
the **Michigan Geographic Alliance**

newsletter

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Geography and History Project

Geography and History: Developing a National Resource Base

Michigan Geographic Alliance received a grant from National Geographic Education Foundation (NGEF) to create a national resource base of instructional material integrating geography and history. The project is an interdisciplinary curriculum development and dissemination project to respond to the push to increase the amount of world history in the curriculum.

The Geography and History Project will be a two-year \$200,000 collaborative effort 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. Dr. Michael Libbee, from Central Michigan University, will be the Project Director. The purpose of the project is to help increase geographic literacy through interdisciplinary geography/history curriculum activities. The project will organize and develop instructional materials which integrate geography and history and make these materials available to Michigan teachers.

More Inside!

**Advanced Institute
My Wonderful World
GLCE Update
AND.....**

**An alternative Ph.D. program for
teachers!**

C O O R D I N A T O R ' S

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Dr. Michael Libbee

The MDE's most recent statement about Grade Level Content Expectations is included on pages 8 and 9 of this newsletter. The statement makes at least two important points. First, the GLCE's will be based on the existing Michigan Curriculum Framework (with some modifications, especially for world history and geography), and second, the new standards won't go into effect until the year after adoption, no sooner than the 2008-2009 academic year. The best advice still seems to be to continue to implement the current Michigan content standards while strengthening the world history components in your existing curriculum.

An interesting world history website (and one where world history and geography have some clear links) is www.worldhistoryforusall.sdsu.edu. The site even includes an interesting and enjoyable seven minute video on the history of the world.

See page 2 of this newsletter for suggestions of additional teacher resources which integrate geography and history. Teachers interested in an intensive graduate level summer course focused on integrating history and geography in their classes should check the announcement on page 6.

Geography/History Advanced Institute

Alliance Teacher Consultants Only

As part of the Geography and History Project the Michigan Geographic Alliance will be holding a five day advanced Institute on Geography and History. The purpose of the institute will be to review, develop, and participate in instructional activities which are both geographic and historical. Michigan Teacher Consultants will be working with geographers and Teacher Consultants from New York, Mississippi, and Texas as part of this effort to develop a national resource base. The institute will begin Sunday evening, July 15th and run through Friday afternoon, July 20th. Participation will be limited to 12 Michigan Alliance Teacher Consultants. Participants will be provided with lodging, most meals and an honorarium. Graduate credit will be available.

Active teacher consultants who are interested in this institute can find more information and the application at our website (www.ngsednet.org/michigan)

Geography/History Resources

ARGWorld: Activities and Resources

for the Geography of the World The CD-ROM contains 75 interactive units from all major world regions in addition to units on global trends or issues. Most regions include a unit which integrates history and geography, such as the history of migration to Australia. The global units include an Empires section with animated maps and timelines of major world empires.

ARGUS: Activities and Readings in the Geography of the United States

The CD-ROM consists of 190 interactive units that focus on contemporary US geography but include topics like the history of the automobile industry.

ARGUS and **ARGWorld** were developed by AAG, and are available from Holt Reinhart Winston for about \$34 each. The website for ordering is: <http://www.aag.org/Education/argnew/argworld.htm>

*for
Teachers
and
Schools*

Geography Alive! creatively challenges students to use the tools of geography to view, analyze, and understand the world around them. Engaging Mapping Labs consist of geography challenges that spiral in difficulty. The program's case-study approach turns kids into geographic thinkers, while including a history component in the study of world regions. Learn more at the Teachers' Curriculum Institute website: <http://www.teachtc.com/products/secondary/ga.aspx>

Geography in U. S. History is a series of ten 20-minute video programs for secondary school U. S. history students. Time periods range from before the American Revolution to NATO; topics include the Louisiana Purchase, Industrial Revolution, Dustbowl, and more. This program is available through the Agency for Instruction Technology (AIT) and the website is <http://www.ait.net/>

What is a Map?

"I am told there are people who do not care for maps, and I find it hard to believe." (Robert Louis Stevenson)

In January, 1998, J. H. Andrews compiled a list of 321 different definitions of the word map, published from 1689 to 1996.

The earliest evidence of mapmaking comes from the Middle East, a part of the earth that continues to redraw itself.

