

# THE GEO READER II



Ideas for incorporating geography into the BOOK IT!® program

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## Introduction

Last year, we developed a booklet that gave teachers ways to incorporate an optional geography theme into their BOOK IT!® program. This booklet, entitled *The GeoReader*, featured an annotated book list organized by continent. Each book had an accompanying activity designed to increase students' geographic knowledge, enhance their enjoyment of the book, and stimulate their interest in reading. It also included a list of professional organizations and publications that teachers could use to learn more about the teaching of geography, as well as a selection of incentive items that tied into the geography theme. Teachers received one of these booklets with their BOOK IT! materials.

### *The GeoReader II*

We have extended our geography theme into a second year with *The GeoReader II*. In this volume, the book lists and accompanying activities focus on the geography of North America. They are organized into four sections around the following topics: The American Indian (or Native American), the land and its resources, the interaction of people with their natural environment, and the quality of life.

The book lists in each section are generally arranged from easier to more difficult reading levels, but with minor adjustments most of them are appropriate for a wide range of age groups. Each book list is followed by geography-related activities that can be tailored to your students' specific needs and interests.

*The GeoReader II* includes two other sections: an up-to-date list of organizations and resource materials to support your efforts in building a geography theme into your BOOK IT! program, and ideas sent to us by teachers on ways they've incorporated geography into the program. (Because of space limitations, we were able to include only 50 of the 100 ideas that our geography consultants selected as winners in last year's teacher contest. The remaining 50 ideas are available by calling 1-800-4-BOOK IT and asking for *The GeoReader II Supplement*.)

### Creating Your Own BOOK IT! Geography Program

We designed the BOOK IT! program so that teachers could easily adapt it to the needs of their students. We have tried to build the same flexibility into the geography theme.

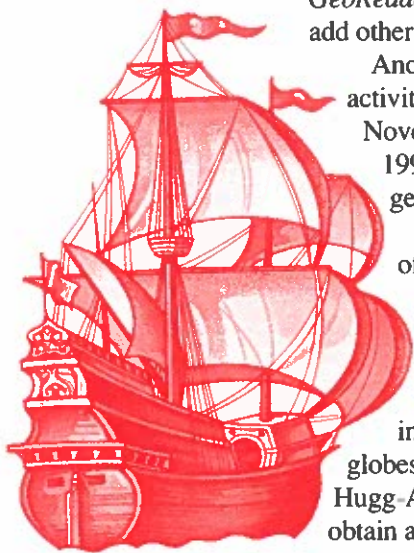
For example, if you want to increase your students' awareness of geography, but don't want to devote the entire BOOK IT! program to this goal, you can simply add one or two books and activities from *The GeoReader II* to the monthly reading assignments. You can do this throughout the five months of the program, or you can limit it to one or two months.

You can start your program slowly by adding a few books and activities from *The GeoReader II* to your students' reading assignments during October and November, and then add other geographical elements to the program during the remaining months.

Another possibility is to designate a BOOK IT! Geography Month, when all the reading activities are linked to geography. This could be October, when Columbus day is observed; November, when National Geography Awareness Week takes place (November 15-21, 1992); or February, when you've had an opportunity to thoroughly develop a BOOK IT! geography program.

If you want to have a more in-depth BOOK IT! geography program, you can make use of the information and resource materials available through the various geographical organizations and publications listed on pages 20-21, or through local sources, such as your community library.

Whatever you choose to do, we recommend that you make the basic tools of geography – maps, globes, and atlases – easily accessible to students and integrate them into your reading activities whenever possible. (You can order such geographic items as globes, U.S. and world desk maps and coloring mats, globe balloons, and Hugg America® and Hugg-A-Planet® playballs through *The GeoReader*, last year's booklet of geography ideas. To obtain a free copy of this publication, call 1-800-4-BOOK IT.)



## The Five Themes of Geography

A study of geography begins with knowing *where* things are located on a map. But more important, it requires a knowledge of *why* things are located in particular places and *how* those places influence our lives.

To provide a framework for such questions, geographers have adopted five fundamental themes. These are: Location, Place, Human/Environment Interactions, Movement, and Regions.

The following examples, applied to Quebec, show how these themes can help us examine what a place is like and why it's the way it is.\* This approach can be used with many of the books listed in the two *GeoReaders*, as well as with books of your own choosing, to increase students' understanding of their community, their nation, and their world.

**Location:** *Where Is It?* The "location" theme offers a starting point. It asks the question "Where is it?" Quebec, a province in eastern Canada, extends north from the United States border and curves around the eastern shore of Hudson Bay. Latitude and longitude help pinpoint the exact location of a place on the globe. Montreal, Quebec's largest city, lies at 45° north latitude and 74° west longitude.

**Place:** *What's It Like?* The "place" theme investigates the physical and cultural features that give an area its identity. Eighty-five percent of French-speaking Canadians live in Quebec. Most of them live in a 150-mile-wide corridor in the fertile St. Lawrence River Valley. Unlike citizens in most other parts of Canada, the Quebecois have retained the language and culture of the French who first settled in Quebec more than 450 years ago.

**Human/Environment Interactions:** *Shaping the Landscape.* How people respond to and modify their environment is a central focus of geography. Thousands of lakes and rivers dot the Quebec landscape. To put these waterways to use, the Canadians have built a vast complex of dams and powerhouses known as the James Bay project. By harnessing the waterways, Quebec has made them one of its most important natural resources.

**Movement:** *Staying in Touch.* The "movement" theme examines transportation and communication systems that link people and places. Every year, thousands of ships carry products and natural resources in and out of Quebec via the St. Lawrence River. This is just one of the many ways in which Quebec is connected with other parts of the world.

**Regions:** *"Worlds" Within a World.* The "regions" theme helps organize knowledge about the land and its people. The province of Quebec can be seen as a French-speaking region and as a political region. It is also part of a larger political region – Canada.

A more in-depth discussion of these themes can be found in *Guidelines for Geographic Education: Elementary and Secondary Schools*; *K-6 Geography: Themes, Key Ideas, and Learning Opportunities*; and *Directions in Geography: A Guide For Teachers*. Information on how to obtain these publications is given on pages 20-21 of this booklet.

\* Examples from *Resources for Geography Education*, a brochure published by the National Geographic Society, Washington, D.C., 1990.

**If you would like a free copy of *The GeoReader* (last year's booklet of geography ideas) or *The GeoReader II Supplement* (teachers' geography ideas), call 1-800-4-BOOK IT.**

## Book List

- Blood, Charles L., and Martin Link. **The Goat in the Rug.** Four Winds Press, 1976. *Geraldine, a goat, describes each step as she and her Navajo friend make a rug, from the hair clippings and carding to the dyeing and actual weaving.* Fiction
- Aliki. **Corn is Maize: The Gift of the Indians.** Harper Collins, 1976. *Describes how corn was found by the Indians thousands of years ago, how it became an important food throughout the world, and how corn is grown and used today.* Nonfiction
- Smith, Mary Lou M. **Grandmother's Adobe Dollhouse.** New Mexico Magazine, 1984. *A young boy describes his grandmother's adobe dollhouse, giving information about the architecture, art, food, and culture of New Mexico.* Nonfiction
- Miles, Miska. **Annie and the Old One.** The Trumpet Club, 1971. *Because Annie's grandmother says she will go to Mother Earth when the new rug is taken from the loom, Annie tries to prevent the rug from being completed.* Fiction
- Garaway, Margaret Kahn. **The Old Hogan.** June Eck, 1989. *The story of a hogan and its importance to a Navajo family.* Fiction
- Martini, Teri. **Indians – a New True Book.** Children's Press, 1982. *Describes how Indians of the seacoast, plains, deserts, swamps, and woodlands lived and how their way of life was influenced by the environment. (See also specific Indian tribes as part of the New True series.)* Nonfiction
- McDermott, Gerald. **Arrow to the Sun.** Puffin Books, 1974. *A Pueblo Indian myth explains how the spirit of the Lord of the Sun was brought to the world of men.* Nonfiction
- Jeffers, Susan. **Brother Eagle, Sister Sky: A Message from Chief Seattle.** Dial Press, 1991. *Chief Seattle's prophetic words about the fate of our planet, delivered in treaty negotiations in the mid-1850s.* Fiction
- Martin, Bill, Jr., and John Archambault. **Knots on a Counting Rope.** Henry Holt and Co., 1990. *Each time Grandfather tells a story, he ties a knot in the counting rope. When the rope is full, the child will know and remember the stories.* Fiction
- DePaola, Tomie. **The Legend of the Bluebonnet: an Old Tale of Texas.** Putnam, 1983. *A courageous Comanche girl sacrifices her most beloved possession when a killing drought threatens her people. Also by the author: The Legend of the Indian Paintbrush.* Nonfiction
- Osofsky, Audrey. **Dreamcatcher.** Orchard Books, 1992. *In the land of the Ojibwa a baby sleeps, protected from bad dreams, as the life of the tribe goes on around him.* Fiction
- Cole, Judith. **The Moon, the Sun, and the Coyote.** Simon & Schuster, 1991. *Coyote, caught in a dispute between the Sun and the Moon, receives the gift of many improvements to his appearance, but he must ultimately be satisfied with what he has.* Fiction
- Goble, Paul. **Crow Chief.** Orchard Books, 1992. *Crow Chief always warns the buffalo that hunters are coming, until Falling Star, a savior, comes to camp, tricks Crow Chief, and teaches him that all must share and live like relatives together.* Nonfiction
- Goble, Paul. **Iktomi and the Boulder.** Orchard Books, 1988. *Iktomi, a Plains Indian trickster, attempts to defeat a boulder with the assistance of some bats, which explains why the Great Plains are covered with small stones. Also by the author: Iktomi and the Ducks and Iktomi and the Buffalo Skull.* Nonfiction
- Lacapa, Michael. **The Flute Player.** Northland Publishing, 1990. *An Apache folktale about the wind blowing through the trees.* Nonfiction
- Fisher, Leonard Everett. **Pyramid of the Sun, Pyramid of the Moon.** Macmillan Publishing Co., 1988. *The history of the Teotihuacan pyramids and the Aztecs is discussed, featuring how they evolved from the Toltecs, how they lived and worshipped, and how they were overcome by the Spaniards.* Nonfiction
- Baylor, Byrd. **Before You Came This Way.** E. P. Dutton & Co., 1969. *Paintings and drawings on rock left by early man give clues to his life. Also by the author: When Clay Sings.* Nonfiction
- McGovern, Ann. . . . **If You Lived with the Sioux Indians.** Four Winds Press, 1974. *The daily life of the Sioux Indians before and after the coming of the white man is described.* Nonfiction
- Wheeler, M. J. **First Came the Indians.** Atheneum, 1983. *Six North American Indian tribes are described, detailing their material culture and social structure.* Nonfiction
- Bealer, Alex W. **Only the Names Remain: the Cherokees and the Trail of Tears.** Little, Brown & Co., 1972. *The Cherokee Indians and their unique history are described.* Nonfiction
- Bateman, Penny. **Aztecs and Incas.** Franklin Watts, 1988. *Details of early Aztec and Incan life are given, with information on their cultures today.* Nonfiction
- Oughton, Jerrie. **How the Stars Fell into the Sky.** Houghton Mifflin Co., 1992. *This Navajo legend explains the patterns of the stars in the sky.* Nonfiction
- Clark, Ann Nolan. **In My Mother's House.** Viking Press, 1991. *The Tewa children of Tesuque Pueblo, near Santa Fe, share poetry about their world.* Nonfiction



