



# The Geographic Connection

News from the California Geographic Alliance

Winter 2002

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## Afghanistan Lesson Plan - page 7

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## From the Director's Desk

Dear Alliance Members,

Although we live at the dawn of the *Digital Age*, President Thomas Jefferson's ideal regarding the truly educated person still stands:

In the elementary schools will be taught reading, writing, common arithmetic, and general notions of geography. In the district colleges, ancient and modern languages, geography fully, a higher degree of numerical arithmetic...and the elementary principles of navigation."

—Thomas Jefferson to M. Correa de Serra (1817)

That is to say, a balanced agenda incorporating science, language, mathematics, arts and humanities still produces a more capable and enlightened citizenry than a focus on just one or two subjects. Although Jefferson never booted up or sent a single email, he correctly forecast the value of exercising all parts of the human brain.

Recent events compel Americans to confront their knowledge of people and places around the world. The media has rushed to enlighten a suddenly interested public about Islam, Central Asian mountain ranges, the impact of Caspian Sea oil on OPEC pricing, and how energy flows between and among states. Our President's newly defined "Axis of Evil" opens up even more terrain in which to dig. For unexpected reasons, Americans are learning geography.

Along with our usual features, this *Connection* offers lesson plans to explore the geographic complexities of Central Asia. Use the National Geographic Society's excellent website to set your students loose in Kabul, the Tora Bora Mountains, and points beyond. Your CGA office can also provide, on request, a limited number of free NGS maps to help your class investigate the history and geography of this captivating landscape.

Our third President would no doubt be pleased with our efforts to promote geographic education and awareness among California teachers, students and the public.

Best regards from Arcata,

*Stephen Cunha*

We thank these organizations for their support of the California Geographic Alliance:



# Living Through a Drought

*Grades 3-5 National Geographic Society*

## Lesson Plan

**Overview:** In this lesson, students will practice map-reading skills. Using a drought map of Afghanistan from “Afghanistan, Land in Crisis” site, students will learn how to recognize drought, where drought can occur, and how drought affects the people who live in those places.

**Connections to the National Geography Standards:** Standard 1: “How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective”

Standard 15: “How physical systems affect human systems”

**Time:** one to two hours

**Materials Required:** “Afghanistan, Land in Crisis” map (available in print from [cga@humboldt.edu](mailto:cga@humboldt.edu) or online at [www.nationalgeographic.com/landincrisis/education.html](http://www.nationalgeographic.com/landincrisis/education.html))

**Objectives:** Students will: Look at a drought map of Afghanistan and discuss the causes of drought. Compare a drought map with a political map. Discuss the impacts of drought on people.

### Geographic Skills:

Acquiring Geographic Information

Organizing Geographic Information

Analyzing Geographic Information

### Suggested Procedure

**Opening:** Define and discuss drought (a good definition can be found online in the Columbia Encyclopedia). Explain that drought occurs in many places around the world. Ask students if they have ever lived in or visited a place that was experiencing a drought. What was it like? How does a drought affect people in areas experiencing a drought? How does it affect agriculture?

**Development:** On the “Afghanistan, Land in Crisis” map, refer to “Drought and Earthquakes Ravage a Region,” one of the inset maps. Using overhead images or printouts, have students look at the drought map and tell you what they see. What parts of Afghanistan are the driest? What kinds of plants would grow in such places? What animals would live in a dry area?

Have students identify cities or towns on the map and, using the legend, discern which cities are the driest. What can students conclude about each of the towns based on the precipitation (or lack thereof) received there? For example, how do students think the residents of Kabul, the capital of Afghanistan, get their drinking water?

**Closing:** Review the concepts of drought students learned in this activity. How can students apply what they have learned to their own lives? Suggested Student Assessment: Using the Map Machine, select the Annual Precipitation map. Students should then select the town they live in and find out how much precipitation it receives annually. What can students say about where they live based on the information on this map? Does their area experience any threat of drought? Explain that insufficient rainfall for extended periods of time can happen in many places, not only in dry climates.

