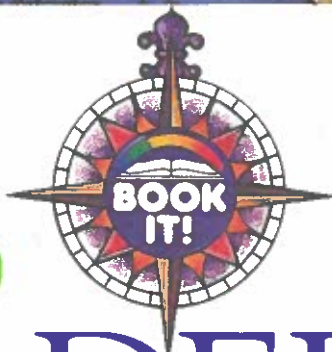


THE GEO READER



Ideas for incorporating geography into the BOOK IT!® program



Contents

Foreword	1
Introduction	3
Book List and Activities	
Africa	5
Antarctica	6
Asia	7
Australia	12
Canada	13
Europe	14
Latin America	16
United States	17
Geographic Incentive Items	10
Further Resources for Teachers	20

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We extend special thanks to **Mary E. Goodman**, Administrative Assistant for the Oklahoma Alliance for Geographic Education, and **Tina Biles**, Graphic Designer, for their contributions.



Foreword

Geography — the condition of the surface of the earth as our home — pervades our daily lives. Almost every aspect of our existence is influenced by geography. But the results of a recent nine-nation Gallup Poll commissioned by the National Geographic Society to test geographic literacy made Americans painfully aware of our surprising lack of geographic knowledge when we scored dead last!

There is no argument that we need to improve the geographic skills of our citizens. Geography provides students with a logical and useful knowledge of the global human habitat by explaining the relationships between people and the natural environments in which they live. The study of geography requires students to gain basic geographic skills, to understand fundamental processes acting within the natural environment, to appreciate the diversity of worldwide human cultures, and to recognize the basis for the organization of world regional patterns. An awareness of the importance of these patterns and the processes that shape them provides young people with tools to apply, interpret, and speculate on all global connections.

Five fundamental themes of geography expand our understanding of geography to encompass more than the ability to spot places on a globe, match cities with countries, or name the highest mountain. These themes provide a framework for understanding geographic information:

Location is a basic element of geographic understanding. Absolute location and relative location are two ways of describing the position of the Earth's physical and cultural features.

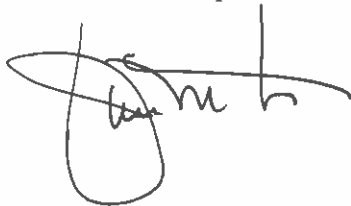
Place is described by physical and human characteristics that give individual character to a location.

Human-Environment Interaction describes the impact that people have on the natural environment and on the resources of the environment that sustain them.

Movement examines circulation, transportation, and communication systems that link people and provide character to places.

Regions are areas on the surface of the Earth that are defined by certain unifying human or physical characteristics. Geographers divide the world into regions in order to study it more easily.

With these themes of geography, we and our students can compare and understand places of the world.



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Introduction

To remind Americans of the joys and importance of reading as a way of learning about the world, Librarian of Congress James H. Billington has chosen "Explore New Worlds — READ!" as the theme of the 1992 Library of Congress national reading promotion campaign. "Reading opens minds and fires the imagination. It is the key to understanding people, places, and other cultures," said Dr. Billington. "I cannot think of a better year than 1992, the 500th anniversary of the landing of Columbus in the Americas, to emphasize the significance of geography in reading promotion and literacy projects."

We have adopted this theme for the 1991-92 BOOK IT!® program, and we will carry the theme over into the 1992-93 program as well. *The GeoReader* Booklet is designed to help you increase your students' geographic knowledge and awareness through (1) books and activities that convey geographic concepts, (2) resources that provide information on the teaching of geography, and (3) incentive items that tie into the geography theme.

The GeoReader Book List

The core of *The GeoReader* Booklet is our book list. Each book is described and each has an accompanying activity. Although the primary purpose of the activity is to increase students' geographic knowledge and awareness, the activity is also designed to enhance students' enjoyment of the book and stimulate their interest in reading. All suggested activities have been classroom tested, and all books listed were found in school or public libraries.