Like any human construct, maps can show true data with an author's bias.

What is a map? What do you think of first when you hear the word map? Shoppers might think of the map of the stores in a mall; travelers think of road maps; golfers think of the placement and shape of the greens; geography students think of a map of the world or the United States.

Most people, when asked that question, would reply something like "It shows you how to get somewhere," or "It shows where places are," or "I use it as a last resort if I'm lost." And more recently, respondents often mention Map Quest or some other web-based source.

Geographers and cartographers, however, are more likely to describe what a map *is*, as opposed to what a map *does*. Many definitions exist; a cartographer might use Arthur Robinson's explanation: "a graphical representation of the geographical setting."

Regardless of your definition, all maps give us information and can be useful to the reader if some rules have been followed in the making of the map. Maps are used to provide information, relationships, directions and for propaganda purposes. Some important parts of a map (sometimes taught with the acronym TODALS) are title, orientation, date, author, legend and scale.

Maps aren't all treasure maps, but can be treasures in themselves. Below are some questions to test your understanding of map reading!

"A map in the hands of a pilot is a testimony of a man's faith in other men...A map says to you, "Read me carefully, follow me closely, doubt me not." It says, "I am the earth in the palm of your hand. Without me, you are alone and lost." (Beryl Markham)

1. What color is most often used to show lowlands on a map?
2. What do we call a map that shows lines of elevation (contour lines)?
3. What is the grid system used to locate places on the globe?
4. What is the approximate longitude of the International Dateline?
5. Can you name 5 important lines of latitude shown on a world map?
6. What are 3 kinds of scale used on a map?
7. Why are longitude lines on a world map often shown every 15 degrees?
8. True or False: Every flat map has distortions.

Answers on Page 11

My Wonderful World!

National Geographic Society

National Geographic's Public Awareness Campaign to increase geographic awareness has been successful in reaching over a million viewers via the website (www.mywonderfulworld.org) since its launch in May of 2006. The goal is to show parents how to help their children learn about the world and increase geographic offerings in schools. Log on to this interactive website for ideas and activities. It is designed for Parents, Educators, and Kids and Teens, and includes links to communicate with your legislators at state and federal levels.

Michigan Geographic Alliance

Michigan Geographic Alliance has joined the campaign and is spreading the word through its website (www.ngsednet.org/michigan). In addition, the Alliance has created a kit for schools/parent groups to present a My Wonderful World Family Geography Night. The kit is free, except for postage, and includes directions, materials and maps for 12 events that can be set up for families. The kit also contains bookmarks, stickers, posters, door prizes, and more. For more information, check out our website, call the Alliance, or email mater1ml@cmich.edu. See page 10 for an order blank.

What you can do to help spread the word!

Log on to mywonderfulworld.org This site promotes the need for geographic literacy among parents, educators and the community. It provides the framework for our kids to understand their connected world. There are many links to activities, information, and communication.

- o **Promote the website in your classroom and with your parents**
- o **Tell other teachers about the website**
- o **Add a link from your school or classroom web page**

Continue your exceptional efforts to include geography in your curriculum. For example:

- o **Mapping locations of literature selections**
- o **Finding ecosystems regions in science**
- o **Tracking weather and climate**
- o **Relating math story problems to a geographic concept**

Encourage your local radio and TV stations to use the Public Service Announcement. This announcement is a powerful communication about the importance and versatility of geography.

- o **Call the community editor or education editor to ask them to run the PSA.**
If they need a copy, call MGA (1-800-279-1423) to have one sent.
- o **Ask your local cable station or school channel to run the PSA.**
- o **Run the PSA in your classroom (from the website) to stimulate discussion.**

Link is *See Our Ads*

Write a letter to the editor. The 'letters to the editor' section of your local paper is an ideal forum for sharing your opinion and story with the local community. It is an opportunity for you to respond to a news article or editorial or for you as an educator to reiterate the importance of this issue in your community.

Plan a Wonderful World Family Geography Night at your school. Order the free kit and work with parent groups for help in setting up "Family Friendly Fun"! See above for more details, and page 10 for the order form.

T C TIDBITS...