This lesson plan and others are available at: [www.nationalgeographic.com/landincrisis/education.html](http://www.nationalgeographic.com/landincrisis/education.html)

# Oxnard High Captures Top Prize

The Oxnard High School-Team 1 took first place at the “Geography Bowl 2001” competition held Saturday, Nov. 17, at Oxnard College, holding off a team from Camarillo High School, the school that captured the trophy last year. The Oxnard Union High School-Team 1 of Joshua Solis, Victor Grande, Meghan Bell, Emil Kasowski, Robert Traversa and Willy Chow took the top honor from rival Camarillo High School-Team 4 after answering 19 questions correctly of the 20 questions posed in the Round Robin competition where team members huddle to come up with correct answers.

GEO 2001 Committee chair and Oxnard College Geography Instructor, Chris Mainzer, said that the Oxnard High team was challenged but still able to maintain its two-point lead over the Camarillo High School team. Camarillo came up a bit short during the Round Robin competition but captured the second place prize with 17 points. The Camarillo High School-Team 4 includes Mishra Abhishek, Alex Nowrasteh, Martin Broder, Joel Deneau and Mitch Sussman. Third-place finisher St. Bonaventure-Team 4 scored its 15 points with a relatively small team of Michael Faulks, Julius Glover and Jordan League.

Many of the competition questions reflected recent world events such as the Sept. 11 terrorist attacks and the subsequent U.S. military response in Afghanistan: “Which former Soviet Socialist Republic does not border Afghanistan? A) Uzbekistan B) Kazakhstan C) Turkmenistan and D) Tajikistan?” (Answer: Kazakhstan)

By winning the top prize the Oxnard High School-Team 1 and advisor, Terry Crawford, will get a chance to soar over the local coastline and the fields of Oxnard and Camarillo, courtesy of Aspen Helicopters of Oxnard. The team also took home individual plaques plus a king-sized world atlas, donated by the California Geographic Alliance. The names of team members will also be inscribed on the perpetual plaque to be displayed at Oxnard College.

“It’s always inspiring to see so many kids show up and compete for every point,” said Ms. Mainzer. “We had a third-place tie in the individual written competition and had to give them another round of questions to finally determine the winner.” 152 students competed in the GEO Bowl competition.

## Call for Contributions

All California Geographic Alliance members are encouraged to submit contributions to the CGA newsletter. Material may be submitted in hard copy to the CGA office or electronically to [cga@humboldt.edu](mailto:cga@humboldt.edu)



Lassen County Superintendent of Schools Bob Owens with the CGA sponsored Geography Bowl winners.

The  
California State National Geo-  
graphic Bee Final will be held April 5th in  
Sacramento. Congratulations to all the state  
realists!

## Teach Geography With Historic Maps

The Herman Dunlop Smith Center for the History of Cartography at the Newberry Library has received a major grant from the National Endowment for the Humanities to develop a web site using original historic maps to teach the geographic dimensions of US History.

Map-based activities explore six themes: discovery and encounter, migration and settlement, environmental history, transportation and communication, political and military geography, and the geography of communities. Designed to accommodate a variety of K-12 curricula, these materials will exploit the particular ability of historic maps to excite students' imagination of past landscape, events, and human geographical conditions.

The Smith Center needs your help to develop a nationwide pool of elementary and secondary classroom teachers willing to test a preliminary version of the web site in the classroom in 2002. This is voluntary.

If you are interested or want more information, please contact:

The Herman Dunlop Smith Center for the History of Cartography  
The Newberry Library, 60 W. Walton Street, Chicago, IL 60610  
[smithctr@newberry.org](mailto:smithctr@newberry.org) or 312/255-3659.

You may also visit the teacher-tester registration site at [www.newberry.org/K12/](http://www.newberry.org/K12/)



## Join in Explore Your World!

Explore Your World! Biodiversity Month is a time to celebrate America's rich diversity of life through educational activities and scientific exploration. Anyone can take part! Scientists, educators and citizen groups are organizing events. It's a great time to teach about biodiversity!