The GeoReader book list is organized by continents, with the exception of North America and South America. North America is divided into Canada and the United States, and South America includes all of Latin America. Most of the books, with the exception of those for Antarctica, are fiction.

The book lists for each of the continents and countries are generally arranged from easier to more difficult reading levels, but with minor adjustments most of the books can be used with a wide range of age groups. The geography-related activities can be carried out individually or as a group, depending upon the nature of the activity and to whom you assign the book, and they can be tailored to your students' specific needs and interests. You may think ideas we have listed for a certain book are perfect for another — or you may want to do something entirely different.

We hope that the books we've chosen and the activities we've developed will spark your creative talents and that you will develop your own geography-related activities for favorite books. (When you think about it, it's hard to find a book that doesn't have *something* to do with geography!)

Resources, Incentive Items, and a Student Contest

We have provided a list of professional organizations and resource materials on pages 20 – 21 that can support your efforts in building a geography theme into your BOOK IT! program. We have also found a variety of geographic items, pictured on pages 10 – 11, that you can use as individual or classroom incentives to reward children for meeting their reading goals. Additionally, we have developed a contest for students that ties in with our geography theme. The contest grew out of our sponsorship of two youth activities taking place during the 27th International Geographical Congress, which is being held in Washington, D.C., in August of 1992. (Our teacher's contest will give you and your colleagues many new ideas for incorporating geography into the 1992-93 BOOK IT! program.)



The Earth Sticker

To provide you with another incentive to motivate your students to meet their reading goals, our restaurant managers will award a shiny, colorful Earth sticker to every student who completes all five months of the BOOK IT!® program. The sticker, which symbolizes the importance of geographic awareness, is designed to be worn on our BOOK IT! outerspace button. (Any student who completes the five monthly goals can earn the Earth sticker, even if his or her teacher chooses not to incorporate geography into the BOOK IT! program.)

Creating Your Own BOOK IT! Geography Program

We designed the basic 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 new 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* book list 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.

If you want to develop 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 page 20, or through local sources, such as your community library. You can start your program slowly by adding a few books from *The GeoReader* book list to your students' reading assignments during October and November, and then add other geographical elements to the program during the remaining months. Please keep in mind that the geography theme will continue into the 1992-93 BOOK IT! program (see section below entitled "*The GeoReader II*"), which will give you an opportunity to more fully develop a BOOK IT! geography program for next year's class.

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 celebrated; December, when National Geography Awareness Week takes place (December 1-7, 1991); or February, when students who have read all five months can receive their Earth sticker from the restaurant manager and when you've had an opportunity to thoroughly develop a BOOK IT! geography program.

Whatever you chose 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.

The GeoReader II

Our teacher consultants, as well as other educators in the field of geography, are preparing another booklet for the 1992-93 BOOK IT! program. *The GeoReader II* will focus on non-fiction works in areas such as environment, space, exploration, Native Americans, oceanography, and changing landscapes. In addition to activities for the individual books, *The GeoReader II* will present a unit plan for each subject area, such as exploration, that will include both fiction and non-fiction books and a culminating activity. *The GeoReader II* will also cover geography education using newspapers, news magazines, and other reading materials that deal with current events. A special section in the booklet will feature the ideas sent to us by teachers in our "Explore New Worlds — READ!" contest.

AFRICA

Lewin, Hugh. **Jafta**. Carolrhoda Books, Inc., 1983. *Jafta describes some of his feelings by comparing his actions to those of various African animals. Other books about Jafta include: Jafta's Mother, Jafta's Father, and Jafta and the Wedding.* **Activity:** Pantomime Jafta's actions as the book is read to you. After the book is completed, play a guessing game with your friends. See if they can guess what animal you are imitating.

