
the Michigan Geographic Alliance

newsletter

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Volume 18, Number 1

Fall 2007

COORDINATOR'S

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Content Expectations Passed

Dr. Michael Libbee

On October 1st the Michigan Board of Education passed the new Social Studies Content Expectations, including several significant changes. The new content expectations:

Integrate history and geography in a changed course sequence.

*Michigan has moved from 4th grade to 3rd grade, and 4th grade is US geography, civics and economics

*Sixth and seventh grade include the first three eras of world history and some contemporary economics and civics in addition to geography.

*Sixth and seventh grade content expectations are referenced to Geography National Standards, not to regions, but a regional organization is assumed in the western and eastern hemisphere.

*Geography and history are presented as integrated content standards in the high school. The world history expectations are new.

Differentiate between required and suggested content

The content expectations are more numerous than the content standards, but include many items appropriate for classroom assessment. *The document recognizes that there are important topics and activities which are not appropriate for statewide testing.* The content expectations in parentheses preceded by "e.g." or "for example" are suggestions and not required content and will not be included on statewide assessments.

Represent content expectations not pedagogical organization

This document lists content expectations but *does not establish a suggested organization for teaching and learning or a suggested instructional sequence.* (continued on page 3)

Michigan Teacher Awarded Grosvenor Fellowship

When the National Geographic Education Foundation and Lindblad Expeditions announced their new Grosvenor Teacher Fellowship Program, Michigan Geographic Alliance immediately nominated one of its most active and innovative Teacher Consultants. In June it was announced that Michigan Teacher Consultant Kathryn Russell had been selected as a Distinguished Grosvenor Teacher Fellow.

Read more about Kathryn's award and one of her most innovative projects on page 2.

What's Inside?

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Professional Development Opportunities (p. 4)

Geography Action/Asia (pp 5, 12)

New Grants mean new opportunities!, (p. 6)

Geography/History resources (pp. 8-9, 13)

2007 Grosvenor Fellow *Kathryn Russell*

Kathryn has been a Teacher Consultant for MGA since 1994 and teaches at Graveraet Middle School in Marquette. She has served on the Board of the Michigan Council for the Social Studies for 11 years, was instrumental in the development and growth of the Upper Peninsula Social Studies Conference, and in 2003 was honored with the NCGE Distinguished Teaching Achievement Award. In the past year, she has worked on the state committee to develop Grade Level Content Expectations for Social Studies.

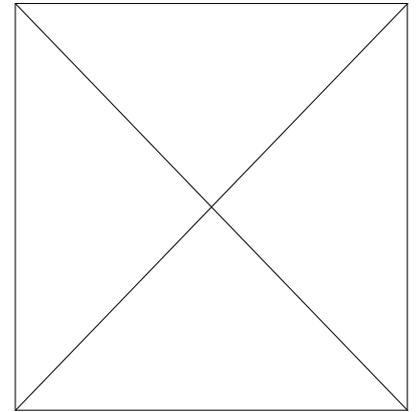
“Our children are our future, and their education is no longer limited to the classroom. It can’t be. The sooner they feel connected to their community, the sooner they can begin to contribute. And we are in desperate need of their contributions.”

Kathryn Russell

She will post messages on the Lindblad website (<http://www.expeditions.com/>), is hoping to share video recordings daily, and is trying to arrange a school visit in Ecuador. Her students are writing a story “The Dog That Was Left Behind” to send to a classroom in Ecuador. It will be translated into Spanish and accompany a stuffed sled dog (similar to the ones sent home with the Winter Cities international delegates in 1997). Students are hoping to exchange information comparing characteristics of cities located north of the 45th parallel to a city near the equator.

One of Kathryn’s goals is to be sure her students use their learning to become involved in the world in which they live. To this end, the Winter Cities Forum, an international annual event designed for municipal and government leaders of global cities that reside above the 45th Parallel, became a significant “teachable moment” for her students. In the **Winter Cities Ambassador** project, nearly 500 students from 25 classrooms learned about different countries and different cultures, as well as the real-world skills of becoming involved in a local-to-global event.

As a Grosvenor Fellow, Kathryn will travel to Ecuador and the Galapagos Islands for a 7 day expedition on the 47-passenger research ship *Islander* in late October. She is already planning how to share her experiences with students and teachers in Michigan and throughout the coun-



All About Asia:

Kabul is the capital of Afghanistan. Situated at an elevation of about 1800 meters (5900 ft), it is one of the highest capital cities in the World.

