census figures in order to predict San Antonio's future growth.

Cynthia Ryan, Seventh- and Eighth-Grade World Geography Teacher, Barrington Middle School, Barrington, Rhode Island

For the past six years, Cynthia Ryan has been teaching seventh- and eighth-grade world geography at Barrington Middle School in Rhode Island. Prior to that she spent nine years with the public elementary schools in Yonkers, New York. In 2000, she completed a workshop with ESRI and is working to incorporate GIS into her classroom. This summer she will attend a development workshop for the Mission Geography curriculum developed by GENIP and NASA at Texas A&M University. She is a member of the Rhode Island Geography Education Alliance and, in our program, is featured leading her class in map-making and investigating resource issues in the Nile River Valley.

About the Contributors, cont'd.

Herschel Sarnoff, 10th-Grade U.S. History Teacher, Jordan High School, Los Angeles, California

Herschel Sarnoff has been teaching for the past 30 years at Los Angeles' inner-city Jordan High School. With academic training at California State College at Long Beach, UCLA, and California State University at Los Angeles, he has had an extensive career in geography education. A leader in technology-based education, he has participated in numerous GIS and social studies conferences and has operated HMS Historical Games, an educational simulation publishing company, for the past 20 years. The ESRI Web site lists many of his lessons and his class mapped the Digital Divide for the 2001 *Teaching for Change L.A.* Conference at UCLA. First introduced to GIS in 1998, Herschel has educated himself on its use and created the GIS course at Jordan as a means to engage students and provide them skills they can use in future careers. The fruits of his students' labors are featured in an interactive activity in Workshop 3.

Maureen Spaight, Ninth-Grade Civics and Government Teacher, East Providence High School, East Providence, Rhode Island

Maureen Spaight has taught a variety of subjects but believes that geography is the integrating force. Prior to teaching at East Providence High School, she taught government at an area middle school. In 1998, she was named Rhode Island Teacher of the Year. In 2001, she received a Fulbright award in order to conduct research in Africa. For *Teaching Geography*, Maureen leads a multi-media role-playing lesson on South Africa.

Fred Walk, 11th- and 12th-Grade Geography Teacher, Normal Community High School, Normal, Illinois

Fred Walk brings 30 years experience teaching geography and economics at Normal Community High School in Normal, Illinois. He has conducted numerous geography workshops, reviewed textbooks, and consulted on curriculum development. He conducted National Diffusion Network Workshops—*Teaching Geography: A Model for Action* for the National Geography Society at numerous sites across the country. He was invited to serve as a site visitor for the Secondary School Recognition Program administered by the U.S. Department of Education. Fred is past president of the Illinois Geography Society and is a teacher consultant for the NASA/GENIP Institute to present lesson plans using Mission Geography curriculum at Texas A&M University. Fred is featured in two classroom segments in *Teaching Geography*: one on Russia's shrinking Aral Sea and the other on measures of quality of life in Southeast Asia.

Judy Ware, Seventh-Grade World History Teacher, Crossroads School, St. Louis, Missouri

Judy Ware serves as program director for the Missouri Geographic Alliance. Among her experiences, she presented on AP Human Geography at the 2001 National Council for Social Studies Conference. She is featured leading her students in an investigation of the historical development of Russian city location.

Artis West, Ninth-Grade Social Studies Teacher, North Cobb High School, Kennesaw, Georgia

Artis West received his BA in geography from San Diego State University. From there, he went on to pursue graduate study in history, political science, Arabic language and culture, and geography. Applying this diverse educational background, he has been teaching social studies to high school students for just over a decade. He has served as coordinator for Geography Awareness Week, coach for the Geography Bowl Team, and teacher consultant for the Georgia Geographic Alliance. Additionally, he participated in the Fulbright Teacher Exchange Program in Estonia in 1999. For this workshop, he contributed a lesson on health ratings in sub-Saharan Africa.