Greenfield, Eloise. **Africa Dream**. The John Day Company, 1977. *A Black child travels in her dreams to long-ago Africa. Her dreams are filled with the images of the people and places of the far-away land of her ancestors.* **Activity:** Talk to your family about where your grandparents or great grandparents lived when they were your age. As they tell you about the place where they lived, imagine what it looked like. Draw a picture of what you would see in your dream if you traveled to the place they described.

Aardema, Verna. **Bringing the Rain to Kapiti Plain**. The Dial Press, 1981. *This tale from Kenya describes Kapiti Plain through rhythmic verse.* **Activity:** Reread the story as a choral reading with a different child reading each part and the entire class reading the last phrase.

Aardema, Verna. **Why Mosquitoes Buzz in People's Ears**. The Dial Press, 1975. *A West African tale about an iguana who sets off a chain reaction that ends in jungle disaster.* **Activity:** Pretend the story takes place where you live and retell it using different animals and sounds.

Seeger, Pete. **Abiyoyo**. Scholastic, 1986. *Adapted from an old South African folktale, this story tells of a boy and his father who save their town from a monster.* **Activity:** Learn the song and as the story is reread, act out the parts and sing the song. Take turns with your friends telling the story and as you do, create more songs and dances to enhance the action.

Williams, Karen Lynn. **Galimoto**. Lothrop, Lee & Shepard Books, 1990. *Walking through his village, a young African boy finds the materials to make a special toy.* **Activity:** Create a toy from materials you have available in your classroom.

Seed, Jenny. **Ntombi's Song**. Beacon Press, 1987. *When a speeding bus causes her to spill the sugar she is carrying home, Ntombi, a six-year-old Zulu girl, is determined to overcome her fears and find a way to earn money to buy more sugar.* **Activity:** The things Ntombi carried on her head you would carry in a sack or in your hands. In what other countries do the people carry goods on their head? After you practice carrying things such as a book, a basket, or a package of paper on your head, list the advantages and disadvantages of transporting goods in this way.

Haley, Gail E. **A Story – A Story**. Atheneum, 1970. *This book tells how African "spider stories" came to be.* **Activity:** Before reading the story, draw a picture of what you think a calabash might be. Listen for this word and other unfamiliar words in the story. Can you tell what they mean by their sounds and their uses in the sentences? Draw another picture of a calabash after you have read the story and compare it with your first drawing.

Grifalconi, Ann. **The Village of Round and Square Houses**. Little, Brown and Company, 1986. *An African grandmother explains to her listeners why in their village, on the side of a volcano, the men live in square houses and the women in round ones.* **Activity:** Recreate the African village in the story with the boys making square houses and girls making round ones. Examine the illustrations in the book for other ideas on features that can be added to your village.

Grifalconi, Ann. **Darkness and the Butterfly**. Little, Brown and Company, 1987. *Small Osa is fearless during the day, climbing trees or exploring the African valley where she lives, but at night she becomes afraid of the strange and terrifying things that lie in the dark.* **Activity:** Discuss what fears you have. What fears might be the same no matter where you live? What are fears that might be limited to a particular place? Listen to a partner's fear and suggest a way to overcome it.

Feelings, Muriel. **Jambo Means Hello**. Dial Books for Young Readers, 1974. *In this Swahili alphabet book students are introduced to the Swahili language while being familiarized with some aspects of traditional African life.* **Activity:** Write the Swahili words on cards and practice saying them with a partner. Write the meanings of the words on other cards. Match the meanings and the words using the book for help when needed. As you become familiar with the words and their meanings, play a concentration-type game with the cards, matching words with meanings. When your cards match, use the Swahili word in a sentence.

Yarbrough, Camille. **Cornrows**. Coward-McCann, Inc., 1979. *Mama's and Great-Grammaw's fingers weave the design and their voices weave the tale as they braid their children's hair into the cornrow patterns of Africa. Every design has a name and means something in the powerful past and present richness of the Black tradition.* **Activity:** Research the accomplishments of a Black American listed in the book and role play the person you selected. Present information about your life, emphasizing what you have accomplished.