Michigan Geographic Alliance is proud of the dedication, vision, and generous spirit that has been honored as a Distinguished Grosvenor Fellow. Congratulations, Kathryn!

Content Expectations (continued from page 1)

The intent of the standards is to help schools build upon the multitude of existing strengths. The first question teachers should ask is “How are these content standards and expectations reflected in our curriculum and instruction already?”

Integration is the key.

The document repeatedly states the Board’s intent that schools have flexibility to develop curriculum. Religion is mentioned in 6th and 7th grade, as well as in Era 4 and 5, and would likely be a topic in the contemporary era. Five separate units on religion are not needed, but the major elements of world religions should be dealt with somewhere.

What are some alternatives?

The GLCE document presents some options for 6th and 7th grade. If you are teaching a two-semester western hemisphere/eastern hemisphere geography sequence in middle schools, you do not need to change your sequence or replace your text books. You will need to integrate the new content expectations.

American History and Geography will typically be taught chronologically, but options do exist for high school. A world cultures course with substantial world history content could be organized by region, following the history of a region through several eras. In addition, if you are a geography teacher currently teaching a semester of world geography and global issues, you could continue to teach that course focused on world geography, global issues and current events in the post World War II era. Essentially focus on ERA 8 “The Cold War and its Aftermath” and Contemporary Global issues and the portions of ERA 7 relevant to understanding the recent past, current events and the issues likely to impact our children in the future. A course in World History through WW II would likely be the one semester companion course.

All About Asia:

The popular preschooler game of Chutes & Ladders is actually a Hindu religious game known as Snakes & Ladders, dating back to the 2nd century BC.

What can the MGA do for you?

The Michigan Geographic Alliance will be providing resource material including sample curriculum organizers and lesson plans.

We will also be providing a wide range of geographic activities that deal with geographic trends which lap over several historical eras, as well as historical/contemporary case studies.

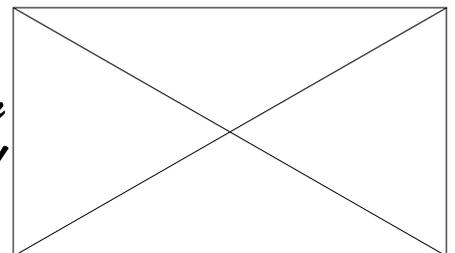
The Michigan Geographic Alliance and the Michigan Council for History Education will be working together to offer summer workshops on how to integrate history and geography.

Over the summer of 2008 one week workshops will be offered in both the Lansing and the Grand Rapids areas.

MGA is scheduling history and geography workshops beginning in January. Call to schedule (1-800-279-1423).

Coming to Michigan!

Mark Your
Calendars!



The 93rd annual meeting of the National Council of Geographic Education will be held in Dearborn October 9-12, 2008. Hosted by the Michigan Geographic Alliance, this meeting takes place during the 100th anniversary of the Model T, and will feature some events and activities at The Henry Ford. A special Social Studies Saturday is planned, highlighting presentations on integrating geography with history, economics, and civics.

Plan now to attend!

OPPORTUNITIES TO UPGRADE YOUR SOCIAL STUDIES SKILLS!

**Michigan Council
for History Education**

"History Curriculum, Alignment, and Assessment with the New Content Expectations"

Wednesday, November 7, 2007
The Kellogg Center
East Lansing, Michigan
8:30 am-3:30 pm

Jim Cameron
cameronj@saline.k12.mi.us

Michigan Council
for the Social Studies

*State Professional
Learning Conference*

*"Transformational
Citizenship for a
Global World"*

February 18-20, 2008
Hyatt Regency
Dearborn, MI

www.michcouncilss.org

**Michigan
Geographic
Alliance**

2 one-week workshops on integrating
geography and history

Lansing: June 16-20, 2008 Ingham ISD
Grand Rapids: dates and location TBA

**Michigan Council
for History
Education**

**Call MGA for more
information, or to
schedule a
workshop for your
district.
1-800-279-1423**

Geography Action! 2007

Asia - Continent of Contrasts

Geography Action! Michigan Geo-Games Kit A Complete Kit for Hosting a Successful School-Based Event

This year's theme is **Asia** and our kit includes all the tips you need to put on a fun-filled, internationally-themed event for students, families, and communities to enjoy. Contact **Bev Feldkamp**, your Michigan Geography Action Coordinator, at 989-790-1676 with further questions. (bev_feldkamp@hotmail.com)

This kit includes step-by-step instructions for planning the event, suggestions for successful event promotion in and outside of school, game and activity ideas, and free materials from the National Geographic Society.