- Hoyt-Goldsmith, Diane. **Totem Pole**. Holiday House, 1990. A Tsimshian Indian proudly describes how his father carved a totem pole for the Klallam tribe and the subsequent ceremonial celebration. Nonfiction
- Keegan, Marcia. **Pueblo Boy: Growing Up in Two Worlds**. Cobblehill Books, 1991. Text and photographs depict the home, school, and cultural life of a young Indian boy growing up on the San Ildefonso Pueblo in New Mexico. Nonfiction
- Bruchac, Joseph, and Jonathan London. **Thirteen Moons on Turtle's Back**. Philomel Books, 1992. The seasons of the year are celebrated through poems from the legends of such American Indian tribes as the Cherokee, Cree, and Sioux. Nonfiction
- Shemie, Bonnie. **Houses of Bark: Tipi, Wigwam, and Longhouse**. Tundra Books, 1990. American Indian shelters are depicted. Nonfiction
- Bulla, Clyde Robert, and Michael Syson. **Conquista!** Thomas Y. Crowell Co., 1978. At the time of Coronado's exploration for a fabled city of gold, a young Indian boy encounters his first horse. Fiction
- Bierhorst, John. **The Naked Bear: Folktales of the Iroquois**. William Morrow & Co., 1987. Sixteen classic tales and legends from the People of the Longhouse are presented. Also by the author: **Monkey's Haircut and Other Stories Told by the Maya**. Nonfiction
- Speare, Elizabeth George. **The Sign of the Beaver**. Houghton Mifflin Co., 1983. Left alone to guard the family's wilderness home in eighteenth-century Maine, a boy is hard-pressed to survive until local Indians teach him their skills. Fiction
- Sewall, Marcia. **People of the Breaking Day**. Atheneum, 1990. The life and traditional beliefs of the Wampanoag Indians – the tribe that lived in southeastern Massachusetts at the time the Pilgrims landed – are revealed in poetic style. Nonfiction
- Petersen, David. **Ishi: the Last of His People**. Children's Press, 1991. The life of Ishi, sole survivor of a small band of Yahi Indians who was found in 1911 near Oroville, California, is recounted. Nonfiction
- Sherrow, Victoria. **Indians of the Plateau and Great Basin**. Facts on File, 1992. This book describes several Indian tribes, including the Paiute, Shoshoni, Ute, and Flathead. It is one of eight titles in *The First American Series*, which presents the rich and varied culture of American Indian tribes, each within its geographical and historical context. Nonfiction
- Gregory, Kristiana. **The Legend of Jimmy Spoon**. Harcourt Brace Jovanovich, 1990. The adventures of a young white boy living among the Shoshoni Indians during the early frontier days. Fiction
- O'Dell, Scott. **Streams to the River, River to the Sea**. Houghton Mifflin Co., 1986. A young Indian woman, accompanied by her infant and her cruel husband, experiences joy and heartbreak when she joins the Lewis and Clark Expedition seeking a way to the Pacific. Also by the author: **Sing Down the Moon and Zia**. Fiction
- Freedman, Russell. **Indian Chiefs**. Holiday House, 1987. The profiles of six chiefs who led their people through critical times. Also by the author: **Buffalo Hunt**. Nonfiction
- Smith, Howard E., Jr. **Arrowheads and Spear Points**. Henry Holt and Co., 1989. Describes the different types of arrowheads and spear points of the Americas, where they may be found, and what they reveal about the life of ancient peoples. Nonfiction
- George, Jean Craighead. **The Talking Earth**. Harper & Row, 1983. Billie Wind ventures out alone into the Florida Everglades to test the legends of her Indian ancestors and learns the importance of listening to the earth's vital messages. Also by the author: **Shark Beneath the Reef**. Fiction
- Malotki, Ekkehart. **The Mouse Couple**. Northland Publishing, 1988. A mouse couple, in search of the mightiest husband for their daughter, approach the sun, the clouds, the wind, and a butte, before the unexpected victor finally appears. Nonfiction
- Robinson, Margaret A. **A Woman of Her Tribe**. Charles Scribner's Sons, 1990. Fifteen-year-old Annette, whose dead father was a Nootka Indian, travels with her English mother from their country home on Vancouver Island to the city of Victoria and seeks to find her own way in deciding which cultural heritage she should pursue. Fiction
- Girion, Barbara. **Indian Summer**. Scholastic Inc., 1990. While spending summer vacation on an Indian reservation, twelve-year-old Joni has a difficult time getting along with Sarah Birdsong and her friends, who seem to hold her responsible for the prejudice they experience outside the reservation. Fiction
- Hudson, Jan. **Dawn Rider**. Philomel Books, 1990. Kit Fox's sixteenth year with her people, the Bloods, is filled with preparations for an important buffalo run, talk of her older sister's coming marriage, and skirmishes with their traditional enemy the Snakes. Fiction
- Adler, C. S. **A Tribe for Lexi**. Macmillan Publishing Co., 1991. While spending the summer at her cousin's farm in upper New York State, twelve-year-old Lexi finds that, of all her cousins, only withdrawn 11-year-old Jeb offers her friendship, and Lexi decides to help him attain his heart's desire. Fiction
- Caduto, Michael J., and Joseph Bruchac. **Keepers of the Earth**. Fulcrum, Inc., 1989. A collection of North American Indian stories and related hands-on activities designed to inspire children and help them feel a part of their surroundings. Nonfiction

## Activities

- Make a list of American Indian words found in the books. Compile into a picture glossary of American Indian terms.
- Practice listening skills by tapping rhythms on an Indian drum. Ask the class to repeat the rhythm by clapping.
- Make a map mural on which students illustrate homes of various tribes in appropriate locations.
- Discuss stories that are legends. Ask students to bring a story told by their grandparents or great-grandparents.
- Discuss how different tribes made use of natural resources for food, clothing, shelter, and art.
- Create a model of a shelter using only your resources, such as dirt, twigs, paper scraps, etc.
- Draw a picture showing the food, clothing, shelter, and art of American Indian people. See if others in your class can identify which tribe your illustrations show.
- Discuss the importance of corn in the lives of the Indians who farmed in the Southwest. Create a model of a farming area that shows where the Hopi Indians planted their corn.
- After researching the art of various tribes, create sand paintings, make clay pottery, weave a simple design, or make dye from plants.
- Compare art work of different illustrators, and discuss how each has portrayed American Indians and their culture.
- Use bread dough to form pendants in the shape of tribe signs (beaver, turtle, etc.). String on yarn with colored macaroni.
- Find descriptive Indian geographic names, such as Talking Rock or Rising Fawn. Why would these names be chosen? Write an imaginary story about how a particular location got its name.
- Research games played by American Indian groups. Demonstrate them to other classes.
- Determine the climate of an area where a tribe lived by analyzing the clothing shown in illustrations.
- Compare and contrast the shelter, clothing, food, and transportation of traditional American Indians with American Indians today.
- In many American Indian stories, the characters' names have a special meaning. Give yourself an Indian name and write a paragraph telling why your name is appropriate for you.
- Think about the objects in nature that American Indians made into tools. Think of objects in your environment that could be used as tools.
- Draw an outline of an American Indian shelter. Within this outline write a free-verse poem describing life within the home and tribe.
- Make a chart comparing work traditionally done by women with that done by men.
- On a map highlight geographic places with Indian names, and discuss the influence of American Indian languages. Figure the mileage from your home to the closest and farthest points highlighted.
- Create a "Jeopardy" type game on American Indians with various tribes being the categories. Write questions related to aspects of their environment and culture.
- Create pictographs of early American Indian life. Work on Kraft paper, make the outline in black paint, and fill in with flat, unshaded natural colors. Be sure to create your pictograph as an American Indian would have. Omit any background, add no perspective or shading, and show people's and animals' heads in profile.
- Research how the way of life of American Indians was influenced by inventions, such as the cotton gin, and by discoveries, such as gold.
- Study early farming methods used by American Indians. Compare the advantages and disadvantages of early methods of fertilizing and pest and weed control with today's farming methods.
- Research which American Indian groups lived in your part of the country. Find out what effect the settlers had on the tribes who lived in your area. What treaties were made between the settlers and tribes? Where did these tribes resettle? Map the history of the movement of these tribes.

## Book List

- Melville, Herman. **Catskill Eagle**. Philomel Books, 1991. *Illustrated by Thomas Locker, the text from Moby Dick describes the story of an eagle who dwells in the Catskill Mountains.* Fiction
- Dorros, Arthur. **Follow the Water from Brook to Ocean**. Harper Collins, 1991. *Water flows from brooks, to streams, to rivers, over waterfalls, through canyons and dams, to eventually reach the ocean.* Nonfiction
- Albert, Burton. **Where Does the Trail Lead?** Simon & Schuster, 1991. *With the smell of the sea always in his nostrils, a boy follows an island path through flowers and pine needles, over the dunes, to a reunion with his family at the edge of the sea.* Fiction
- Helldorfer, Mary Claire. **Sailing to the Sea**. Viking Press, 1991. *A young boy spends an exciting day on his first sailboat journey with his aunt.* Fiction
- Arnold, Caroline. **A Walk in the Desert**. Silver Press, 1990. *Describes the variety of plants and animals that live in the desert. (Other books in this series called First Facts: A Walk Up the Mountain, A Walk in the Woods, and A Walk by the Seashore).* Nonfiction
- Wiewandt, Thomas. **The Hidden Life of the Desert**. Crown Publishers, 1990. *Guided tour of animals, plants, and ecology of the desert in America's Southwest.* Nonfiction
- Simon, Seymour. **Oceans**. Morrow Junior Books, 1990. *Explores the physical characteristics, life forms, and fragility of the world's oceans.* Nonfiction
- Simon, Seymour. **Deserts**. Morrow Junior Books, 1990. *Explores the nature and characteristics of deserts, where they are located, and how they are formed.* Nonfiction
- Lewis, J. Patrick. **Earth Verses and Water Rhymes**. Atheneum, 1991. *A collection of poems celebrating the natural world around us.* Nonfiction
- Dewey, Jennifer Owings. **A Night and Day in the Desert**. Little, Brown & Co., 1991. *Depicts the unique environment of the desert, with its plant and animal life and special climatic conditions.* Nonfiction
- Siebert, Diane. **Mojave**. Crowell, 1989. *Evokes the land and animals of the Mojave Desert in poetic text and illustrations.* Nonfiction. *Also by the author: Heartland* (Nonfiction) *and Sierra* (Fiction)
- McCauley, Jane R. **Let's Explore a River**. National Geographic Society, 1988. *Three children accompany their father in a canoe to explore the plant and animal life along a river near their home.* Fiction
- Engfer, LeeAnn. **Maine**. Lerner Publications Co., 1991. *Introduces the geography, history, industries, people, and other highlights of Maine. Other books in this Hello U.S.A. series feature other states.* Nonfiction
- Lovett, Sarah. **Kidding Around the National Parks of the Southwest**. John Muir Publication, 1990. *A guide through the natural history, cultural history, and sights of interest in the national parks and monuments of the Southwest.* Nonfiction
- Radin, Ruth Yaffe. **High in the Mountains**. Macmillan Publishing Co., 1989. *A young child describes a day spent near Grandpa's house in the mountains.* Fiction
- Wyler, Rose. **Seashore Surprises**. Julian Messner, 1991. *The author explains how waves, sand, and pebbles form at the seashore and describes animals, plants, and shells that can be seen when the tide goes out.* Nonfiction
- Tayntor, Elizabeth. **Dive to the Coral Reefs**. Crown Publishers, 1986. *The New England Aquarium's scientists and divers learn about underwater coral communities near the island of Jamaica.* Nonfiction
- Arnosky, Jim. **Near the Sea**. Lothrop, Lee & Shepard Books, 1990. *A portfolio of paintings shows beaches, rocks, water, gulls, fish, and other aspects of nature on a small Maine island. Also by the author: In the Forest.* Nonfiction
- Cook, Jan Leslie. **The Mysterious Undersea World**. National Geographic Society, 1980. *Information about the ocean and its movements, marine animals and plants, sunken treasure, and other mysteries of the sea.* Nonfiction
- Daniel, Mark. **A Child's Treasury of Seaside Verse**. Dial Books for Young Readers, 1991. *A collection of verses about the sea from British and American writers of the nineteenth and early twentieth century.* Nonfiction
- O'Huigin, Sean. **The Ghost Horse of the Mounties**. David R. Godine, Publisher, 1991. *A narrative poem of a storm that scatters horses of the Royal Canadian Mounties.* Nonfiction
- Doubilet, Anne. **Under the Sea from A to Z**. Crown Publishers, 1991. *A collection of exotic marine life with photographs for each letter of the alphabet.* Nonfiction
- George, Jean Craighead. **Hook a Fish, Catch a Mountain**. E. P. Dutton & Co., 1975. *After catching a cutthroat, a vanishing species of fish in the Snake River, Spinner Shafter and her cousin do some ecological sleuthing to determine where the fish came from and how he had survived. Also by the author: On the Far Side of the Mountain.* Fiction