You can involve your students in Explore Your World! Biodiversity Month by organizing an activity to explore biodiversity for May 2002. Simply by registering your event with Biodiversity Month you can link your effort to those of others, and contribute to a broader understanding of biodiversity. The Biodiversity Month webpage ([biodiversitymonth.org](http://biodiversitymonth.org)) offers suggestions, resources to help you plan an event and teach about biodiversity, and forms to register with Biodiversity Month and report your results in May. Ideas include:

- ❑ Organize a Backyard BioBlitz - an activity to get students outside, using what they have learned in the classroom to carry out a biological inventory of an area. By sending their findings to Biodiversity Month your students can participate in a national count and competition.
- ❑ Organize a Biodiversity Fair or Festival - may include biodiversity projects and displays, or an outdoor nature activity.
- ❑ Participate in many of the events taking place at museums and nature centers around the country to celebrate Biodiversity Month.

Biodiversity Month is part of the International Biodiversity Observation Year (IBOY) 2001-2002, in which scientists around the world are sharing information about Earth's biodiversity. Activities as part of Explore Your World! Biodiversity Month will also celebrate the United Nations International Day for Biological Diversity on May 22. For more information: email [info@biodiversitymonth.org](mailto:info@biodiversitymonth.org) or call (970) 491 1984

## Hot Geographic Sites... *check it out*

[www.nationalgeographic.com/education](http://www.nationalgeographic.com/education)

• Education Site - Get Fresh Ideas Every Week

[www.geog.pdx.edu/oga/lessons\\_new.html](http://www.geog.pdx.edu/oga/lessons_new.html)

• An extensive library of geographic lesson plans for all ages from the Oregon Geographic Alliance

[www.nationalgeographic.com/xpeditions/lessons/01/g35/presidents.html](http://www.nationalgeographic.com/xpeditions/lessons/01/g35/presidents.html)

• Help students create a map showing the birthplaces of all the U.S. Presidents in this standards-based lesson.

[www.facingthefuture.org](http://www.facingthefuture.org)

• A wealth of resources for educators on global issues - population, poverty, etc. Lessons aimed at middle to high school students.

## CGA in San Diego

by Emily Schell

Regional Coordinator, San Diego

While the torch made its way across the Golden State and the world prepared for the 2002 Winter Olympics in Salt Lake City, students celebrated their geographic knowledge and skills in San Diego! The 9th annual Geography Olympiad was held at Grossmont College for 3-8th grade students who are passionate about geography. The competition was fierce, but friendly, as students matched wits in such events as "C is for Cartographer," "Landmarks, Anyone?" and "Global Trading." Winners walked away from the Geography Olympiad with ribbons, trophies, map packs, pride and a better understanding of our world.

Special thanks is due to the dedicated teachers who served as coaches for their school teams. Teachers met with students during lunch and after-school hours to enhance their geographic education and prepare them for challenging events. Teachers also participated in after-school meetings with Olympiad Coordinators Steve Prendergast and Stephanie Buttell-Maxin to prepare for the big day. Each school team included an entourage of parents, grandparents and other supportive volunteers, who also deserve thanks.

During the awards ceremony, special recognition was given to Beth Cantrell and her sister Elaine from Thomas Brothers Map Company's Education Department. Both have supported the Geography Olympiad faithfully each year by providing activities and awards to students and teachers. Their passion for geography has inspired olympians, teachers and parents for many years. Sadly, this was their last year to participate in this event as Thomas Brothers will discontinue its Education Department this year. They will be missed, but their "flame" will still burn in future olympiads.

This year's Geography Olympiad was dedicated to National Geographic Society's Director of Education Outreach Joe Ferguson. Joe's life was taken tragically on September 11, 2001. Without Joe's enthusiasm and support over these past many years, programs like this would not be alive and well in San Diego schools.