Visit the National Geographic Society online for more information, country profiles, curriculum ideas, lesson plans, etc. www.nationalgeographic.com/geographyaction

Challenge your students to find the answer to a question about Asia each day. Here are some to get you started. (Answers on page 12)

1. Which country has the world's largest Muslim population?
2. To visit the ruins of Persepolis, an ancient ceremonial capital of Persia, you would have to travel to what present-day country?
3. Which country was not a British colony—Cambodia, Malaysia, Myanmar?
4. Which city, located on the west bank of the Yamuna River, is home to the Taj Mahal?
5. The Chuuk and the Yap islands are part of what country in the Pacific Ocean?
6. Thonburi, located on the Chao Phraya River, was the temporary capital of what present day country from 1767-1782?
7. What country, bordering on the Bay of Bengal has a long-standing boundary dispute with Pakistan over the region of Kashmir?
8. The densely populated Kanto Plain is located near Tokyo Bay on what island?
9. In October 2004, a series of powerful earthquakes hit the city of Ojiya, located on the same island as Mt. Fuji in what country?
10. The Manchu are an ethnic group in what country?

Geography Awareness Week **November 11-17, 2007**

Have one activity for each day of the week or hold a week ending festival with food and displays of games students have created and played during the week. Suggestions:

- "Let's Go Fly a Kite (or make one)" Kite flying and origami day
- "You're Never Bored with Asia" Asian board & card game day
- "Fabulous Food and Mystical Music" Asian food and music
- "Geo-Quiz" A Question a day from the National Geography Bee about Asia
- "Asia on \$5 a day" Feature a different Asian country each day
- "A DEAR" (Asia Drop Everything And Read) day with folktales from Asia and have students write or illustrate their own
- "Travel around Town" Field trip to local Asian restaurant or grocery store

All About Asia:

The earliest recorded version of the story of Cinderella originated in China.

For Geography Action Posters and other free materials to help celebrate Geography Action Week, see pages 10 and 11.

National Geographic Grant to MGA

Michigan Geographic Alliance received a \$200,000 grant from National Geographic Society Education Foundation for the Geography and History Project. MGA, partnering with the Texas Geographic Alliance, the Grosvenor Center for Geographic Education, the New York Center for Geographic Learning, and the Croft Institute for International Studies, used a grant to host a five-day Development Institute at Central Michigan University in July. The goal of this institute was to review, develop, and participate in instructional activities which are both geographic and historical. The expected result will be a national resource base designed to help teachers integrate geography and history in the curriculum.

Experienced Teacher Consultants from Michigan (**Kimberly Adams, Cindy Bloom, Ed Bonne, Mary Evans, Bev Feldkamp, Clare Friend, Sharon Goralewski, Susan Husiak, Kristi Karis, Cheryl Larkin, Marty Mater, Jill McGinn, Amy Perkins, Patt Wylie**), Texas (**Carrie Curtis, Mary Lyn Johnson, Merry Lobrecht, Judy Lucas, Robin Sabo, Claire Salmon**) and Mississippi (**John Travillion, Cathy Thomas**) worked on integrating geography and history into classroom lessons. The institute was led by Dr. Michael Libbee (CMU), Dr. Phil Gersmehl (New York Center for Geographic Learning), Dr. David Rutherford (Croft Institute for International Studies) and Judy Behrens (Texas Geographic Alliance).

MDE Grant Awarded to Partnership

The Michigan Department of Education has awarded Michigan Geographic Alliance, The Michigan Council for History Education and Central Michigan University College of Education a 2007-2009 Improving Teacher Quality Grant.