Lauber, Patricia. **Summer of Fire: Yellowstone 1988.** Orchard Books, 1991. *Describes the season of fire that struck Yellowstone in 1988, and examines the complex ecology that returns plant and animal life to a seemingly barren, ash-covered expanse.* Nonfiction

Patent, Dorothy Hinshaw. **Yellowstone Fires: Flames and Rebirth.** Holiday House, 1990. *Massive fires burned almost one million acres of Yellowstone National Park in 1988. The effects on the ecology of the forest there were both positive and negative.* Nonfiction

Vogel, Carole Garbuny, and Kathryn Allen Goldner. **The Great Yellowstone Fire.** Sierra Club Books, 1990. *Describes the effects on the ecology of the forest in Yellowstone National Park after the huge forest fires of 1988.* Nonfiction

Young, Donald. **The Sierra Club Book of Our National Parks.** Sierra Club Books, 1990. *Describes the history, attractions, and diversity of our national parks.* Nonfiction

Pope, Joyce. **Seashores.** Troll Associates, 1990. *Describes the characteristics of various animals that live in or near the ocean.* Nonfiction

**National Geographic's Guide to the National Parks of the United States.** National Geographic Society, 1989. *Information and advice on how to get the most from a visit to each of the fifty scenic U.S. national parks.* Nonfiction

**Discover America! A Scenic Tour of the Fifty States.** National Geographic Society, 1989. *Spectacular photographs take you from New England to Hawaii.* Nonfiction

**National Geographic Picture Atlas of Our Fifty States.** National Geographic Society, 1978. *Combining U.S. physical and cultural geography with environmental awareness, this picture atlas profiles unique characteristics of all fifty states.* Nonfiction

O'Neill, Catherine. **Natural Wonders of North America.** National Geographic Society, 1984. *Describes the wonders formed by nature on the continent of North America.* Nonfiction

**America's Wild Woodlands.** National Geographic Society, 1985. *Through text and photographs, the fascinating story of our forest heritage is told.* Nonfiction

## Activities

- Create a picture calendar showing some of the well-known natural features in the United States.
- Draw a picture of a forested area, showing how trees give shelter and food to animals.
- Make a bulletin board using pictures of famous natural features. Have a contest to see who can identify them.
- Listen as your teacher reads a descriptive passage from one of the books in this section. Illustrate the area the author has described as you listen to the description a second time. Compare your illustration with ones in the book.
- Pretend you are a design artist for a shop near a national park. Design a T-shirt, postcard, or other item that shows an interesting feature of your park.
- Find examples of songs that describe our land.
- Compile an alphabet book about North America's national and state parks. Use glossaries for help on terms.
- Create a pictorial glossary of water terms. Include words such as river, lake, bay, gulf, and isthmus. Find examples of each word on a map.
- Pretend you have just visited a desert area. Write a postcard to a friend who thinks that nothing grows in a desert, telling of all the things you saw.
- Work with a partner to illustrate one line from *This Land is Your Land*. Compile the lines illustrated by all class members into a book.
- Compare maps that show landforms, climate, and vegetation regions. Look for relationships between maps.
- Chart the ways deserts and mountains are different and alike. Illustrate.
- After reading about deserts, create a watercolor painting of a bold and dramatic desert scene.
- Make up a new tall-tale hero and explain how he/she created one of the natural features you read about.
- Write three clues about a state. Have two clues describe natural features of the state and the other clue include information related to cardinal or intermediate directions. Have classmates guess the name of your state.
- Pretend you and a partner just climbed a high mountain. Tape record a report about what you took with you and what you saw above the timberline.
- Debate the pros and cons of a suggested change to a natural feature.

- After reading about a national park, design a brochure to advertise the area. Then write for a printed brochure and compare the two.
- Write a picture book showing the history of one of the natural features of North America. Share your book with younger children.
- Write a fiction book based on one of the nonfiction books in this section.
- Keep a running list of interesting geographic names. Use the World Almanac to find the meanings of these names.
- Write an acrostic poem about a natural feature you have visited or read about.
- Ask students, teachers, or family members these two questions: If you could visit any place in the United States, where would you visit? If you could live any place in the United States, where would you live? Graph and analyze the answers. Is there a difference in where people like to live and where they like to visit? If so, why?

## Discover Changing Landscapes and Changing Cultures

### Book List

Baker, Jeannie. **Window.** Greenwillow Books, 1991. *A wordless picture book shows the events and changes in a young boy's life and in his environment as observed from the window of his room.* Fiction

Turner, Ann. **Heron Street.** Scholastic Inc., 1989. *Shows the changes that occur in a marsh by the sea.* Fiction

Lent, Blair. **Bayberry Bluff.** Houghton Mifflin Co., 1987. *The story of the growth of an island, from a time when only a few people visit in the summer until more people come bringing children and pets.* Fiction

Lobel, Arnold. **On the Day Peter Stuyvesant Sailed into Town.** Harper & Row, 1971. *A rhyming story of Peter Stuyvesant's rehabilitation of New Amsterdam.* Fiction

Goodall, John S. **The Story of the Seashore.** Margaret K. McElderry Books, 1990. *Scenes at the beach change through various eras, from bath houses, bathing costumes, and donkey rides to wind and body surfing, wind sailing, and other modern amusements.* Fiction

Parnell, Peter. **The Mountain.** Doubleday & Co., 1971. *The story of a mountain that is changed by a group of people who love it.* Fiction

Flack, Marjorie. **The Boats on the River.** Viking Press, 1941. Reissued 1991. *A busy river flows through a great city, carrying boats on their daily journeys.* Fiction

Coats, Laura Jane. **The Almond Orchard.** Macmillan Publishing Co., 1991. *A woman remembers helping her family tend their almond orchard through the seasons as she was growing up and contemplates the changes that technology has brought to the process.* Fiction

Johnston, Tony. **Yonder.** Dial Books for Young Readers, 1988. *As the plum tree changes in the passing seasons, so do the lives of a three-generation farm family.* Fiction

Pryor, Bonnie. **The House on Maple Street.** William Morrow & Co., 1987. *During the course of 300 years, many people have passed by or lived on the spot now occupied by a house on Maple Street.* Fiction

Peters, Lisa Westberg. **Water's Way.** Arcade Publishing, 1991. *Water is shown in different forms, from clouds to steam to fog. Also by the author: The Sun, the Wind and the Rain.* Nonfiction

Dragonwagon, Crescent. **Home Place.** Macmillan Publishing Co., 1990. *Hikers discover a foundation for a house and imagine people who lived there years before.* Fiction

Faber, Doris. **The Amish.** Doubleday & Co., 1991. *Describes the history, culture, daily lifestyle, and future of the Amish people.* Nonfiction

Hiscock, Bruce. **The Big Tree.** Atheneum, 1991. *A maple tree grows from a seed during the American Revolution to its maturity in the late twentieth century.* Nonfiction

Myers, Christopher A., and Lynne Born Myers. **McCrephy's Field.** Houghton Mifflin Co., 1991. *Plants and animals change around a farmer's barn over the course of fifty years.* Fiction

Burton, Virginia. **The Little House.** Houghton Mifflin Co., 1978. *A little house standing in the country gradually becomes a part of the city.* Fiction

Wiesner, David. **Hurricane.** Clarion Books, 1990. *The morning after a hurricane, two brothers find an uprooted tree that becomes a magical place, transporting them on adventures limited only by their imaginations.* Fiction