In attempt to rephrase the History-Social Science framework's note that "history is a story well-told" to "geography is a story well-told," local TCs have been busy sharing good books and great ideas for using literature to teach geography in the classroom and at home. CGA's presence at the East County Literacy Faire this Fall was well received by children, parents and community members interested in improving literacy skills and enthusiasm. Countywide and

*continued on page 6*

## CGA in Dominguez Hills

by Diane Hembacher and Cynthia Delameter

Regional Coordinators, Dominguez Hills

Our region had a busy Fall semester! We began the school year with a Training Retreat at Lake Arrowhead. Our goals were to prepare a cadre of talented teachers to take leadership roles in geography education, and to promote collaboration between teacher leaders and university professors. Participants learned how to plan a "Family Geography Night", investigated the various facets of geography through the medium of clay sculpture, became familiar with NASA educational materials based on satellite images of earth, brainstormed ways of presenting geography themes and concepts to pre-service teachers, and explored the Lake Arrowhead environs from a geographic perspective. Attendees made a commitment to give future CGA presentations.

Our cadre of teacher leaders had many opportunities to share their expertise. Teachers gave presentations on geography education in the social studies methods courses for Multiple Subject Credential Candidates at CSU Dominguez Hills (CSUDH). In addition, several teachers have planned and carried out "Family Geography Nights" and staff development activities at their individual school sites.

Our region also collaborated with the California History-Social Science Project (CH-SSP) at CSUDH in providing geography education to teachers in the local area. We co-sponsored a Geography Day staff development session for the entire Lawndale School District, providing standards-based presentations at each grade level. In addition, CGA teacher leaders gave presentations at the CH-SSP Showcase Conference, a social studies conference for students in the Teacher Education Department at CSUDH, and for teachers in the local area. The CGA also collaborates with the CH-SSP by giving grade-level-specific presentations on geography topics, at institutes for teachers in grades 1-3.

We also sponsored a series of field trips on the geography of Los Angeles, led by a local geographer, Don Gauthier.

Finally, we had several excellent geography presentations at the annual CCSS conference in Riverside.

## CGA in Los Angeles

by Carlos Lossada

Regional Coordinator, Los Angeles

We are very pleased and excited to be a part of the CGA once again. We have a wide variety of activities currently in progress. Our *Scholar-Teacher Symposium series* continued in February with Professor Nicholas Entrikin of the UCLA Department of Geography presenting *Population and the Environment: How Many People Can the Earth Support?* In March we have a scholar presentation on China: *Perceptions*; and in May - *Slavery: From Africa to America*. These symposiums include a lesson presentation by a grade level teacher. This is a CGA co-sponsored event with the UCLA History-Geography Project.

In addition, we will continue our Europe Through the Ages workshop series. In March, Professor Denis Cosgrove of the UCLA Department of Geography presented *Mapping and Painting in the Renaissance World*. This lecture focused on the changing cartographic views of the earth during the Renaissance. This new series is being presented in conjunction with the UCLA HGP and the UCLA Center for European and Russian Studies. We will conclude with a scholar presentation in May and a one-week summer institute in August. Teachers will create lesson plans based on the social studies and geography standards.

The UCLA History-Geography Project and the CGA at UCLA have joined with the other California subject matter projects in Center X at UCLA to establish a three-year partnership with District I of the Los Angeles Unified School District. We are providing training to social science teachers in this district. Geography resources and information have been provided to teachers at Jordan and Locke High Schools. We will begin training at Fremont and King Drew High Schools in the spring. We will eventually be working with all the K-12 schools within this sub-district of LAUSD and geography education will be a vital component to this training.

Other events that are scheduled for the spring will include the final follow-up to our 4-12 summer institute Cultural Encounters: *Religion and Commerce* and our April 27<sup>th</sup> workshop for Social Science teachers of English Language Learners.

***Be sure to check out the CGA website at  
www.humboldt.edu/~cga for the latest programs, lesson  
plans, maps and more!***

## CGA in the Bay Area

by *Cynthia Vaughn*

*Regional Coordinator, Bay Area*

CGA in the Bay Area has continued our commitment to spreading the "geographic word" with K-12 teachers and pre-service candidates. GEOFEST 2001, held last October on Treasure Island, was a great success. More than 75 teachers and pre-service candidates attended a full day of geography workshops, ate great food and, most importantly, supported each other as colleagues dealing with an "altered" student population--post 9/11. One of the highlights was the keynote speaker--our very own Dr. Stephen Cunha-- and his poignant and timely slide presentation on Afghanistan.