ASIA GAME DAY

MGA Teacher Consultant, **Jeannie Brousseau**, 7th grade teacher at Pierce Middle School, Grosse Point Park, is encouraging her students to play! Their assignment was to create a game about Asia which had to include new content about either a country in Asia or a region. Over 85 games were developed and were graded on appearance, clarity, playability, use of geography themes in the game, use of democratic values and integration of at least 2 economic principles.

Approximately 500 students, 50 community members (grandparents and parents) and about 30 adults from Pierce Middle school attended Asia Game Day on January 26 to play the games and learn some geography. Participants were impressed with how the students used their knowledge; some were intimidated, but all had fun!

Family Geography Night Reports....

MGA Teacher Consultants **Kathryn Russell** and **Iris Katers**, along with other members of the Social Studies Learning Community at Graveraet Intermediate School in Marquette, invited families to a Family Geography and Economics Pizza Night on February 22. Third, fourth, and fifth grade students and parents went to hands-on stations to learn about the five themes, playdoh economics, reading navigation charts, and using the NGS site. The conclusion? Geography can be fun!

In Cheboygan, MGA Teacher Consultant **Angie Parker** at the middle school, organized a Family Geography Night using some community resources. On Tuesday, February 20, third through seventh grade students and families participated in geography activities which included finding famous artists around the world and earning McDonald's certificates for locating McDonalds in every continent except Antarctica.

Some research turned up interesting facts: in Sweden there is a ski-through McDonald's; in Australia burgers are served with a kiwi and a beet on top; in Japan fries are seasoned with seaweed, and India offers lamb burgers.

Angie involved her seventh grade students in the planning and presenting, and they entered into the project with enthusiasm. "I'm very excited," Angie reports. "There are not enough hours in the day!"

Technology grant

MGA Teacher Consultant **Jaye Lynn Trapp** (Central Grade School, Traverse City) received a check for \$1,000 from the MEEMIC Foundation for the Future of Education. Jaye Lynn said, "I am honored to have had my grant selected from such a large number of applicants. The money received from the MEEMIC Foundation will be used to purchase a portable projector and digital presenter, which will give me the capability to create visually-engaging lessons that otherwise would not be possible."

Created in 1992, the non-profit MEEMIC Foundation for the Future of Education offers mini-grants of up to \$2,500 to Michigan educators. For information about the mini-grant, or to apply online, go to www.meemic.com and click on "especially for educators." For more information, contact Jaye Lynn Trapp at 231-933-5651 or MEEMIC Foundation for the Future of Education Director Kristy Mitchell at (248) 375-7535.

Teacher Opportunities...

Geography 550: Geography for Teachers

Summer 2007 – Focus on Geography and History.

Central Michigan University and the Michigan Geographic Alliance will be offering an intensive three week course focused on integrating Geography and History for middle school and secondary teachers.

The three-credit course will be taught by Dr. Michael Libbee and include curriculum resources, presentations by Alliance Teacher Consultants and other faculty. As with all Michigan Geographic Alliance presentations, teachers will participate in activities which can be transferred directly to their classrooms. Each teacher will prepare and present one lesson plan directly related to the course they will be teaching. Some sessions will provide alternatives for American History and World History.

The course will meet from 1:00 – 4:20 for twelve days over a three-week span: June 25-29, July 2 and 3, and July 9-13. Tuition is \$366 per credit hour, which includes all course fees. Teachers must be admitted to the graduate program at Central Michigan University. Application information is available at <http://www.grad.cmich.edu> (click on Applications and Forms) Course offering is contingent on registration of a minimum of 14 teachers.

PLAN AHEAD!

The annual meeting of the National Council for Geographic Education will be held in Dearborn, October 9-12, 2008. Here is a great opportunity to participate in Geography Professional Development! Save the date and watch for more information in future newsletters!

3-in-1 Membership Opportunity!



*Michigan Council for the
Social Studies*

*Michigan Council of Teachers
of Mathematics*

Michigan Science

Teachers Association

For teachers of multiple subjects!
Newsletters from each association!
Attend conferences at reduced rates!