- Jaspersohn, William. **How the Forest Grew.** Greenwillow Books, 1980. *A cleared farm field is transformed into a dense forest.* Fiction
- Cherry, Lynne. **A River Ran Wild.** Harcourt Brace Jovanovich, 1992. *An environmental history of the Nashua River, from its discovery by Indians through the polluting years of the Industrial Revolution to the ambitious cleanup that revitalized it.* Nonfiction
- Gibbons, Gail. **The Great St. Lawrence Seaway.** Morrow Junior Books, 1992. *Describes the inland waterway from the earliest explorers' dream of an Orient passage to today's vast computer-operated system of canals, locks, and gates, and the ships that traverse them.* Nonfiction
- Tresselt, Alvin. **The Gift of the Tree.** Lothrop, Lee & Shepard Books, 1992. *The life cycle of an oak tree is traced, and animals that depend on it for shelter and food are described.* Fiction
- Brisson, Pat. **Kate Heads West.** Bradbury Press, 1990. *In a series of letters to her relatives and friends, Kate describes her trip through Oklahoma, Texas, New Mexico, and Arizona.* Fiction
- Thoreau, Henry David. **Walden.** Philomel Books, 1990. *In this illustrated adaptation of Thoreau's famous work, a man retreats into the woods and discovers the joys of solitude and nature.* Fiction
- Bial, Raymond. **Corn Belt Harvest.** Houghton Mifflin Co., 1991. *Text and photographs describe the United States Corn Belt region and its harvest season.* Nonfiction
- Ingoglia, Gina. **The Big Golden Book of the Wild West.** Western Publishing Co., 1991. *Describes changes in the West as it became settled.* Nonfiction
- Brownstone, David M., and Irene M. Franck. **Historic Places of Early America.** Atheneum, 1989. *Describes places where early American history was made, from Indian and Viking settlements through the Revolution.* Nonfiction
- LaFarge, Oliver. **The Mother Ditch.** Sunstone Press, 1983. *Describes the summer the mother ditch went dry, a time of crisis for a family who grow fruits and vegetables by irrigation in a dry region of New Mexico.* Nonfiction
- Conrad, Pam. **Prairie Visions: The Life and Times of Solomon Butcher.** Harper Collins, 1991. *A collection of photos and stories about photographer Solomon Butcher and turn-of-the-century Nebraska.* Nonfiction
- Ganeri, Anita. **Explore the World of Forces of Nature.** Western Publishing Co., 1991. *The question-and-answer format offers insight into many forces of nature, including geysers, glaciers, waterfalls, and hurricanes.* Nonfiction
- Booth, Basil. **Our World: Volcanoes and Earthquakes.** Silver Burdett Press, 1988. *Explains what volcanoes and earthquakes are, where and why they occur, and the effects of movement of the earth's crust.* Nonfiction
- Fisher, Leonard Everett. **The Oregon Trail.** Holiday House, 1990. *Through text and black-and-white photographs, the journey of those who followed the Oregon Trail is charted. They encountered many obstacles and dangers. The trail eventually declined with the introduction of the cross-country railroad.* Nonfiction
- Stein, R. Conrad. **America the Beautiful: New York.** Children's Press, 1989. *Introduces the geography, history, government, economy, culture, historic sites, and famous people of this large state of diverse populations.* Nonfiction
- Miller, Luree, and Scott Miller. **Alaska: Pioneer Stories of a Twentieth-Century Frontier.** E. P. Dutton & Co., 1991. *Explores the epic struggle of Alaska pioneer families and their quest to exploit and develop the resources of America's great bastion to the north.* Nonfiction
- McCall, Edith. **Biography of a River: The Living Mississippi.** Walker and Company, 1990. *The history of the Mississippi River is shown through the stories of people who changed the river and whose lives were affected by the river.* Nonfiction

## Activities

- Draw pictures to illustrate one of the stories read, showing the progressive changes in landscape. Paste the picture on cardboard and cut into puzzle pieces. Trade with a friend to solve.
- Talk to an older person about the changes that have taken place in your community during his/her lifetime.
- Read from one of the stories orally while others are pantomiming the action.
- Create a mural of an area showing only natural features. Begin a story about your area. Each day add something to your mural and your story that shows a change made by man.
- Retell one of the stories read by making a scroll theater. Use illustrations to show the landscape changes you read about. Write a narration to accompany your pictures.
- Assume the identity of a character in one of the stories and write a diary describing the changes that you are observing and how you feel about those changes.



- Compare maps of the same area from different time periods. Can you determine which map was earlier? What gives you clues to when each map was published?
- Make a flip book to show how gradual changes in landscape can make a dramatic impact.
- Create maps for stories prior to changes, then after changes.
- Find an area in your city where changes are occurring and photograph the changes in progress.
- Classify changes according to those made by people and those made by nature.
- Classify a group of books from this section according to whether people have depended on, adapted to, or changed their environments.
- Discuss the ways transportation and communication influence change.
- Find examples of changes that were influenced by transportation.
- Make a timeline showing transportation changes.
- Graph the student population for your school for selected years. Determine what caused changes in population. Predict population for the future.
- Write a play based on one of the picture books in this section.
- Write a story of what your school will be like 100 years from now.
- Research how town planning, styles of architecture, and agricultural field patterns were influenced by settlers who came to America from other countries. (Examples: French long lots, Spanish plazas, English cottages.)
- Illustrate before and after pictures showing a change that was the result of an invention or discovery.
- Pretend your state has been placed in another area of the country. How will the people of your state be influenced by the move? How will the people of your state influence people in the states where you're moving?
- Investigate how people's religious beliefs influence their use of land.

## Discover Our Future

### Book List

- Wildsmith, Brian. **Professor Noah's Spaceship**. Oxford Press, 1980. *Noah builds a space ship to escape Earth's pollution.* Fiction
- Brown, Ruth. **The World That Jack Built**. E. P. Dutton & Co., 1991. *A black cat being chased by a butterfly goes from Jack's well-manicured lawn to Jack's pollutant-spewing workplace.* Fiction
- Gibbons, Gail. **Recycle! A Handbook for Kids**. Little, Brown & Co., 1992. *Details the process of recycling and gives practical ideas for children's participation.* Nonfiction
- Bellamy, David. **How Green Are You?** Clarkson Potter, 1991. *Provides information and projects about ecology and environmental concerns that teach children and their families how to conserve energy, protect wildlife, and reduce pollution.* Nonfiction
- Foreman, Michael. **One World**. Arcade Publishing, 1990. *Two children who discover a tidal pool full of beauty and life find that they ruin it by taking from it.* Fiction
- Madden, Don. **The Wartville Wizard**. Macmillan Publishing Co., 1986. *A man with "power over trash" commands that each piece of litter goes back to stick with the person who threw it.* Fiction
- Leedy, Loreen. **The Great Trash Bash**. Holiday House, 1991. *Story of a town that solves its garbage problems through a cooperative effort.* Fiction
- Bellamy, David. **The River**. Crown Publishers, 1988. *Brings to life the animals and plants in and around a thriving river and the changes that occur when an industrial accident happens.* Fiction
- Mendoza, George. **Were You a Wild Duck, Where Would You Go?** Stewart, Tabori & Chang, 1990. *A wild duck looks at the past when the land was bountiful and searches through today's polluted environment for a home.* Fiction
- Peet, Bill. **Wump World**. Houghton Mifflin Co., 1981. *The Wumps live peacefully until their world is irrevocably changed by the Pollutians from planet Pollutus.* Fiction

- Wilcox, Charlotte. **Trash!** Carolrhoda, 1988. *Photo-essay detailing the difficulties in dealing with the trash that is deposited outside of buildings and homes every day.* Nonfiction
- Seuss, Dr. **The Lorax.** Random House, 1971. *Illustrates the step-by-step destruction of a forest and its effects on the environment.* Fiction
- Van Allsburg, Chris. **Just a Dream.** Houghton Mifflin Co., 1990. *When he has a dream about a future Earth devastated by pollution, Walter begins to understand the importance of taking care of the environment.* Fiction
- Bailey, Donna. **What We Can Do About Litter.** Franklin Watts, 1991. *Photos and text lead children to think about litter and its problems. Also by the author: What We Can Do About Garbage.* Nonfiction
- Pearce, Fred. **The Big Green Book.** Grosset & Dunlap, 1991. *Describes why our Earth is such a special place, what the dangers are to our planet, and how all of us must work to keep Earth safe and healthy.* Nonfiction
- Stille, Darlene R. **Water Pollution.** Children's Press, 1990. *The benefits of water, its pollution, and the harmful effects and ways of avoiding water pollution are discussed.* Nonfiction
- Wood, Tim. **Our Planet Earth.** Aladdin Books, 1992. *Basic facts about our planet, including landforms, weather, atmosphere, rivers, and volcanoes, are presented.* Nonfiction
- Hare, Tom. **Recycling.** Gloucester Press, 1991. *Stresses the importance of recycling as a means of combating further pollution and as a conservation measure.* Nonfiction
- Ancona, George. **Riverkeeper.** Macmillan Publishing Co., 1990. *The duties and day-to-day activities of John Cronin, who works as the riverkeeper of the Hudson River, are described.* Nonfiction
- Wilkes, Angela. **My First Green Book.** Alfred A. Knopf, 1991. *This book features environmental activities and projects in such areas as water pollution, recycling, acid rain, and wildlife gardens.* Nonfiction
- Gentry, Linnea, and Karen Liptak. **The Glass Ark, the Story of Biosphere 2.** Viking Press, 1991. *The Biosphere 2 project has created a closed environment intended to duplicate life on Earth in a way that would facilitate future space colonies.* Nonfiction
- Hadingham, Evan, and Janet Hadingham. **Garbage! Where It Comes From, Where It Goes.** Simon & Schuster, 1990. *Documents the growing problem of waste disposal through photographs, activities, and "amazing garbage facts."* Nonfiction
- Messner, Julian. **The Earth.** Simon & Schuster, 1990. *Text and photographs introduce the Earth's physical features, weather patterns, and urban areas.* Nonfiction
- Foster, Leila Merrell. **The Story of Rachel Carson and the Environmental Movement.** Children's Press, 1990. *The life of ecologist Rachel Carson is described, with emphasis on the importance of her books for the environmental movement.* Nonfiction
- Brown, Mary Barrett. **Wings Along the Waterway.** Orchard Books, 1992. *The habitat, life cycle, appearance, and habits of twenty-one water birds are described and the risks posed to them by technological civilization are examined.* Nonfiction
- Pringle, Laurence. **Global Warming: Assessing the Greenhouse Threat.** Little, Brown & Co., 1990. *The effects of global warming and our challenge to control it are examined.* Nonfiction
- Elkington, John, and Julia Hailes, Douglas Hill, and Joel Makower. **Going Green: a Kid's Handbook to Saving the Planet.** Puffin Books, 1990. *This guide to saving the environment includes explanations of ecological issues and projects.* Nonfiction
- Earth Works Group. **Fifty Simple Things Kids Can Do to Save the Earth.** Andrews and McMeel, 1990. *Explains how specific things in a child's environment are connected to the rest of the world, how using them affects the planet, and how the individual can develop habits and projects that are environmentally sound.* Nonfiction
- Miles, Betty. **Save the Earth: an Action Handbook for Kids.** Alfred A. Knopf, 1991. *An overview of the environmental problems of land, atmosphere, water, energy, plants, animals, and people is provided, including projects and a section on becoming an environmental activist.* Nonfiction
- Markle, Sandra. **The Kids' Earth Handbook.** Atheneum, 1991. *Activities designed to help children learn the basics about how their planet functions.* Nonfiction
- Hoff, Mary, and Mary M. Rodgers. **Our Endangered Planet: Oceans.** Lerner Publications Co., 1991. *Descriptions are given for global uses and abuses of the world's oceans and seas.* Nonfiction
- MacEachern, Diane. **Save Our Planet: 750 Everyday Ways You Can Help Clean Up the Earth.** Dell Publishing, 1990. *Lists of ideas to help clean up the Earth at school, at home, and at the grocery store are presented, along with many resources.* Nonfiction
- Makower, Joel. **The Nature Catalog.** Tilden Press, 1991. *Everything you need to know about the natural world is included: from arboreta to zoos, from astronomy to wildflowers, from oceans to deserts.* Nonfiction