In honor of our dear friend, J. Joe Ferguson who we lost on 9/11, our region established a scholarship for pre-service candidates to attend the GEOFEST. It is because of Joe's commitment to teachers as true professionals that we decided to honor those people joining the educational ranks.

Teacher-Consultant Michele Cogley collaborated with SFUSD and San Francisco State University and gave a 3-day workshop to 28 pre-service candidates. The participants received more than 20 hands-on lessons and materials to use.

Again, the Bay Area Urban Team will be presenting several lessons at CCSS this March. Come join us in Riverside!

If you are a Bay Area teacher and would like to get local updates and information, please email me at [sfcvaughn@yahoo.com](mailto:sfcvaughn@yahoo.com) and I'll add you to my list-serve.

## CGA in Silicon Valley

by *Marcia Holstrom*

*Regional Coordinator, Silicon Valley*

After only 10 years in Geographic Education, I will be taking an "early" retirement from San Jose State University, and starting a new career as yet to be determined.

I am scared, excited and particularly challenged by the opportunities and obstacles involved in this decision. Hopefully, you can teach an old dog new tricks.

In the meantime, this spring we will continue our activities including a presentation to the lead teachers in the Cupertino Union School District, and will continue to be available to any teachers in the Silicon Valley who are interested in helping their students expand their knowledge of geography.

All of you who are supporting Geographic Education should be proud of your efforts because much progress has been made. Keep up the good work.

## CGA in the Inland Region

by *Janice Hamner*

*Regional Coordinator, Inland Region*

The Inland Region had a kick-off fall planning session with twenty-one teachers attending. At the dinner meeting, we discussed additions to our calendar and recruited volunteers for facilitating upcoming field studies.

Again this year, we co-sponsored with Inland Empire Consortium for International Studies (IECIS) the annual high school teachers institute, Windows on the World. The institute theme, "Complexity in East Asia: Collaborations, Confrontations, and Coexistence" was carried into the culminating half-day student event, Student Town Meeting on American Foreign Policy, with 400 students from 16 high schools in attendance. A highlight of the Student Town Meeting was a presentation, "Geography on the World Stage" by Steve Cunha, CGA Director. Other guest speakers, who interacted with the students in question and answer breakout sessions, were university professors, the cultural consultant from the Korean Cultural Center, and a representative from the U.S Department of State.

Responding to the September 11th tragic events, Inland Region developed with San Bernardino and Riverside history-social science coordinators and the Inland Area History-Social Science Project, content rich staff development programs:

- o Understanding the Dynamics Behind the Terrorism: Trigger Issues in the Middle East
- o The Geography of War: Life and Death on the Afghan Frontier
- o Teacher-Scholar Seminar Series: Study of World Religions (Islam, Judaism, Buddhism and Taoism)

Cram Elementary in Redlands School District sponsored a K-6 GAW poster contest. Student winners received atlases or books with geographic themes and certificates.

Becky Davis is coordinating our Family Geography Programs and Teacher Leaders have planned the following upcoming programs: Shirley List, Hemlock Elementary, Fontana School District; Violet Carter, Thomson Elementary, Barstow School District; Alma Sanchez, Del Rey Elementary, Victor Elementary School District; Melva Egbert, Anna Borba Elementary, Chino School District; and Lynda Lemon, Cedargrove Elementary, Charter Oak School District. Also, a program has been scheduled for Cram Elementary, Redlands School District.

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## CGA in San Joaquin Valley

by *Steve Kemper*

*Regional Coordinator, San Joaquin*

TC's Cathie Moseley, Mike Murphy, and Marilyn Tuttle were invited to present at the CSU-Fresno Internship Teacher Program last November. Teachers from Kern, Fresno, Kings and Madera counties attended this program. I want to thank Don Beauregard, Coordinator for offering this opportunity. At the last faculty meeting Don praised the presenters for their professionalism and content knowledge.

I am working to compile several hundred lesson plans to be added to the CGA website. The lesson plans range from K-12 and will reflect topic, grade level standards, and national standards - all will be cross referenced.