The Michigan Geography and History Project (MIGH Project) is a joint effort of the Michigan Geographic Alliance, (headquartered in the College of Science and Technology at Central Michigan University), the Michigan Council for History Education, and the CMU College of Education in conjunction with the Lansing and Grand Rapids Public School systems. The goal of the MIGH Project is to help teachers implement new middle school and high school grade level content expectations for geography and history.

The Michigan Geography and History Project will provide high quality professional development programs to ensure that middle school and high school geography teachers have the ability to respond effectively to new guidelines for geography and history. The grant will offer 90 hours of professional development in 4 one-week summer workshops as well as school year events over two years. The grant will also support more focused efforts in Lansing and Grand Rapids.

All About Asia:

Bhutan, known to its inhabitants as Druk Yul (Land of the Thunder Dragon), is sandwiched between China and India. It was first settled by wandering migrants from the Tibet region of China during the 9th century.

News from MDE.....

On October 1, the Michigan State Board of Education approved new Grade Level Content Expectations and High School Content Expectations for Social Studies. The new Social Studies GLCE and HSCE are available at www.michigan.gov/glce and www.michigan.gov/hsce.

The final documents that were created and presented to the Board on September 11, 2007 and approved on October 1, 2007, were revised to provide a strong K-12 vertical alignment, as well as alignment with National Standards and to reflect input from the extensive field and national review. These documents, as with other curricular documents created by the department, followed the MDE curriculum development protocol, and were different from those posted on the web prior to the reviews.

The State Board approved the K-8 Social Studies GLCE with the stipulation that additional expectations be added at Grade 4 to address Michigan history beyond statehood. These additional expectations will include examples from Michigan history that will serve as extensions of the history studied in Grade 3 and as links to discussions of contemporary geography, civics, and economics as articulated in Grade 4 expectations. This addition will support the decision in some districts to continue with a Michigan focus in Grade 4. Other districts will opt to address the whole of Michigan history, extending beyond statehood in Grade 3.

The following ideas and information influenced the committee's decision to move Michigan studies to third grade.

- * In accordance with the "expanding environments" model, beginning in kindergarten, students would study Themselves and Others (K), Families and Schools (1), Local Communities (2), Michigan Studies (3), United States Studies (4), and Integrated United States History (5). As students progress from one grade to the next, they apply prior disciplinary knowledge to the expanded context of the next grade.

- * The purpose of creating expectations at each grade level is to assure that essential building blocks of learning are in place to enable students to be successful in the subsequent grades. The purpose of K-8 education is to build the foundations necessary for success in high school and beyond.
- * The high school content expectations increased the rigor for all high school course work for students. The K-8 expectations represent a "back-mapping" from the high school expectations and create a K-12 vertical alignment.
- * The geography, civics, and economics concepts included in the grade four expectations, allow teachers to make connections to Michigan history while expanding to the context of the U.S.
- * Opportunities to make connections to later Michigan history exist not only in fourth grade, but in fifth, eighth, and high school, when these later time periods are studied in depth.

Teachers attending the October 4, 2007 rollout of the Social Studies GLCE reviewed initial suggestions for draft expectations. Revised draft expectations for Michigan history will be available on October 15 for review in a Zoomerang survey. These expectations correlate with the big ideas in third and fourth grade social studies disciplines as presented in the GLCE documents. The survey will be accessible through October 31 at www.michigan.gov/glce or www.michigan.gov/hsce.

(Continued on page 10)

What Can I Do Right Now to Integrate History and Geography?

One person's ideas
by Mike Libbee

Over the next several years the Michigan Geographic Alliance will be recommending, as well as developing, resources to help teachers respond to the new content expectations for integrating history and geography. Here are some initial suggestions:

If you haven't seen CNN's **Millennium** set, you are in for a treat, and an inexpensive one. **MILLENNIUM** takes a panoramic sweep over the last 1,000 years, watching the people, events and achievements that shaped the world. The ten, one-hour episodes of **MILLENNIUM** are extraordinary in their range of vision and compelling in their presentation.

Each of the ten episodes of **MILLENNIUM** focuses on a single century, brought to life by five vignettes from five different locations worldwide. The entire series costs less than \$100.

The best, and least biased, contemporary history/geography/government content resource I know is **An Atlas of World Affairs** by Andrew Boyd and Joshua Comenetz (eleventh edition, Routledge Taylor and Francis Group). **An Atlas of World Affairs** has 77 two-to-four page overviews covering many topics and virtually any area of the world. Want a three page overview of Sea Law? Need to review the history of Israel? This is where you get it. Each topic includes a black line map, and is easily reproducible. The best single resource of its kind I know; this is a bargain at about \$45.