## Activities

- Make a calendar with a story starter for each day. For example:  
If I could change one thing in my neighborhood, I would...  
If I were moving to a new neighborhood, I would want it to be in an area where ...  
I think it would be great if a whole group of my neighbors...
- Design a placemat showing a change that you and your family can make that would improve the Earth.
- Make pollution mobiles with items that could harm the environment. Discuss which pollutant is the major problem for your city and how this differs from pollutants in other cities.
- Write a puppet show script dealing with an environmental concern. Create the puppets from recycled materials.
- Take a walk around your school. Determine where trees could add beauty and shade. Begin a tree-planting project.
- Bring in items normally considered throwaway, such as plastic milk cartons, soda bottles, and styrofoam plates, and create new ways to use these containers.
- Keep a log of the number of throwaway items that go through your hands in a week. Chart those that you throw in the garbage, those that you put in bags or boxes for future recycling, and those that you actually recycle.
- Create a poster designed to inform others about an important environmental concern. Explain your poster and be prepared to answer questions regarding the issue.
- Draw an outline of the United States on a bulletin board. Fill in the outline with trash picked up from the school area.
- Draw a comic strip giving information about an environmental issue.
- Write a cinquain (a five-line stanza) about a topic covered in this area.
- Write a letter to a public official regarding an environmental issue.
- Discuss a controversial environmental issue. Choose a partner with an opposite point of view. Work with your partner to research the issue, and each of you write an editorial explaining your point of view. Discuss the issue again to determine if views have been changed because of research and a partner's persuasive article.
- Imagine you are transported to the year 2092. Prepare a speech telling what has happened to Earth's environment in the last 100 years.
- Assume the identity of a river where toxic wastes are dumped. Write about your condition previously and how you feel now.
- Write about how you can protect the environment while: taking a lunch to school, creating election campaign signs, washing dirty cars, wrapping presents, decorating for a birthday party.
- Call an automobile dealer to find out how much carbon one car adds to the atmosphere each year. Figure out how much carbon your class, your school, and your city contributes.
- Write to companies promoting "green products." Ask them specific questions about how they are protecting the environment.
- Contact your local gas and electric companies. Ask them to speak to your class about how you can conserve energy.
- Create a poster with a catchy slogan showing at least five things that are harmful to the environment. Display so others can identify.
- Visit a local water treatment plant to learn how your water is safeguarded against contaminants. Find out what you can do at home to conserve water and help keep your water clean.
- Conduct a survey of the types of packaging coming into your homes in a week's time. How much of the packaging is paper and how much is plastic? Think of alternative packaging. Write letters to manufacturers requesting less packaging or biodegradable packaging.
- Become a politician and develop an environmental platform for your party.





# Teacher Ideas

**Ancestors.** After reading *Molly's Pilgrim* by Barbara Cohen (Lothrop, Lee & Shepard Books, 1983), discuss the concept that we all are descended from pilgrims, although our ancestors may not have been the pilgrims who came on the Mayflower. As a home project, have students discuss their ancestry with family members, make a list of all the countries from which their ancestors emigrated, and color those countries on outline maps of the world. Only children of Native American ancestry may write "United States" as one of their countries of origin. Have students bring the information back to school.

On a large sheet of butcher paper, have the students construct a bar graph that shows the ancestry of every student in the class. To do this, write all the countries of origin along the bottom of the butcher paper. Then have students make photocopies of their school picture. Each student should paste one of the pictures above every country where his/her ancestors came from. Pictures should be pasted one above the other to make vertical columns so that students can readily see the distribution of ancestors by country. As a culmination of this project, show the Reading Rainbow video *Watch the Stars Come Out*. Barbara Osterling, George Washington Elementary, Hanford, CA, Grade 3

**Around the World in 36 Weeks.** Each student chooses a country and a week on the calendar. Each then follows this schedule for his/her week:

Monday - The student creates a bulletin board around a map of the world by identifying his/her country with a namecard and a string of yarn pointing to the country, and posting pictures of the country taken from *National Geographic* magazines or other sources. Another namecard at the bottom of the board identifies the author of the project.

Tuesday - The student researches the country using library books and writes a rough draft of a report, answering questions generated by the class to guide the research.

Wednesday - The student writes a final draft copy of the report and, if time allows, draws and colors the flag of his/her country to add to the bulletin board.

Thursday - The student makes a relief map of the country using clay-doh (relief maps are painted according to color-coded map keys as a class project after everyone has created a relief map).

Friday - The student makes an oral presentation of his/her work and introduces non-reference books about his/her country for students to read on their own. Mary E. Brinkman, Pillow Elementary, Austin, TX, Grades 3/4

**Author's Wall.** To involve my students in literature and geography, I read them books of interest and we color in the state or country on a map, locating the setting for the story and also where the story originated. We get to know the authors by writing letters to them requesting information about their lives and writings. The literature they send us is placed on our Author's Wall, and we are able to color in another location or locations on our World Map to indicate the author's birthplace and home. It's wonderful to travel with the characters in books and then meet the authors who took us there! Kathleen Grantier, Forest Hills Elementary, Danville, VA, Grade 4

**Backpacking Across the World.** I fill backpacks with fiction and nonfiction books, travel journals, maps, and creative and critical thinking activities. The books and materials in each backpack deal with a specific country or continent. Students keep each backpack for three weeks. During this time, they write daily in journals about their travels. They can write about new things they may have learned about a culture or describe places they've visited via their reading.

Along with journal writing, students complete specific activities that improve geography, researching, and reading skills, as well as enhance critical thinking skills. Such activities could include (1) preparing a display of this backpack's country, (2) telling why they would or would not like to visit this country, (3) writing to this country's embassy and requesting samples of coins and stamps, (4) researching major cities in this country, (5) planning and developing a trip that includes cardinal directions, borders you'd cross, means of transportation, etc., and (6) listing the major rivers, oceans, or mountain chains in this country.

Parental involvement is an integral part of the program. Parents are asked to complete a pre- and post-program evaluation questionnaire, share in their child's readings, and make periodic comments in the travel journal. At the end of the three weeks, the child returns the backpack and checks out another one. Marlene Leyte-Vidal, Tropical Elementary, Merritt Island, FL, Grade 4

**Beautifying the World.** My students read *Miss Rumphius* by Barbara Cooney (Viking Press, 1982) before Halloween. We then discussed how to make the world more beautiful. I told them to pretend that the school yard was the world, and I asked for ways to beautify it. My purpose was to help students see how their beautification ideas would benefit from trash clean-up.

I asked all the students to write: "I will pick up trash around my school yard to make the world more beautiful." We then drew and sectioned off a school yard map, using a key and compass rose, and discussed directions. We "attacked" a section daily in our clean-up efforts and graphed the types of trash found. We placed the trash in a large Halloween pumpkin trash bag and placed it at the entrance to the school. (A pumpkin bag makes unsightly trash beautiful.) I took a picture of the students next to the bag, and I had them write about their clean-up experience in a journal. An extension of this idea would be to read about worldwide problems with trash on both land and in the sea. Barbara J. Tucker, Sparta Elementary, Betton, TX, Grade 2

**Bike It with BOOK IT!®** A large map of the world is displayed on the wall. Two stationary exercise bikes are placed next to the map. The class will travel throughout the world starting from our hometown. For every reading verification form turned in, a child earns five minutes on the exercise bike. For every mile "traveled," the child can move one inch on the map in any direction. The location where he/she lands will be the focus for that child's next BOOK IT! reading assignment. The next child who earns his/her BOOK IT! requirement will continue the route from the previous child's location. The children are encouraged to use resources such as the atlas, encyclopedia, and the GeoReader list to help them find their next reading assignment. *Carolyn Orndorff, Maize Elementary, Maize, KS, Grade 4*

**Book Ambassadors.** During Geography Awareness Week last year, I asked each teacher in my building to select a country to study with his/her class. As a part of the study, each class prepared a hallway display for the country they were studying. The children in each class were then invited to become ambassadors for their countries. As ambassadors, they had to select a book (legend, fairy tale, folk tale, etc.) from their country and practice reading it. The teachers in the building then invited ambassadors to come and read to their classes. Each ambassador, dressed in native costume, gave a brief presentation on his/her country and shared his/her book. This idea could easily be adapted to an individual classroom where each student (or a small group of students) would explore a country and become its ambassador to the rest of the class. *Judi Wilson, South Side School, Frankfort, IN, Grade 2*

**Book Bag Geography.** During the summer, I bought some brightly colored material and made twelve bookbags. On the front of each bag, I drew the outline of a country and labeled it. For each country, I found books (story books and research books), postcards, pictures, an atlas, etc., that were about each country and put them in its bag. Each week, my students took a bag home and read the books with their parents. Depending on their age and ability, some children chose to read the words while others looked at the pictures. When they returned the bag to school, every student had to (1) tell the class one thing he/she learned about the country, (2) show the class where the country was located on the map, and (3) tell us which direction we would travel to get to that country (north, northeast, etc.). *Margaret Brown, Chebeague Island School, Chebeague Island, ME, Grades K-2*

**BOOK IT! Bus.** Stage a BOOK IT! GeoReader parade during National Children's Book Week (November 15-22, 1992). Decorate an appliance box to resemble a bus. Attach bus signs: Ride the BOOK IT! Bus, Book a Trip to Anywhere, Go with a Book, Books Take You Everywhere, Explore New Worlds — READ! Make pennant signs depicting geography-related book themes: Find a Foreign Friend, Walk with Wildlife, Dig a Dinosaur, Explore Outerspace, View a Volcano, Journey in a Jungle, Investigate American Indians, etc. Students select pennants, choose books to match slogans, and parade through school halls with the BOOK IT! bus, pennants, and books. *Frances Fosnaugh, Annunciation Catholic School, Albuquerque, NM, Grade K*

**Book Reports on Geography.** Instead of doing a standard book report, students can turn in a report on the geography of the book that they are reading. For instance, if the child is reading *Josephine's 'Magination* by Arnold Dobrin (Scholastic Press, 1975), he/she would write a report that tells about the geography of Haiti. The student would write about the land and the climate and the location of this particular country, which is the setting of the book. Very young students or students who are not very fluent in writing could supplement sketchy geographical book reports with pictures detailing the geography of the books that they are reading. These geographical book reports could be kept in a student notebook entitled "Geography of the Books I Have Read." *Lois Mauldin, Pierce Street Elementary, Tupelo, MS, Grade 4*

**Cardboard Cruiser and Suitcases.** Draw a large cruiser for the bulletin board. Have students draw pictures of themselves to go on the cruiser. Plan and announce where the class will be going on their first trip. (Keep holidays in mind while planning.) Check out all children's literature pertaining to the chosen country. Let the class plan and discuss what to take on their first trip. On large paper, have students design luggage that opens up to display pictures of clothes and other necessary items for their trip. Design a cruiser from a large sheet of corrugated cardboard, sold at most paper or box companies, so students can get inside and pretend they are really sailing. This may be used as a reading center. *Mindy Cavazos, St. Elmo Elementary, Austin, TX, Grade 1*