Steptoe, John. **Mufaro's Beautiful Daughters.** Scholastic, 1987. *This story was based on an African folktale, and the illustrations were inspired by the ruins of an ancient city found in Zimbabwe and the flora and fauna of that region.* **Activity:** Illustrate one of the plants or animals from the book, cut your picture out, and glue it on poster board. As your classmates add their pictures, you will have a collage that shows various plants and animals of Africa. Make a similar collage showing plants and animals where you live. Compare and contrast the plants and animals shown on the collages.

Brown, Marcia. **Shadow.** Charles Scribner's Sons, 1982. *Storytellers around the fires in Africa inspired the French poet, Blaise Cendrars, to give us images of Shadow. Marcia Brown's translation and illustrations evoke visions of Africa.* **Activity:** Create a picture using the art style of the illustrations in the book. Select an African animal. Cut out the shape of the animal on black construction paper. Watercolor the animal's habitat and place the outline of the animal in the habitat.

Heide, Florence Parry and Judith Heide Gilliland. **The Day of Ahmed's Secret.** Lothrop, Lee & Shepard Books, 1990. *Throughout the bustling city of Cairo, Ahmed rides his donkey cart, but when his work is done, Ahmed hurries home to tell his secret to his family.* **Activity:** Make a mobile of Cairo showing the five themes of geography. Show the location, the human and physical characteristics of the city, the different types of movement, how humans interact with the environment, and the regions within the city.

Greaves, Nick. **When Hippo Was Hairy and Other Tales from Africa.** Barron's, 1988. *This beautifully illustrated book is a collection of thirty-one folktales about African animals with factual information included about each one.* **Activity:** Prepare a presentation for younger children. Make poster-size paintings of your favorite animals in the book. Memorize the major details in the folktale so you can entertain your audience by telling a story. Then present the interesting factual information to them. Include a map so you can show where these animals still live today.

Stolz, Mary. **Zelmet, the Stone Carver.** Harcourt Brace Jovanovich, Publishers, 1988. *Chosen to design a magnificent monument for a vain and demanding pharaoh, an Egyptian stone carver conceives of and begins work on the sphinx, which still stands in the Egyptian desert today.* **Activity:** Pretend you are a child in ancient Egypt and use hieroglyphics to tell a simple story. Ask a friend to interpret your story for the class.

Musgrove, Margaret. **Ashanti to Zulu.** The Dial Press, 1976. *Illustrated by Leo and Diane Dillon, this book describes the ceremonies, celebrations, and customs of 26 African tribes.* **Activity:** Since each painting in this book includes a man, a woman, a child, their living quarters, an artifact, and a local animal, discuss differences among African tribes. Based on the information in the book, decide which tribe you would prefer to visit.

NOTE: The following activity can be used for either of the next two books: **Journey to Jo'burg: A South African Story** and **The Middle of Somewhere: A Story of South Africa.** **Activity:** Investigate racism in the United States. Learn about the civil rights movements and famous Black Americans who have been fighting for equality in America. Compare racism in the United States today with racism in South Africa. Learn about famous Black leaders there such as Nelson Mandela. What are other countries doing to help Black South Africans gain freedoms? Discuss solutions you think would be most reasonable and bring about the most change.

Naidoo, Beverly. **Journey to Jo'burg: A South African Story.** J.B. Lippincott, 1985. *When their baby sister becomes dangerously ill, thirteen-year-old Naledi and her younger brother make a journey of over 300 kilometers from their village to Johannesburg where their mother works as a maid for a white family.* **Chain of Fire**, published in 1990, is a sequel.