Content Expectations for Social Studies

The content expectations for social studies will be divided into two separate projects: K – 8 Grade Level Content Expectations and High School Content Expectations. Work to both revise previous iterations of the K – 12 Content Expectations for Social Studies, and develop new content expectations so as to meet the graduation requirements of the Michigan Merit Curriculum, will be done throughout the 2006-07 school year.

Mr. Stan Masters, on loan to the Michigan Department of Education’s Office of School Improvement from the Lenawee Intermediate School District, is leading the development of the K – 8 GLCE. The committee, comprised of teachers and educators from both local and intermediate school districts, began meeting in mid-November. These dedicated professionals are: P. Kathryn Russell, Marquette Public Schools; Cindy Bloom, Comstock Public Schools; Jerry Givan, Detroit Public Schools; William Weir, Detroit Public Schools; Michael Federspiel, Midland Public Schools; Rebecca Bush, Ionia ISD; Kelly Gaideski, Berrien County ISD; Tom Costello, President MCSS.

Mr. Masters shared with the committee the results of interviews he had with Michigan State University faculty Dr. Janet Alleman, Dr. Jere Brophy, and Dr. Anne-Lise Halvorsen, soliciting their views on cultural universals and expanding environments. Discussion in the committee has focused around the following Achieve criteria: rigor, clarity, specificity, focus, progression, and coherence as it relates to the grade level content expectations.

The following represent concrete decisions made by the K-8 Content Work Group that support the criteria from Achieve:

1. Existing grade level organization that uses the “expanding environments” or “expanding horizons” framework will be honored by the grade level content expectations, as it relates to the disciplinary **rigor** necessary for the next grade level.
2. The grade level expectations will hang on the Michigan Curriculum Framework Social Studies Content Standards, as well as other standards that are added in World History. These standards provide the widely understood **clarity** in the social studies community.

This statement represents a decision that provides direction for the work around the criteria from Achieve:

3. The grade level expectations will include **specificity**, including examples that strongly convey the level of performance found in the expectation.

These statements represent continued dialogue for work around the criteria from Achieve:

4. Integration of disciplinary content (history, geography, civics, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) are necessary to **focus** the priority of the expectations at each grade level. Use of essential questions and key concepts/enduring understandings will help determine what is essential and what is not.

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5. Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing **progression and coherence**. *Relationships* between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the *relevancy* needed for school, work, and college.

During the K-12 document development process, content expectations will be coded by the appropriate type of assessment – statewide/large scale or formative classroom/ongoing. They will be built on the Michigan Curriculum Framework (MCF) Standards. However, it is acknowledged that there may be new standards added to the MCF to better represent World History & Geography, and that the existing standards may need to be adjusted to meet current research in the field.

Bob Bain, Ph.D., History and Social Science Education, University of Michigan, on contract with the Michigan Department of Education’s Office of School Improvement, is spearheading the development of high school content expectations for U. S. History and Geography, World History and Geography, Civics, and Economics. The following dedicated professionals are a part of this committee: Craig Benjamin, Ph.D., Grand Valley State University; Jeffrey Bernstein, Ph.D., Eastern Michigan University; Hal Friedman, Ph.D., Henry Ford Community College; Marc W. Kruman, Ph.D., Wayne State University; Russ Olwell, Ph.D., Eastern Michigan University; Pam Sayre, Ph.D., Henry Ford Community College; Joseph P. Stoltman, Ph.D., Western Michigan University; Karen Pojha, Career and Technical Education, DLEG; John Davidek, Flint Public Schools; Jessica Cotter, Holt Public Schools; Vivian Johnston, Bloomfield Hills Schools; Bill Strickland, East Grand Rapids Schools; and University of Michigan graduate students Lauren McArthur, Tammy Shreiner, Brett Levy, and Drew Ciancia.

Dr. Bain and the committee will draw upon national documents and standards from other states to inform the work of the committees. A synthesis of standards from nine other states has been compiled and is being used as a resource for the committee. In addition, previous draft high school content expectations in the areas of Civics, Economics, U.S. History, and Geography, feedback from other field and national reviews, and committee work will be used as resources.

Both groups will work collaboratively to provide consistency and coherence throughout the K-12 document and will follow curriculum development protocols established by the MDE. Within the schedule of development both Dr. Bain and Mr. Masters will convene “focus groups” to review the work during the month of February, prior to a statewide web review. As development information becomes available, periodic updates will be provided.