**Country Corner.** Bring foreign countries to your classroom by setting up a special "Country Corner" in your room. Select a country for the month, and then decorate a corner of the room with a world map that identifies the country, pictures of cities, people or animals, stuffed animals, clothing, crafts, or other objects representative of that country. Stock the corner with several fiction and nonfiction books, encyclopedias, and other reference books relating to the country. Children should be issued passports to "visit the country" for a length of time. Additional passports should be issued to those students who would like to share with the other students new things they learned from reading in the Country Corner. *Jennifer Overend, Ash Fork School, Ash Fork, AZ, Grade 3*

**Cube Booklet.** Have each of your students read two books from two different continents. Then have them pretend that the main characters meet to share facts and opinions about their respective countries. Display these ideas and comparisons on cubes and hang them around the classroom. Ideas can also be published in 8-page booklets and kept in a publishing center to share and compare. Each Cube or Booklet should incorporate math and art, as well as geography, in its construction. Students should include title, author, and a sketch of the continent and country, as well as their name and some impressions of the book. *Janie R. Peterson, Masters Elementary, Omaha, NE, Grade 5*

**Earth to Alien.** Think of the students' excitement when the teacher announces that an alien has contacted him/her because he wants the class to teach him about Earth. When I told my class an alien named Alio from the planet Aldenzar was coming to our classroom in January, did we ever begin reading! (Alio was a community volunteer who dressed up as an alien.) This was at the beginning of the BOOK IT!<sup>®</sup> reading program in October. By January, we had read and reported on books from each continent and had met our reading goals. In January, we worked in our cooperative learning groups and focused more on reading and researching the continent of the week to prepare our reports and teaching techniques for our alien's visit each Friday. These activities continued until all seven continents had been presented to Alio. By having an "out-of-this-world" reason to read, the students learned about many countries, their people, animals, and landforms. They also discovered Earth has many special "wonders of the world" worth saving. *Ricki Helton, Simpson Elementary, Franklin, KY, Grade 4*

**Flat Stanley Pen Pals.** Interest in learning about different geographical locations in the U.S. and even other parts of the world can be sparked by using a story character, such as "Flat Stanley" in the story *Flat Stanley* by Jeff Brown (Harper & Row, 1964). In the story, Stanley is flattened by a falling bulletin board and mailed by his parents to relatives in California. After reading the story, I ask my students to draw Flat Stanley and then mail him to one of their friends or relatives. I also ask them to enclose a letter, in which they and Stanley request some information about the town where the friend or relative lives. The answers, when received, are shared. Push pins indicate on a flat map the towns or cities heard from, and a return letter is sent back to the relative or friend. Children, teachers, and parents find this form of "pen pal" correspondence very rewarding. *Phyllis S. Ellis, Guilford Primary, Greensboro, NC, Grade 2*

**Frequent Reader Cards.** (1) Place a huge map of the United States — or a map of the world for above-average readers — on the wall. Have the children discuss where they would love to travel, if they could choose a dream vacation; (2) Compute how many miles they would have to travel from their home base to their destination. The number of miles dictates how many pages of a book they must read, with each page being assigned a certain number of miles traveled; (3) For each book completed, put a pin in the map so they can see how far they've traveled; (4) When the child finally reaches his/her destination, i.e., completes the appropriate number of pages, he/she will send a postcard to the Chamber of Commerce and request pamphlets, pictures, and other literature from their city or town; (5) I always make a large bulletin board in April, when most kids are finished, so they can each display the literature they received; (6) Every child receives a Frequent Reader card, similar to the airport's Frequent Flier cards. Each 100 pages (100 miles) receives a punch. When they complete their card, they receive a free world-traveler gift from the BOOK IT! program, which our school orders in advance. *Selisa J. Klomp, Trempealeau Elementary, Trempealeau, WI, Grade 6*

**From Sea to Shining Sea.** After reading *Stringbean's Trip to the Shining Sea* by Vera B. Williams (Greenwillow Books, 1988), ask children to bring a picture postcard from home showing a place that they had visited, or a place that someone in their family had visited. Use these postcards to locate places on a U.S. map and then place them on a bulletin board — "From Sea to Shining Sea with Ms. \_\_\_\_'s Class." Since elementary age students love collections, this might begin a new hobby of postcard collecting and might even encourage out-of-state pen-pal writing. *Joan McCown, Blanton Elementary, Odessa, TX, Grade 3*

**Geography of Bread.** Many breads are associated with a specific country, region, or culture, such as unleavened bread in the Middle East and cornbread in the Americas. Children enjoy baking and sampling the special breads that they read about in stories from different cultures around the world. Parents help with recipes and ingredients, and world geography comes to life. You can use *Bread, Bread, Bread* by Ann Morris (Lothrop, Lee & Shepard Books, 1989) to introduce a unit. *Bread* by Dorothy Turner (Carolrhoda, 1989) is another excellent resource. A lesson on Italy could include reading *Tony's Bread* by Tomie dePaola (Putnam, 1989) and *How Pizza Came to Queens* by Dayal Kaur Khalsa (C. R. Potter Publishers, 1989), then making pizza and panettone to enjoy! *Hannah R. Morvan, Northfield Elementary, Northfield, VT, Grade 1*

**Geography Read-In.** Have a Geography Read-In by inviting parents, guardians, and/or grandparents to come into the school to share a book with their child about the country of their ancestors. Because of our various backgrounds, just imagine the variety of places that will be shared that day. As a follow-up, each child can report to the class about the country or area where their ancestors came from. Have plenty of maps available, too! *Carol Ann Karr, Blessed Sacrament School, Midland, MI, Grade 5*

**Geography Reading Menu.** This eight-page "pizza menu" is full of geography ideas. Each idea is listed under a particular menu category, such as "Salad: A Fresh Start Activity" and "Toppings: Mix & Match Activities." Because of its length, we were unable to reproduce these geography menu ideas in *The GeoReader II*, but we are making copies available free of cost. You can obtain a copy by calling 1-800-4-BOOK IT. *Kathy Caamano, Minooka Grade School, Minooka, IL, Grades K-5*

**Globe Reading Room.** Make a "globe" reading room where children can learn about people from different countries and cultures. To make the reading room, section off a corner of the classroom with a 5'-high wall made from giant tinkertoys. Cover the tinkertoy wall with a map of the world using blue paper for the ocean and a contrasting color for land masses. Leave an opening for children to enter the globe reading room. Put a small bookshelf inside the reading room, and stock the shelves with books about different countries and cultures. When a child reads about a particular country, locate the country on the "globe" and identify it with that country's flag. *Robyn McFetridge, North Pole Elementary, North Pole, AK, Grade K*



**International Fair.** Reading and geography were combined when my fifth- and sixth-grade social studies class designed an “International Fair” for the public to attend. To prepare, students needed to research the country of their choice. Teams of students worked together using nonfiction and fiction books. They could choose some things they wanted to present, but they were required to report on some basic informational items, such as the country’s population, capital, and flag. The night of our fair was like visiting 22 countries. The public was able to hear students tell folktales from different places, sample foreign foods that the students had made from international cookbooks, see art displays, and question the “experts” of each country. With this project, students could see that geography and global awareness were more than reading a stuffy textbook. They learned the value of reading a variety of books from nonfiction to folktales to cookbooks and found it could be fun as well as informative.

*Lisa Slack, Willow Lane Elementary, White Bear Lake, MN, Grades 5/6*

**Jumbo Multicultural Collage.** **Purpose:** To integrate art, geography, language art, and cultural awareness into the BOOK IT!® program. **Materials:** Magazines, newspapers, posterboard or bulletin board paper, glue, scissors. **Procedure:** (1) Divide bulletin board paper into seven sections and label each section with the name of one of the seven continents; (2) Cut as many pictures as possible from magazines and newspapers of people from different parts of the world; (3) Glue the pictures on the appropriate continent, thus creating a beautiful picture of people from around the world; (4) Have the students write a narrative about, describe, or compare and contrast any two cultures from the collage. *Renita Sutherland, Winnetka Elementary, Dallas, TX, Grade 4*

**Letter to Imaginary Friend.** When beginning the study of a foreign country, I ask students to write a letter to an imaginary friend in this country. In the letter, the students ask their friend questions about the country. (They should be questions that really interest the students.) The letters are collected and sealed in a large envelope. The students do a large research project on this country, finding resources to give them information about such areas as natural resources, geography, culture, and politics. At the end of the project, the large envelope is opened and the letters are returned to the students. They pretend that they are their imaginary friend in this country, and they write a response, answering the questions in the original letter. *William A. Schernikau, West Lincoln Elementary, Lincoln, NE, Grade 6*

**Lincoln Walkers.** In April of each year, a destination, such as California, Washington, D.C., or Alaska, is chosen by the “Lincoln Walkers” chairman, and the school walks there collectively. The mileage is attained by students and teachers voluntarily walking a quarter-mile course around the school yard. This is done at each morning’s recess. A token is received for each lap, and each class keeps track of the students and class progression for the week. The class with the most mileage for the walk receives a traveling trophy. Any person who attains 10 miles receives a “Lincoln Walkers” button. As the mileage is compiled for the whole school, it is plotted on a map with the students researching and reading books about places along the way, e.g., the Continental Divide, the Pueblo Indians, the Great West. When the destination is attained, a school picnic is staged using the destination as the theme. Parents and siblings are welcome to come and walk for health or to read or report on a subject they know about along the way. An adaptation of the theme can be done using a map scale for mileage (one lap = 10 miles), thus allowing you to go to foreign countries such as Spain for the 1992 Summer Olympic Games. *Loretta Brunclik, Lincoln Elementary, Rice Lake, WI, Grade 2*

**Literature: A Passport to Adventure.** The goal is to acquaint students with the world community, while transporting them through great books. I decided that any travel involving great distances would require a passport. I deliberately refrained from sharing a real passport with the class to encourage creative thinking and problem solving. In cooperative groups of four, students listed the many, varied, and unusual data needed on a passport. After much discussion, students limited it to only essential information. This data led to great surprises and a new awareness as to eye color, height, weight, date of birth, occupation, etc. Once all information was recorded, students were photographed for the cover of their passport. Each child selected a favorite world location and posed for the camera as they pointed to their destination. Passports were then labeled “Official Passport,” and we were off to the next portion of our project.

On each page of the passport, students wrote the following categories: Destination, Title, Author, Date of Arrival and Date of Departure. Each new book would be recorded on a page to indicate the students’ reading travels. As each child completed a book, he/she would bring the passport to our “book talk.” Each book talk would begin with the same question, “Where have you traveled to this week? Tell me what you learned about this place.” I have found that the passport provides the students with a foundation for real literary discourse. It frees them from the monotony of book reports and helps them develop a sense of pride in relaying their experiences and ownership in the books they read. Maps are referred to during the talks and students are required to extract details from the text to clarify their adventure.