The easiest way to develop interesting active hands on lessons which integrate history and geography is to purchase a classroom set of historical atlases and laminated maps. The sets I work with most are the **Nystrom Atlas of World History** (about \$350 for 30), **Atlas of U. S. History** (about \$200 for 30) and **Laminated Maps** (about \$400 for 30).

A resource that is a bit older, and somewhat more expensive is the AIT video (or DVD) set **Geography in U.S. History**. The ten 20-minute videos deal with specific case studies ranging from the founding of the United States, through building the Panama Canal, through the origin and development of NATO. They are accompanied by a very effectively done teacher guide with reproducible materials and are appropriate for grades 5 and up. Cost is about \$600.

And if you are in an adoption cycle for middle school or high school history and geography, the series that I find most useful for developing integrated activities is the **Teacher Curriculum Institute (TCI)** material for **Geography Alive** and **World History Alive**. The World History and Geography sets are especially useful in that they can be easily broken into units, so that history and geography units can be shifted from middle school to high school. Check with your TCI representative to see if the first three eras of world history can be bundled with the middle school Geography Alive material.

Resources on the Web

Of the many web sites available to teachers, we especially recommend the following:

www.historyteacher.net

This site has links to over 2000 sites in the categories of AP American History, Global Studies, European Civilization, American History and Government, and AP European History. It also has links to quizzes, Search Engines, and more.

<http://linking.tamu.edu>

Linking Early US History to World Geography. Texas Geographic Alliance.

Geography and history are the two key components of the social studies curriculum. A portion of the web site contains materials useful to educators interested in teaching historical geography. Some examples of content:

Teaching with Maps

This PowerPoint presentation suggests strategies to help students think geographically and historically through maps.

Processes of Change

Includes a lesson on urban location. Also featured is information on the connections between geography and history.

www.pptpalooza.net

Over 180 PowerPoints! These presentations range in size from a dozen or so slides each to over 145 slides. Several PPTs contain large sound/music files. Therefore, they may take a while to load. Be patient!

www.choices.edu

The Choices for the 21st Century Education Program is a national education initiative based at Brown University's Watson Institute for International Studies.

This is a source for units on contemporary global issues. Some examples:

Choices for the 21st Century. Global Environmental Problems: Implications for U.S. Policy.

Choices for the 21st Century: U. S. Immigration Policy in an Unsettled World.

Choices for the 21st Century: Shifting Sands: Balancing U.S. Interests in the Middle East.

<http://worldhistoryforusall.sdsu.edu>

A project of San Diego State University in cooperation with the National Center for History in the Schools at UCLA.

*offers a treasury of teaching units, lesson plans, and resources.

*presents the human past as a single story rather than unconnected stories of many civilizations.

*helps teachers meet state and national standards.

*enables teachers to survey world history without excluding major peoples, regions, or time periods.

*helps students understand the past by connecting specific subject matter to larger historical patterns.

*draws on up-to-date historical research.

*may be readily adapted to a variety of world history programs.

News from MDE (continued from page 7)

It will take some time for the organization and scope of these new expectations to be fully understood. The Michigan Department of Education will begin by rolling out the expectations as an initial step toward greater understanding. Intermediate school districts, professional organizations, museums, libraries and historical institutions around the state will provide professional development support for districts and teachers to align their current practice to the new content expectations. Information gathered from participants at the rollout sessions will guide work in the development of companion documents and other resources that will support instruction.

Thank you for the work you will do to carefully analyze the new expectations and to design district curricula that will allow your students to meet the expectations in preparation for success in high school and beyond.

My Wonderful World Family Geography Night

As a partner in National Geographic's Public Engagement Campaign, *My Wonderful World*, (www.mywonderfulworld.org) Michigan Geographic Alliance is offering this *free* (except for postage) opportunity for teachers, parents, and student.

To find out more about this opportunity, log on to www.ngsednet.org/michigan or call Michigan Geographic Alliance (1-800-279-1423)

All About Asia:

The term "gung ho," was taken from a motto used by the Chinese Industrial Cooperative Society ("zhong guo gung yie hou tsou shi"). During World War II, a U.S. Marine took "gung" ("work") and "hou" ("together") to mean "work together".