Gordon, Sheila. **The Middle of Somewhere: A Story of South Africa.** Orchard Books, 1990. *Set in contemporary South Africa, this story contrasts the simple desires of young children with the complex and ugly policies of apartheid practiced by the South African government. Young Rebecca can't understand why the white people want her to move from her home. Not caring that Rebecca's family, like many others in the village, has lived in the same house for several generations, the government tries to force them out. The strong family love and the hopeful conclusion result in a positive statement about the power of the common people.*

ANTARCTICA

Glimmerveer, Ulco. **A Tale of Antarctica.** Scholastic, Inc., 1989. *The penguins have always lived in Antarctica. They love their beautiful blue and white world of ice and snow. But then people come and the penguins are no longer safe. This book speaks powerfully to even the youngest child about the need to preserve Antarctica so that the penguins and other wildlife in this pristine environment can survive.*

Hackwell, W. John. **Desert of Ice: Life and Work in Antarctica.** MacMillan Publishing, 1991. *This book introduces the history and geography of Antarctica and describes life on an Antarctic base and the type of scientific research that is done there.*

Sandak, Cass R. **The Arctic and Antarctic.** Franklin Watts, 1987. *Illustrated throughout with color photographs and maps, the book describes how explorers have set out to discover new lands and increase our knowledge of these two polar frontiers.*

Matthews, Rupert. **The Race to the South Pole.** The Bookwright Press, 1989. *An account of the competition between explorers to reach the South Pole, this book emphasizes the events of the rival expeditions led by the Norwegian Ronald Amundsen and the British Robert Scott between 1910 and 1913.*

Adams, Richard and Ronald Lockley. **Voyage Through the Antarctic.** Alfred A. Knopf, 1982. *The authors give an account of their extraordinary two-month journey through the last great wilderness on Earth - Antarctica.*

Lambert, David. **Our World, Polar Regions.** Silver Burdett Press, 1988. *This book describes the origins, geographic features, seasons, plant and animal life, exploration, and natural resources of the Arctic and Antarctic.*

Swan, Robert. **Destination: Antarctica.** Scholastic, 1988. *Seventy-four years after Scott began his final expedition, three men embarked on a trek dedicated to Scott's memory. Without the help of animals, machines or radios, the men hauled food, gear and supplies over the same route Scott took. This is their story.*

May, John. **The Greenpeace Book of Antarctica.** Doubleday, 1989. *Partly a popular encyclopedia, partly an account of the Greenpeace campaigns in the region, this highly informative book represents the work of writers, photographers, scientists, and campaigners from all over the world. It shows many of the splendors of this remote and remarkable ice wilderness, strengthening the case for its preservation.*

Antarctica, Great Stories from the Frozen Continent. Reader's Digest, 1985. *This book presents the continent of Antarctica including its wildlife, explorations, maps, time charts, and essential reference material. The book has spectacular color photographs that will enhance your enjoyment of Antarctica.*

ACTIVITIES: Use the books listed as resources to complete the following activities. They can easily be set up as center activities and completed in cooperative learning groups.

1. Illustrate a food chain in Antarctica. Include both plants and animals. Examples:
bluewhale/krill/plankton
seal/penguin/fish/krill/plankton
whale/seal/fish/krill/plankton
2. Invent a game that uses facts about Antarctica. Make a game board, rules, fact cards, etc.
3. Design a scientific station that would support human life in Antarctica. What facilities would be necessary? Investigate current Antarctic stations for ideas.
4. Using adding machine tape, illustrate a time line of historic expeditions and important events in Antarctica. Examples: 1911 - Ronald Amundsen and 5 men are the first to reach the South Pole; 1982 - a hole in the ozone layer is discovered.
5. Design a T-shirt, with a slogan and colorful drawing, that promotes the preservation of Antarctica.
6. Create a colorful travel brochure to attract adventurous people to Antarctica. Brochures might include maps, important facts, a logo, catchy slogan, etc.
7. Make fabric or construction-paper flags to represent the twelve countries that originally signed the 1959 Antarctic Treaty.
8. Plan an Antarctic expedition. Determine the purpose, route, and length of time for the expedition. Include: necessary forms of transportation; how the expedition will be financed and who will be sponsors; what type of equipment and clothing will be needed and how supplies will be moved; how much weight and space allotment will be needed for food supplies; and how garbage will be disposed of in a land of permanent cold storage. What are possible disasters that an expedition might encounter? Plan strategies to deal with such disasters.