Our region recently completed the 5<sup>th</sup> Annual Intercession K-8 (January 7-11) and the topic was Rivers. Wonderful materials were donated by the California State Water Project and Southern California Edison's Big Creek project. The teachers created a replica of the Big Creek project which was displayed in CSU Fresno School of Education. Several hundred people were enthralled with the detail of the replica. Marilyn Tuttle was the instructor for this expansive project. Cathie Moseley presented several lessons with a detailed view of the California State Water Project and its facilities. Other presenters were Mike Murphy, Diane Trevino, and Stewart White. Dave McGlocklin of Cram Maps & Globes did an outstanding job in presenting various activities for these teachers to take back to their classrooms.

Teachers from our region will present at the 18<sup>th</sup> Annual Character and Civic Educational Conference on April 17. We will also have a booth setup. This annual conference is for student teachers, master teachers, administrators, and all civic and government employees to participate - attended by local government officials - superintendents - mayor - educational administrators.

On March 18<sup>th</sup> we hosted the 11<sup>th</sup> Annual School of Education Workshops. These are all day workshops for student teachers and Mini Corps student teachers.

July 8<sup>th</sup>, 2002 will bring us to the Summer Session CSU-Fresno Workshops. Plans are being made for this annual event.

I would like to take this time to thank the Kremen School of Education for the tremendous support we have received over the years. Being the only in-house alliance within a school of education brings credibility and sustains all the reasons geography needs to be a mainstay, and continually made a part of the everyday instruction in our elemental classrooms.

## Undersea Volcanos Named for NGS Employees

Late NGS employees Joe Ferguson and Ann Judge, killed when Flight 77 crashed into the Pentagon, have been remembered for their work to educate the public about the world's oceans. Two undersea volcanos will bear their names. The volcanos in the middle of the Pacific Ocean have been named in memory of James "Joe" Ferguson and Ann Campana Judge.

"Joe, he would be so, so elated," said Barbara Harrell, Ferguson's mother. "Never in his wildest dreams, I'm sure, would he have thought something like this would have taken place."

The underwater volcano, now called the Ferguson Seamount, is about 20 nautical miles in diameter. It was discovered in April 1972. An adjoining seamount was named for Ann Campana Judge.

The U.S. Board on Geographic Names approved the designations in October to recognize Ferguson and Judge's "years of service in the cause of educating the public concerning the world's oceans and seas." Ferguson served as director of the Geography Education Program at the National Geographic Society. Judge was NGS's travel office coordinator and participated in numerous NGS Education Program geography trips.

Ferguson and Judge were accompanying Washington-area teachers and students to a deep-water exploration project at the time of their deaths. The two were associated with the society's Sustainable Seas study program and the Navy's Project Marco Polo, a joint educational program for American school children and teachers.

Contact your regional coordinator or the CGA of æ ([cga@humboldt.edu](mailto:cga@humboldt.edu)) for free NGS Wild World maps for your classroom. Also available are new Family Geography outline maps of the world and the USA. These can be used for family geography nights at your school.

### CGA in the Inland Region *continued*

Mark your calendars: In the spring, we will continue our field studies with trips organized by Teacher Leaders to the Native American petroglyphs site in Lucerne Valley (March 16), the James Reserve in Idyllwild (April 12-14), and the Marine Environmental Studies Center, Two Harbors, Catalina (May 3-5).

A K-3 Institute: Pathways to Literacy through Geography II, is scheduled for June 24-28. This is planned as a follow-up to the 2001 program and we are hoping to have many of the teachers return. In addition to the focus on literacy strategies linking the K-3 California History-Social Science Standards with geographic themes, this year we will explore world cultures and multicultural literature.

## Geographic Analysis & Your Community

I'd like to let you know about an exciting opportunity for high school and college students worldwide. The National Geographic Society, The Association of American Geographers, ESRI, and the United Nations Environment Programme are launching a program that invites students to use the tools of geography to examine how their communities can be made healthier and more livable, and how they can exist in greater harmony with the natural world.