"My Wonderful World Family Geography Night" engages families in activities that connect them to geography in their daily lives.

Michigan Geographic Alliance has created a kit designed to help teachers or parents set up a geography night in your school or community (and help meet one of the standards of school improvement teams). ****The kit is FREE except for the cost of postage.***

The kit includes directions and most materials for 12 geographic 'events', participation incentives, door prizes and more. Some examples of the activities include:

*Spicing up Geography - where does your favorite flavor come from?

*Go Geo Team! - where do your favorite teams play?

*Super Geography - where are the tallest, coldest, wettest places on earth?

TC TIDBITS

Working with NGS

Teacher Consultants **Bev Feldkamp** (Saginaw) and **Kristi Karis** (Muskegon) spent a week this summer at the National Geographic Society's Summer Geography Workshop. Bev was trained as Michigan's Geography Action coordinator (see information pages 5 and 12). Kristi worked with NGS on the My Wonderful World project (see page 3) and is Michigan's Public Engagement Coordinator. Both TCs will be working to help increase geography awareness in Michigan.

New Film:

"The Singing Revolution"

This documentary tells the extraordinary story of the non-violent path Estonia took to free itself from Soviet occupation. The movie will soon be playing in select theaters.

Most people don't think about singing when they think of revolutions. However, in Estonia, song was the weapon of choice. Between 1986 and 1991, hundreds of thousands of Estonian people gathered to sing forbidden patriotic songs and rally for independence, risking their lives to proclaim their desire for a free Estonia. For more information and to view a movie trailer, go to: <http://www.singingrevolution.com> "The young people, without any political party, and without any politicians, just came together - not only tens of thousands but hundreds of thousands - to gather and to sing and to give this nation a new spirit. This was the idea of the Singing Revolution." - Mart Laar, Singing Revolution leader and first post-Soviet Estonian prime minister.

The producers have announced a special opportunity: If there is enough demand, they will screen the movie in your area. If you'd like to bring "The Singing Revolution" to a theater near you, simply sign up on their website: <http://www.singingrevolution.com>. Those areas that have at least 1500 requests will get a screening.

Everyday Heroes

Working with Sharon Martin (NIE editor for Detroit News and Free Press) and Jacki Hagen (in charge of YAK), Teacher Consultant **Marjane Baker** has written a unit teaching students how to write a Biographical Sketch. On September 10th a special supplement about Everyday Heroes was included with the Detroit News and Free Press and sent to 4400 teachers. Information about the unit, called Ten Steps to Writing a Biography and Build MEAP Writing Skills, can be found at Newspapers in Education website: <http://nieonline.com/detroit/index.cfm>.

This material encourages students to choose someone considered an everyday hero in his/her life. Information gained by interviewing their self-selected subject is part of the research for the biography.

Award Winner

Congratulations to Teacher Consultant **David Hales** (Wayne County RESA) named Economics Educator of the Year by Michigan Council for Economic Education. He will receive his award at the Inaugural Michigan Economic Summit on October 30, 2007.

Frank Lloyd Wright

Teacher Consultant **Kim Davison** (Kalamazoo) attended a fantastic workshop at Fallingwater, Frank Lloyd Wright's masterpiece in Pennsylvania. She studied land use along the National Road, including patch towns around coal mines and the rise and fall of small cities in the area.

All About Asia:

Iran is slightly larger than **Alaska**. Iran has an area of 1,638,057 square kilometers while Alaska has an area of 1,530,693 square kilometers.

More Geography Action! 2007

The theme of **Geography Action! 2007** is **Asia: Continent of Contrasts**. Teacher Consultant **Beverly Feldkamp** is the state coordinator for Michigan. The following are descriptions of four lessons about Asia taken from National Geographic *Xpeditions*

Grades K-2

LIFE ON THE RIVERS OF ASIA

<http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/liferiver.html>

Students will examine the influence of rivers on the populations of Asia. Using the Ganges, Yangtze, and Mekong as primary examples of Asian rivers, students will consider the immediate influence of the rivers in the lives of the people who live along them, as well as the larger influence of the rivers on the regions in which they exist.