ASIA

Hidaka, Masako. **Girl from the Snow Country.** Kane/Miller Book Publishers, 1986. *A little Japanese girl enjoys the falling snow as she walks across the snowy fields with her mother to the village market.* **Activity:** Work with a group to make a picture map showing Mi-chan's home, the statue, and the shops in the market. After comparing your group's map with one drawn by another group, discuss the reasons for similarities and differences.

Friedman, Ina R. **How My Parents Learned to Eat.** Houghton Mifflin Company, 1984. *An American sailor courts a Japanese girl. Each tries, in secret, to learn the other's way of eating.* **Activity:** Set up a center where students have an opportunity to use chopsticks to transfer rice from one bowl to another. After students have had an opportunity to practice with the chopsticks, cook rice for them to eat with their chopsticks.

Haskins, Jim. **Count Your Way Through China.** Carolrhoda Books, Inc., 1987. *The numbers one through ten are used to introduce concepts about China and Chinese culture. Other books by the author are: Count Your Way Through Russia, Count*

Your Way Through Japan, and *Count Your Way Through the Arab World*. **Activity:** After writing Chinese numbers using a paintbrush, read your numbers to a friend. Compare the Chinese numbers to the Japanese numbers in *Count Your Way Through Japan*.

Furchgott, Terry. **Nanda In India**. Andre Deutsch, 1983. *Nanda learns about India when he visits his grandmother and grandfather*. **Activity:** When the teacher read Nanda's story about India to the class, they all agreed that Nanda had had the most exciting holiday of all. Write the story that you think Nanda might have written for his class. Nanda also drew a picture of himself and Susilla riding on an elephant. Draw a picture showing something else he did on his trip to India.

Handforth, Thomas. **Mei Li**. Doubleday & Company, Inc., 1938. *A Chinese girl takes her lucky treasures and goes to the New Year Fair in the city*. **Activity:** Before reading the story, look at the picture map in the front of the book and predict how Mei Li might travel from her home to the city. As the story is read, listen to see if your prediction is correct. Draw a picture map showing your neighborhood and plan a route from your home to another place in your neighborhood.

Polacco, Patricia. **Uncle Vova's Tree**. Philomel Books, 1989. *Grandparents, aunts and uncles, and children gather at a farm house to celebrate Christmas in the Russian tradition*. **Activity:** Describe and illustrate a holiday tradition in your family to include in a class booklet, "Holiday Tradition in our Community."

Say, Allen. **The Bicycle Man**. Houghton Mifflin Company, 1982. *The amazing tricks two American soldiers do on a borrowed bicycle are a fitting finale for the school sports day festivities in a small village in occupied Japan*. **Activity:** Work with a group to compare where you live with the village in the story. Divide a paper into two parts, one for each place. One group will list words describing the landscape for each place, another food, another dress, and another games.

Demi. **Liang and the Magic Paintbrush**. Henry Holt and Company, 1980. *A poor Chinese boy who longs to paint is given a magic brush that brings to life whatever he paints. He chooses to paint things for his poor friends*. **Activity:** At the end of the story it says that Liang may be roaming the earth painting for the poor. If you were Liang and had a magic paint brush, paint what you would like to see come to life for people you know.

Quackenbush, Robert. **Danger in Tibet**. Pippin Press, 1989. *The world famous "ducktective" investigates the disappearance of her nephew during a secret mission in the Himalayas*. **Activity:** In a shoebox, create a diorama showing the Himalaya Mountains. Make a puppet of Miss Mallard on a popsicle stick and put the puppet through a slit cut in the bottom of the shoebox. As you move the puppet up Mount Everest, in your diorama, pretend to be Miss Mallard and describe your thoughts.