Upon completion of a book, students created postcards addressed to the teacher. They drew a scene depicting an important event from the book on one side. On the other side, they wrote to the teacher as if they, too, were a part of the book recently completed. Students shared some of the highlights encountered during their travels. It was a short but meaningful piece of discourse that quickly told the teacher about the depth of the reading. *Sue Eliason, Sunrise Elementary, Sturgeon Bay, WI, Grade 4*

**Niña Reading Center.** I made a Niña Reading Center this year. I cut a boat out of cardboard, then I put the masts all the way to the ceiling. Two children could “sail” into reading at a time. The bulletin board beside the boat had a large map so we could sail the Atlantic as Columbus did. Each child had a small paper boat, and every time he/she reached a BOOK IT! goal, the boat was moved one line of longitude. This activity moved us into tracking hurricanes. To encourage the children to meet their BOOK IT! goal, I called five children from 7:00 - 7:10 Tuesday evenings. If I “caught” them reading, they got a prize at school on Wednesday morning. *Beverly Hodel, The King’s Academy, West Palm Beach, FL, Grade 2*

**Our Place in the Universe.** My students and I examine our place in the universe, beginning with our home and moving out from there to our town, county, state, country, continent, planet, and finally our galaxy. On the days we spend writing about our town, we read about other towns. Each day we add more books to our interest center for this theme. The children take books from this center home to share with their parents so that they can read about, examine, and compare where others live also. The parents sign the at-home reading slips. That's how we complete our BOOK IT!® goals for one month. (*I Live in So Many Places* by Jane Hengesbaugh, Children's Press, 1956, is one of the many books that I use in the interest center. A library search will turn up many appropriate titles.) *Carol J. Gibson, Prairie View School, Devils Lake, ND, Grade 3*

**Paddle-to-the-Sea.** I recently read *Paddle-to-the-Sea* by Holling Clancy Holling (Houghton, 1941) to my students. After the first few pages, I asked them to predict whether Paddle would reach the sea and, if so, how long it would take. Their guesses were put into a box until the story was completed. Then the student with the closest guess received a prize. This heightened interest and awareness and helped the students to be perceptive listeners. *Marilyn Domke, St. Charles School, Genoa, WI, Grades 5/6*

**Passport Around the World.** At the beginning of the year, I give each of my students a passport and passport number. A picture is taken of each student and placed in his/her passport. A ceremony is held where the students are given a boarding pass and wings to begin their journey around the world. The passport takes them through nine countries: Italy, Denmark, Iceland, England, Thailand, France, Russia, Sweden, and Ireland.

Students must read 250 minutes to travel from country to country. They have slips of paper to record the story and the time read. These are tallied every Friday. When they have read 250 minutes, their passport is stamped, and they travel on to the next country. When they reach Ireland they pick a prize from the "Pot at the End of the Rainbow." (This is a plastic geranium kettle sprayed gold.)

As they travel around the world, I introduce the countries. There are posters of each country on display around the room. We talk about each country, read legends from that country, and sometimes cook indigenous foods. Students can join the "Around the World" club when they have traveled around the world through reading at least once. At the end of the year, all members of the club have an "Around the World" party. *Patty Gregory, Webster School, Collinsville, IL, Grade 2*

**Pop-A-State.** Divide your class into three teams. Assign an equal number of states to each team. Have the teams write the name of each state and three important questions relating to that state on separate pieces of paper. Each piece of paper is rolled up, put inside a balloon, and the balloon is blown up. The outside of the balloon is labeled with the abbreviation of that state. All the balloons are collected in a trash bag.

Three children are appointed judges and given answers to all the questions. Each team then sends one child to draw a balloon from the bag. The first child to identify the state by its abbreviation gets five points. (The other two children return their balloons to the bag and go back to their respective teams.) The child who has identified the state can pop the balloon for the questions and earn additional points with the help of his/her teammates. The first team to reach a score of fifty is the winner. This activity could be adapted to any grade level and any geographic area. *Kay Kubik, St. Francis De Sales, Houston, TX, Grade 3*

**Postcard Book Report.** I have my students complete a postcard for each book they read, with a minimum of one a month. My sixth graders love the brevity of the written information and the opportunity to create artwork on the back of the postcard. The postcards are then attached to a front bulletin board with a piece of yarn pinpointing the exact geographic location of the setting of the book on a world map. (Books with geographic locations outside the United States earn an extra ticket for a book lottery drawing I run concurrently with the BOOK IT! program.) Students looking for fellow students' recommendations of good books, or books with exotic settings, are encouraged to look at the bulletin board for ideas. *Jennifer Hunt, Cynthia Mann Elementary, Boise, ID, Grade 6*

**Quilt.** Each of our students chose a favorite book they had read. They illustrated their favorite scene from the book with fabric markers on 6" pieces of square fabric, which they then made into a class quilt. The center of the quilt was a world map, and each student pinned the name of his/her book on the quilt at the location of the story setting. Each student shared with the class how the setting added to the plot. *Elaine M. Balum, Line Mountain School District, Trevorton, PA, Grade 6*

**Reading Around the World (Biomes).** Using graphing, I enlarged a page-size Biomes world map into a 4' x 6' wall chart. My fifth-grade students helped me color each region according to its environmental area. The map had an extensive key describing the conditions found in each region, everything from whether the area was tundra or rainforest to average temperature and rainfall. The equator was marked and the North arrow given. Then the large map was laminated. (It was too big to fit through the laminator and had to be laminated in sections.) At the beginning of every story we read, my weekly-appointed research assistant determined the setting of the story on our world map using an atlas and an overhead-pen. As a class, we discussed the area of the world our story was in, what the environmental conditions were, and the impact the time period of the story had on the area. Because the map was color-coded, it was immediately obvious what the environmental conditions were. Because the map wasn't cluttered with usual map information, it was easy to zero in on our setting targets. Because the map wasn't dated, we could as easily demarcate the city of Troy in the ancient world as we could our modern-day cities. As the school year progressed, our map made it obvious which areas we had studied. I had incredible enthusiasm with this project. The students loved marking the map for themselves and researching the information for the class. *Valerie Van Pham, Corpus Christi School, Lansdale, PA, Grades 5/6 Honors Reading*

**Sail on with Books.** For every book read, each student makes an origami boat out of paper. On the sail the student writes his/her name, the book title, and author. (Because BOOK IT!<sup>®</sup> begins in October, it is a natural to blend these boats in with the study of Christopher Columbus.) The boat building goes on until spring. On a warm spring day, all boats and their captains are taken to a willing farmer's pond. Captains put all their boats in the water. The winner is the captain of the boat that stays afloat the longest. Prize: A "Captain's Journal" to record all future adventures. This project encourages children to read many books, to explore the world of science and engineering through experimentation, and to value writing by virtue of the prize. *Connie Buller, Lincoln Elementary, Iola, KS, Grade 2*

**Santa Book.** Santa's coming, but where? The idea that second graders need to let Santa know how to find us was introduced with a bulletin board showing Santa and a map. Students researched encyclopedias and state and local books to discover unique things about our area so that Santa could locate us easily. Several of these ideas were placed on the bulletin board. We wrote a class book called *beAUTAHful, Santa's Alphabet Guide Book*. Each child was assigned an alphabet letter, and they wrote a word beginning with that letter, drew a picture, and gave brief instructions to Santa so that he could find us. We placed the book in our class library and made a copy to send to Santa. *Andrea Sheffield, Kaysville Elementary, Kaysville, UT, Grade 2*

**Similes.** *Quick as a Cricket* by Audrey and Don Wood (Children's Play, Ltd., 1989) is a beautifully illustrated book that presents the concept of similes with reference to a different animal each time. After reading the book, the class can list the animals living in their geographic region, then use these animals in similes as they relate to their own life or in their creative writing. (Example: "My mom's voice was as cheerful as a western meadowlark chirping in the early morning.") Or the class could list the famous geographic features and landmarks of their country and use those as text for individual or class simile books. (Example: "The hole I stumbled into felt as deep as the Grand Canyon.") A glossary could show locations of mentioned landmarks on a map. *Linda Nickos, Neihardt Elementary, Omaha, NE, Grade 3*

**Soil Samples.** A friend brought me soil samples from the Australian beaches she visited. That started a unique exploration station in my classroom. Now when friends tell me about upcoming trips, I hand them a clear labeled film container and ask them to bring back a sample from the beaches or area they visit. My students and I examine the texture and color of the sand, then locate on the map where the samples came from. I provide literary connection for my students by introducing them to books that take place in the area that the sand came from. *Joanne Tuxbury, Sunapee Central Elementary, Sunapee, NH, Grade 1*

**Stamps of the World.** Stamps from different countries are placed around the perimeter of a political map of the world. The map and stamps are then laminated. Students, using a stamp identifier index and/or an encyclopedia, look up the locations of the countries. When a country is located, a line is drawn to connect the stamp to the country. Having the map and stamps laminated and using a washable marker allows the map to be used over and over by individuals or groups of students. *Terry Beemer, Wyoming Public, Wyoming, MI, Grade 3*

**Stork Migration.** After reading about the migration of the stork in *Wheel on the Chimney* by Margaret Wise Brown (J. B. Lippincott, 1954), track the yearly flight of the stork on a map. Make a chart of the animals described in the story, noting the country in which they live. Make a seasonal timeline showing the growth cycle of the stork. *Mary C. Eddins, Southside Elementary, Dothan, AL, Grades 3-5*

**Think Globally.** This fall I wanted my fifth graders to become aware of how the world is "shrinking." I created the "Think Globally" bulletin board and quiz to encourage them to read the newspaper and to learn about what is happening in the world. Each week one base group (with cooperative learning, this is a group that remains together all year and performs certain classroom activities together) is responsible for bringing to class five articles from the newspaper. On Monday morning, the group places them on the "Think Globally" bulletin board, stretching yarn from the article to the proper location on the world map. The other base groups read the articles in preparation for Friday's quiz, which is prepared by the first base group. Students earn bonus points for bringing the articles and writing the quiz questions, or for answering the questions correctly. *Pattie Bailey, Reinbeck Elementary, Reinbeck, IA, Grade 5*

**Time Machine.** In one corner of the room I made a time machine out of a large refrigerator box. The machine had a door, windows, and control knobs. The time machine also had dates or time eras. I introduced the lesson by getting into the time machine, turning the knobs to the Wild West Era, and coming out with hat, boots, and lasso. I then explained to the students that they were to go into the time machine, choose an era, then read a book about that time period. (Example: Cowboys - Texas, Gangsters - Chicago, Nazis - Germany) After students had read a particular book, they dressed in the era they chose to give a book report. After the class had completed the reading goal, they feasted on the foods of the state or country they read about. Students were also asked to locate the places they had visited while on their time-travel journey. *Angela J. Arthur, Texas Christian Academy, Arlington, TX, Grade 3*

**Timelines.** To teach my third graders the concept of timelines, I make a timeline of my favorite books beginning with *The Wizard of Oz*, which my first-grade teacher read to us in 1957. Each student then makes a timeline of his/her favorite books from kindergarten through the books we are currently reading. When it has been personalized this way, it makes it easier to understand a timeline of famous explorers, etc. *Cathe Ritz, Emile B. deSauze Elementary, Cleveland, OH, Grade 3*