The project is called My Community, Our Earth: Geographic Learning for Sustainable Development. Students can use traditional or digital tools to examine their communities in light of a number of sustainability-related issues, and to propose actions and solutions for the future. Details on the program can be found at [www.geography.com](http://www.geography.com)

Participants will receive a resource kit, which contains software, maps, and educational materials about geography, GIS technology, and sustainable development. Projects that are submitted by May 31, 2002 will be reviewed by an international panel. A selection of the projects will be featured on the MyCOE website and will be displayed at numerous venues, including the World Summit on Sustainable Development in Johannesburg, South Africa in August 2002. Teachers and professionals can also volunteer to serve as mentors to assist students in preparing projects.

We'll also soon be printing posters summarizing the project. Please let me know ([acarroll@ngs.org](mailto:acarroll@ngs.org)) if you'd like copies of the poster.

This is a wonderful opportunity for students to present fresh and innovative ideas on how geographic analysis can reveal ways in which their own communities, and the planet as a whole, can move toward sustainability.

Sincerely,

Allen Carroll, Chief Cartographer  
National Geographic Society

### CGA in San Diego *continued from page 4*

university-course presentations have also featured the importance of integrating geography in literacy programs across the grades. The inclusion of skills and literature titles to teach geography in the new document, Pages of the Past: Literature Aligned to the History-Social Science Standards, has provided a sound base for these presentations and teacher training.

We are looking forward to the K-6 Geography Institute at the San Diego County Office of Education July 22-26. This week is packed with adventure and treasures to take back to the classrooms. Teachers interested in registering for this institute should contact me at (858) 292-3820 or [eschell@sdcoc.k12.ca.us](mailto:eschell@sdcoc.k12.ca.us).

As our world continues to grow, change, turn, the need for meaningful and effective geographic education programs becomes more pronounced. Let us know how we can help you do that locally.

# AFGHANISTAN

## Land in Crisis

### *Classroom Activity Guide for Middle and High School*

**A**fghanistan is one of the poorest countries in the world. Its people face an unending struggle to meet even their most basic daily needs.

#### **What factors may account for the poverty and hardship of the people of Afghanistan?**

Use the NATIONAL GEOGRAPHIC map “Afghanistan: Land in Crisis” and the activities in this guide to explore this remote country, cut off from the world by rugged mountains, forbidding deserts, a complex ethno-linguistic mix, and a conservative branch of Islam that closely defines the way the Afghan people live and relate to the world around them.

#### **Connection to Your Classroom**

Events since September 11, 2001 have brought the country of Afghanistan to the forefront of the news. While public interest has focused on events in the political arena, many questions remain unanswered because so little is known about Afghanistan or its people. With the help of this Guide, your students’ questions about current events can be linked to your geography or social studies curriculum.

#### **Connection to National Standards**

The topics and activities in this Guide reflect the National Geography Standards as set forth in Geography for Life. The questions and activities (1) use maps and graphs to acquire and analyze information about Afghanistan; (2) consider physical and human characteristics of Afghanistan; (3) examine population characteristics and movement and the complexity of cultural patterns in Afghanistan; and (4) use geography to interpret past and present events in Afghanistan.

#### **STATISTICS AT A GLANCE**

Area 251,773 sq mi (652,089 sq km)

Population 26.8 million

Capital Kabul

Religion Sunni Muslim 84%, Shiite Muslim 15%

Language Pashtu, Dari, Turkic languages

Literacy 32%

Life Expectancy 46 years

GDP Per Capita \$800

Population/Urban 22%

Labor Force in Agriculture 68%

Exports opium, fruits, nuts, handwoven carpets, wool, cotton, hides and pelts, gems



NATIONAL GEOGRAPHIC WORLDWIDE  
**EXPEDITIONS**  
 www.nationalgeographic.com/expeditions

This is page one of a guide available at: [www.nationalgeographic.com/landincrisis/education.html](http://www.nationalgeographic.com/landincrisis/education.html) Click on New Downloadable Teacher’s Guide. The “Land in Crisis” map is available at this website or from the CGA of  $\alpha$  ( [cga@humboldt.edu](mailto:cga@humboldt.edu)).

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### Silicon Valley

To be named

## Join the CGA

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