Reuter, Bjarne. **The Princess and the Sun, Moon and Stars**. Pelham Books, 1986. *This Chinese tale tells of an Emperor's daughter and the suitors who seek to marry her*. **Activity:** As you examine the illustrations, list what you learned from them about China and the Chinese people.

Gerstein, Mordicai. **The Mountains of Tibet**. Harper and Row, Publishers, 1987. *After dying, a Tibetan woodcutter is given the choice of going to heaven or living another life anywhere in the universe*. **Activity:** Use pictures cut from magazines to make a circular collage similar to the ones shown in the book. One group will use pictures showing animals of the world, another people, another landscapes, and another houses and buildings.

Demi. **A Chinese Zoo**. Harcourt Brace Jovanovich, Publishers, 1987. *A collection of thirteen adapted Chinese fables portray all characters as animals and includes art in the form of a Chinese fan*. **Activity:** After studying the illustrations on the fans and the accompanying text, write your own fable and use watercolors to illustrate it on a fan.

Alexander, Sue. **Nadia the Willful**. Pantheon Books, 1983. *Unable to cope with his son's death, an Arab sheik decrees that none may utter his son's name again. Nadia, his willful daughter, refuses to let her favorite brother be forgotten*. **Activity:** Create a desert landscape similar to those shown in the book. First, fill your paper with desert and sky. Then draw, cut out, and glue animals, people, trees, and other features to your background.

Louie, Ai-Ling. **Yeh-Shen**. Philomel Books, 1982. *A young Chinese girl overcomes the wickedness of her stepsister and stepmother to become the bride of a prince*.

Young, Ed. **Lon Po Po**. Scholastic Inc., 1989. *This Red-Riding Hood story from China relates the story of three children frightened by a wolf who pretends to be their grandmother*. **Activity for Yeh-Shen and Lon Po Po:** Compare these stories with their American versions. Use vivid descriptions and exciting language to create one of the fairy tales as it might be written in the present time in your area. Dramatize your story for the class.

Baker, Keith. **The Magic Fan**. Harcourt Brace Jovanovich, Publishers, 1989. *Guided by a magic fan, Yoshi builds a boat to catch the moon, a kite to reach the clouds, and a bridge that saves the villagers from a tidal wave*. **Activity:** When Yoshi completed the bridge, the people in the village could not see any use for it. Later, it saved the people. Think of a use for an object that appears to be useless. After you share your idea with the class, ask them for other uses for your object.

Wisniewski, David. ***The Warrior and the Wise Man***. Lothrop, Lee and Shepard Books, 1989. *A Japanese emperor gives his twin sons, one a warrior and one a wise man, a quest to see which will rule the kingdom.* **Activity:** After discussing the illustrations, create a three dimensional landscape using cut paper silhouettes. Use pieces of cardboard between the silhouettes to provide a three-dimensional effect.

Hautzig, Esther. ***The Endless Steppe***. Scholastic, 1968. *In 1941 the Rudomin family is arrested by the Russians and forced to leave their home and friends in Poland. Their destination is the endless steppe of Siberia. For five years they live in exile and only the strength of family sustains them and gives them hope for the future.* **Activity:** Brainstorm what you've learned about the Siberian Steppe from the book. Your family must move there suddenly and you are only allowed to take one suitcase. What would you choose to take with you and why?

Conger, David. ***Many Lands, Many Stories: Asian Folktales for Children***. Charles E. Tuttle Company, 1987. *The fifteen folktales collected in this book, representing the five countries of China, Japan, India, Korea, and Thailand, are stories the author has heard directly from friends and acquaintances from these lands, or are found in the classic literature of these countries. These folktales will be enjoyed by all who read them.* **Activity:** On a map of Asia find the countries where each folktale takes place. Compare and contrast the various folktales. For example, how do folktales from Japan compare with those from India? What are some differences? How do American folktales compare to Asian folktales?