It is anticipated that web review of the K–12 GLCE would be available after the April State Board of Education meeting when the initial drafts would be presented. The final K-8 Grade Level Content Expectations for Social Studies and the High School Content Expectations for U.S. History and Geography, World History and Geography, Civics, and Economics will be completed as one K-12 document and presented to Superintendent Flanagan with a request for State Board of Education approval in July 2007.

Once the expectations are approved, they will go into effect the following year. For example, if the expectations are approved in 2007, they will go into effect with the 2008-2009 school year.

All official communications with regards to these two projects will be done by the Office of School Improvement. Questions can be directed to Betty Underwood at underwoodb@michigan.gov.

**My Wonderful World
Family Geography Night**

Order Form

Contact Name: _____

School Name: _____

School Address: _____

School Phone: _____ **Fax:** _____

Proposed Date for My Wonderful World Family Geography Night:

I understand that the contents of this Kit are designed to be used to engage families in geographic activities, and that one of the goals of My Wonderful World is to make students, parents, and educators more aware of the importance of geography. I agree to do all in my power to meet these goals.

Signature of contact person Date

Signature of School Principal Date

Please send this form, along with a check made out to Michigan Geographic Alliance, Central Michigan University for \$5.00 to cover the cost of postage, to:

Michigan Geographic Alliance
291 Dow Science
Central Michigan University
Mt. Pleasant, MI 48859

Michigan Geographic Alliance
Central Michigan University
mater1ml@cmich.edu
ngsednet.org/Michigan



*Michigan
Geographic
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MEAP AND MME SOCIAL STUDIES UPDATES FOR SPRING AND FALL

For the sixth and ninth grade 2007 Fall MEAP assessments, the test design will be essentially the same as in previous years. For more information about MEAP assessments, please visit our website at www.mi.gov/meap

The 2007 Spring MME social studies essay will be double-scored for social studies points and for writing points, using the existing social studies rubric as well as an ELA persuasive writing rubric. The MME social studies component will consist of two parts; each has about 30 multiple choice items and one essay. Each part will be timed, (50 minutes allowed for each part).

For more information about the MME, including a copy of the two rubrics, please go to www.mi.gov/mme For more information about the MEAP or MME social studies assessments, please contact Ruth Isaiar, MEAP Social Studies Consultant, at isaiar@mi.gov or (517) 335-0477.

"Representative of excellence and commitment"

Congratulations to MGA Teacher Consultant **David Hales**, Social Studies Consultant for Wayne RESA. David was recognized with other honorees from across the state at the annual Michigan State University College of Education Crystal Apple Awards dinner in October. He was nominated as a caring, competent contributing professional and a true leader in the field of social studies. The MSU College of Education Crystal Apple Award honors those who are 'representative of excellence and commitment'.

This edition (and past newsletters) are available online at our website (www.ngsdednt.org/michigan). If you would prefer to read (and print, if desired) the Michigan Geographic Alliance newsletter from the website, let us know and your name will be removed from our mailing list. (mater1ml@cmich.edu)

Answers to Map Reading (from page 3):

1. Green; 2. Topographic map; 3. Latitude and Longitude; 4. 180 degrees; 5. Equator, Arctic Circle, Antarctic Circle, Tropic of Cancer, Tropic of Capricorn; 6. Representative Fraction; verbal scale, bar graph; 8. Corresponds to time zones because every 15 degrees spans approximately one hour; 8. True; it is impossible to convert a three dimensional globe onto a two dimensional paper without some distortion.

National Geographic Bee

CMU will host the state finals of the National Geographic Bee on March 30, 2007. One hundred students (4th through 8th grades) will compete to become the state champion and travel to Washington, DC for the national competition.

Any public, private or home school in Michigan can take part in the event, by registering with the National Geographic Society in the fall and holding a school geography bee in January. Each school winner is given a written test corrected by NGS, and the top 100 scorers in each state are invited to state finals. The winner of the Michigan Geographic Bee is awarded \$100 and a trip to Washington DC with a teacher escort. Since the beginning of the competition in 1989, Michigan students have won the National Geography Bee 4 times and placed 3rd once.