**Treasure Maps.** *The True Confessions of Charlotte Doyle* by Avi (Orchard Books, 1990) is about Charlotte's exciting voyage from Liverpool to Providence. Reading this book is a good way to introduce mapmaking. Students can make "old" maps by brushing or sponging paper with tea or coffee. They can make an interesting map background by painting paper with diluted water paints, particularly sea blues and greens, and a brush soaked with water. (They can also use pastel paper for their maps.) After the paper has dried, felt-tip markers or calligraphy pens can be used to draw in the map. The map can be further embellished with the addition of ships, sea creatures, flags, and a compass. Students enjoy reading about the ship and the seafaring life described in this book and are easily encouraged to read more about related topics. *Diane Keller, Heritage Middle School, Middlebury, IN, Grade 6*

**United States Reading Atlas.** My students love the oversized atlas found in the Media Center. With this in mind, I had them design an oversized United States Reading Atlas. First, I asked each student to read a book of fiction set in a given state. Then I had them draw a map of that state on a 16" x 22" sheet of paper, paying attention to all aspects of a map, such as the key, compass rose, etc. They labeled the state capital and story setting. On the backside of the map, the students wrote a "Book in Brief" book report, giving map coordinates, e.g., G8, for the setting. They included a list of other books set in that state. I assembled the maps in our United States Reading Atlas, along with a dedication page, title page, index, etc., and displayed it in the Media Center. Variation: World Reading Atlas. *Joyce Boney, St. Patrick School, Largo, FL, Grades K-6*

**Vacation.** On my bulletin board is a map of the United States. I tell about a place I have visited during vacation and then read from a book that I brought back. The place is pinpointed on the map with yarn connecting it to a snapshot. My students are encouraged to do the same. They explain their picture to the class, then locate and pinpoint it on the map. They read a book about it and follow up with a journal story. *D. J. Collington, St. John's Elementary, Costa Mesa, CA, Grade 4*

**Views of the Sea.** Develop a theme around the sea. Read aloud and study *Sarah, Plain and Tall* by Patricia MacLachlan (Harper & Row, 1985), and *Exploring the Titanic* by Robert D. Ballard (Scholastic, 1988). Contrast Sarah's view of the sea to the perils of the passengers on board the Titanic. Bring out the pioneer aspect through reports and projects. Study the geographical locations of both settings. Create murals of the sea using both points of view. Study how the weather affects the lives of the people in both books. *Libby Saint, West Broadway Elementary, Madisonville, KY, Grade 5*

**Where Could It Be.** While studying American history from their social studies texts, my students read appropriate historical fiction books. The characters, descriptions, and problems found in these stories help make historical events come alive! After finishing a book, I have the students use the book and an atlas to write five clues that describe a geographical location from the story. The clues are arranged from general to specific details so that the location is gradually deduced. This can be used as an independent activity, a "filler" for the last few minutes of a class, or as a group competition. *Caryn Ellison, Twin Branch Elementary, Mishawaka, IN, Grade 5*

**Where's Waldo.** After reading the *Where's Waldo?* series of books, the class created a *Where's George the Geographer?* book. On each page, George was hidden among items that directly related to the subject of geography being studied. For example, if the class was studying United States geography, one page of the book might be dedicated to each state. Therefore, the student researching Arizona might wish to hide George deep in the Grand Canyon surrounded by items that are primarily found in Arizona. When completed, this class book could be shared by placing it in the school library. *Kelly Rainbolt, J. F. Turner Elementary, Palm Bay, FL, Grade 3*

**World Smart.** Each student picks a state or country to become an expert on. They then fill out a contract listing five questions they would like to find answers to and three very creative ways to report their information to the class (songs, art work, skits, guest speakers, etc.) I read their contracts and add five more questions that I would like them to be able to answer – and send them on their way. It has been such a reading motivator. Whole families become involved in searching for answers. This reading for knowledge and follow-up reporting to the class is making all my students World Smart!!! *Vickie Crane, Isom Intermediate, Lynden, WA, Grade 4*



## Further Resources For Teachers

If you plan to incorporate geography into your BOOK IT!® program, you may want to consult the following organizations and resource materials for information about the teaching of geography. In most instances, we've given names of individuals at the various organizations who can answer questions and assist you in developing your BOOK IT! geography program:

- **American Geographical Society.** Contact: James Thomas. The American Geographical Society publishes a quarterly magazine called *Focus*, which includes a regular column on geography and teaching. For a one-year subscription, send \$18 to: The American Geographical Society, 156 5th Avenue, Suite 600, New York, NY 10010. Telephone number: (212) 242-0214.
- **National Council for Geographic Education.** Contact: Ruth Shirey. The Geographic Education National Implementation Project (GENIP) has published the following books on geography curriculum:
  - Guidelines for Geographic Education: Elementary and Secondary Schools.* Geographic Education National Implementation Project, 1984. Cost: \$3
  - K-6 Geography: Themes, Key Ideas, and Learning Opportunities.* Geographic Education National Implementation Project, 1987. Cost: \$6
  - Beyond Seeing and Hearing: Teaching Geography to Sensory Impaired Children.* Geographic Education National Implementation Project, 1991. Cost: \$7To obtain copies, send order to: The National Council for Geographic Education, 16A Leonard Hall, Indiana University of Pennsylvania, Indiana, PA 15705. Telephone number: (412) 357-6290.

- **National Council for the Social Studies.** The National Council for the Social Studies makes available the following geography publications:
  - Strengthening Geography in the Social Studies*, a bulletin that includes practical activities for teaching and learning geographic concepts and skills in the classroom. To obtain a copy, send \$9.95 to: NCSS Publications, c/o Maxway Data Corp., Suite 1105, 225 W. 34th Street, New York, NY 10001. Telephone number: 1-800-683-0812.
  - Social Education* and *Social Studies and the Young Learner* are two journals that provide useful ideas and sample lessons for classroom use. Current issues and back issues on specific geographical topics may be requested. Cost: \$7.50 per issue. Contact: Information Services, NCSS, 3501 Newark Street, Washington, D.C. 20016. Telephone number: (202) 966-7840.
- **National Geographic Society.** Contact: Robert Dulli. There are currently forty-eight geographic alliances in forty-six states and Puerto Rico. A geographic alliance is a grass-roots organization that brings together the content expertise of academic geographers and the classroom experience of teachers to improve the quality of geography education through local and state-wide efforts. Among other activities, alliances develop classroom materials keyed to the local curriculum, coordinate geography awareness activities, and provide a focus for individuals and institutions interested in restoring geography to the curriculum. Names, addresses, and phone numbers of the alliance coordinators can be obtained by writing to: Geography Education Program, National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036. Telephone number: (202) 775-6701.

The Geography Education Program of the National Geographic Society publishes *UPDATE*, a geography newsletter, three times a year. It includes sample lesson plans. They also distribute a packet in support of Geography Awareness Week. It includes posters, a teacher's handbook, and sample lesson plans. (Geography Awareness Week is November 15-21, 1992.) The packets are in limited supply and will be provided on a first come, first served basis, but names will be added to the mailing list for future mailings. To get on the mailing list for *UPDATE* or obtain a Geography Awareness Week packet, write to: National Geographic Society, 17th and M Streets, N.W., Washington, D.C. 20036, attn: Charles Regan. *UPDATE* and the packet are free of cost.

The Geography Education Program has also published *Directions in Geography: A Guide for Teachers*, a resource to help K-12 teachers ignite class interest in geography. It includes ways to integrate geography's five themes into the classroom, lesson plans with reproducible black-line maps, an annotated bibliography of teaching resources, plus information on the Society's activities in geography education. To obtain a copy, send \$29.95 to: National Geographic Society, Educational Services, P.O. Box 98019, Washington, D.C. 20090-8019. Reference No. C30840. Telephone number: 1-800-368-2728.

- **U.S. Department of Education.** The U.S. Department of Education published a booklet in 1990 entitled *Helping Your Child Learn Geography*. To obtain this publication, send \$.50 to: Geography Consumer Information Center, Pueblo, CO 81009. Reference Item Number C1C414Y.

### Geography in the News

If you incorporate geography into your BOOK IT!® program, you may want to include newspaper articles about current events in your reading assignments. Neal Lineback, professor of geography at Appalachian State University in Boone, North Carolina, writes "Geography in the News," a weekly newspaper column about current news events examined from a geographic perspective. Teachers and students have praised it for its geographic insights and perspectives. Subscribers will receive two copies of the most recent articles, mailed every two weeks beginning the first of September and going through May, excluding major holidays. In the first mailing, late subscribers will receive any back issues required to bring them up to date. Each subscriber will receive in excess of 30 different articles, plus periodic base maps and supplementary materials. To subscribe, send \$26 to: Geography in the News, c/o Neal Lineback, 330 Appalachian Drive, Boone, NC 28607. (For 4th grade and up.)

### Geographic Incentive Items

We selected some fun and educational geographic items for last year's BOOK IT! program that you can order for your classroom or for individual students. They are pictured on pages 10 – 11 in last year's *GeoReader* and can be ordered through AMC, the company that handles our BOOK IT! incentive items. (Call 1-800-4-BOOK IT to receive a free copy of *The GeoReader*.) You can also order a wide variety of geographic items from the companies listed below. Free catalogues are available by calling or writing directly to the companies.

**GeoLearning Corporation** markets games, puzzles, and other manipulatives that illustrate concepts in geography and earth science. Products provide quality entertainment for ages 4 and up. Contact: Mary Spear. Address: GeoLearning Corporation, P.O. Box 2042, Sheridan, WY 82801. Telephone number: 1-800-8-GEOGEO.

**George F. Cram Company, Inc.** publishes a complete line of classroom geography maps, history maps, state maps, and globes. In addition, "hands-on" geography/whole language kits are available. Contact: Karen Ide. Address: George F. Cram Co., P.O. Box 426, Indianapolis, IN 46206. Telephone number: 1-800-227-4199.

**Rand McNally Publishing Group** offers a full line of maps, globes, atlases, and geography learning materials. Address: Rand McNally, Educational Publishing/Customer Service, P.O. Box 1906, Skokie, IL 60076-8906. Telephone number: 1-800-678-7263.

### Measuring Student Achievement in Geography

The National Assessment of Educational Progress (NAEP) plans to conduct an assessment of student achievement in geography in 1994. Mandated by Congress, NAEP is commonly known as "The Nation's Report Card." The geography assessment will provide baseline information on what students know and can do, for a nationally representative sample of students at grades 4, 8, and 12. Both open-ended and multiple choice questions will be included on the exam. In developing the assessment framework for geography, NAEP's consensus panels also prepared descriptions of what students should know and be able to do to reach three achievement levels – basic, proficient, and advanced. The geography results will be reported for the nation as a whole, and by other key variables such as geographic region, gender, race/ethnicity, and various instructional factors.

The assessment document draws from the Five Themes of Geography, and it uses three content areas for assessing the outcomes of geography education: Space and Place, Environment and Society, and Spatial Dynamics and Connections. The Geography Assessment Framework for the 1994 National Assessment of Educational Progress will be available to K-12 teachers well in advance of the 1994 NAEP geography assessment. If you would like information about how to obtain a free copy of the Assessment Framework, write to: The National Assessment Governing Board, 800 N. Capitol St., N.W., Suite 825, Washington, D.C. 20002.