Grades 6-8

INVESTIGATING CENTRAL ASIA THROUGH MAPS

<http://www.nationalgeographic.com/xpeditions/lessons/05/g68/investigating.html>

Maps are used to provide a wide range of information about a particular area. In this lesson, students will use physical, political, and thematic maps to investigate the geography of Central Asia through a scavenger hunt. Students will explore ways in which the region of Central Asia is defined and will create their own map-based scavenger hunt for other students to solve

Grades 3-5

NOMADS: WHERE BOUNDARIES MOVE

<http://www.nationalgeographic.com/xpeditions/lessons/12/g35/boundariesmove.html>

In places as diverse as Mongolia, Tibet, and Iran, people who live where the environment does not allow for sufficient agricultural production may be *nomadic*—moving throughout the year—and rely on animal herds for their food, clothing, housing, and trade. This exercise explores the way humans have adapted to regions that do not sustain communities through agriculture and the influence this has on how they live and view the boundaries of their home.

Grades 9-12

CROSSING BOUNDARIES: THE ENVIRONMENT, DISEASE, AND CONFLICT IN ASIA

<http://www.nationalgeographic.com/xpeditions/lessons/15/g912/crossbound.html>

Physical and political boundaries play an important role in the world. They are conventions that have been created, adapted, and/or devised by nature and humans. In this lesson, students will learn about boundaries as they apply to matters of pollution, disease, and conflict within the continent of Asia, between Asian nations, and between Asian nations and members of the international community.

Answers to questions
on page 5:

1. Indonesia
2. Iran
3. Cambodia
4. Agra
5. Federated States of Micronesia
6. Thailand
7. India
8. Honshu
9. Japan
10. China

Asian Adventure

Across

4. the largest city in South Korea
5. the country with the largest population
7. a bamboo eating animal of China
8. the world's highest mountain
9. a staple food of much of Asia

Down

1. the world's largest continent
2. the capital of Japan
3. the location of the 2008 Summer Olympics
5. Asian eating utensils
6. the world's largest ocean

Free National Geographic Maps, Materials, and Activities

National Geographic Maps contain abundant information, but can be daunting to teachers and students. Lesson ideas developed by Michigan Geographic Alliance can help teachers simplify NGS maps for use in the school classroom.

Lessons are designed to be used in groups of students, so maps are in sets of five. For each classroom set of 5 maps (with lesson activities), send this form and a 9 x 13 self-addressed envelope with \$3.00 worth of postage to Michigan Geographic Alliance, 291 Dow Science, Central Michigan University, Mt. Pleasant, MI 48859

ORDER FORM

With each order, we will include a GAW Poster (Asia)

Name: _____

School: _____

School District: _____

Grade Level/Subject: _____

Shipping address (Must also be on envelope) _____

Check the materials you are ordering (limit 2 per teacher). Remember, send a self-addressed envelope with \$3.00 postage for EACH set.

Africa: The Human Footprint

Climate Change

Europe in Transition

From Sea to Shining Sea

Soccer Unites the World

Chesapeake Bay History

Mexico and Central America

All About Asia:

The **Tsushima Strait** is a strait between the Korean Peninsula and Kyushu, the furthest west of the four largest islands of Japan. Approximately 60 miles in width, it connects the East China Sea and the Sea of Japan.

Michigan Geographic Alliance Teacher Consultants

Kimberly Adams Comstock HS Kalamazoo 269-388-9400	Mary Crank Macatawa Bay MS Holland 616-786-2127	Beth Fortino Miller Elementary New Boston 734-753-4421	Mary Jo Johnson Grosse Pointe Acad Grosse Pointe Farms 313 886 1221	Steve Lyskawa Norup School Oak Park 248-837-8333
Jim Alvaro Lottie Schmidt School New Baltimore 586-725-7541	Kim Davison Woods Lake Magnet Ctr Kalamazoo 269-337-0790	Sarah Gilbert Mt. Pleasant HS Mt. Pleasant 989-775-2200	Lois Kamoi 734-4764 Kristi Karis Muskegon 231-798-8005	Penny MacDonald Harrison MS Grand Rapids 616-819-2570
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All About Asia:

The **Euphrates** is western Asia's longest river. It is approximately 1,700 miles (2,780 km) long. The name "Euphrates" comes from Old Persian and translates roughly as "good to cross over".