Kipling, Rudyard. ***The Jungle Book***. Children's Press, 1968. *These are stories of the jungle life of Mowgli who was adopted by a wolf pack and taught the laws of the jungle by Bagheer the panther and Baloo the bear.* **Activity:** Design a new book cover showing the main characters in their jungle habitat.

Vander Els, Betty. ***The Bomber's Moon***. Farrar, Straus, Giroux, 1985. *Ruth and her brother Simeon live in China with their missionary parents. Their lives are drastically changed the summer of 1942 when Japan invades China and the children must be separated from their parents.* **Activity:** As you read the story, pretend you are a character in the book and keep a travel journal. Record your impressions of places you, Ruth, Simeon, and the other children experience on this journey.

Fritz, Jean. ***Homesick, My Own Story***. G.P. Putnam's Sons, 1982. *This story is the author's fictionalized version, though all of the events are true, of her childhood in China during the 1920s.* **Activity:** If you could move with your family anywhere else on Earth, where would it be and why? What would it be like to live there? Write a letter to your friends telling about your new home as you imagine it would be. Sequel: *China Homecoming*.

Coerr, Eleanor. ***Sadako and the Thousand Paper Cranes***. Dell Publishing, 1977. *This book is based on the life of a girl who lived in Hiroshima when the United States dropped the atom bomb. Ten years later she died of leukemia as a result of the bomb's radiation. Today Sadako is a heroine to the children of Japan who visit her memorial in the Hiroshima Peace Park.* **Activities:** Construct origami paper cranes to display in your school. Write Haiku poems about Sadako. Design a new postage stamp in honor of Sadako and peace.

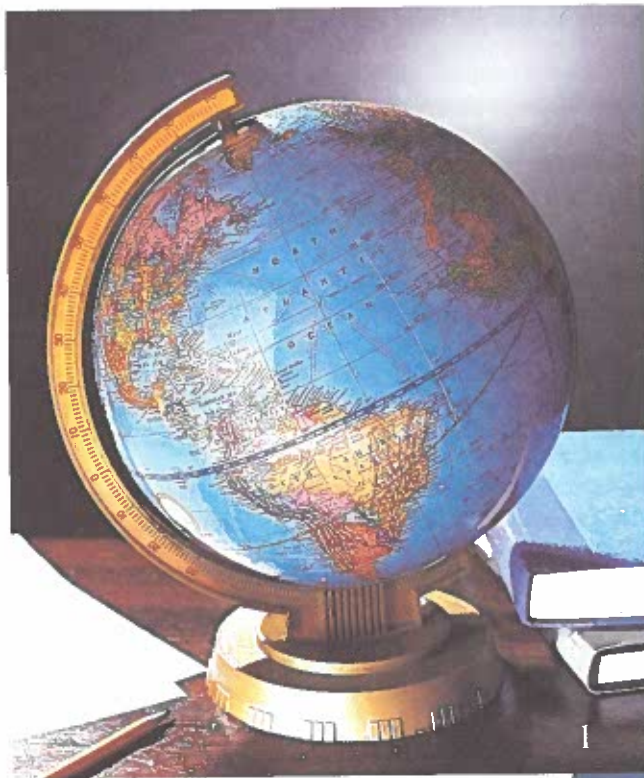
Blumberg, Rhonda. ***Commodore Perry in the Land of Shogun***. Lothrop, Lee & Shepard Books, 1985. *This book details Commodore Matthew Perry's role in opening Japan's closed society to world trade in the 1850s, one of history's most significant diplomatic achievements.* **Activity:** Write a class play about Commodore Perry's experiences with the Japanese. Perform it for another class in your school.

Huynh, Quang Nhuong. ***The Land I Lost***. Harper and Row, 1982. *In this book of true stories, the author shares a collection of personal reminiscences of his youth in a hamlet in the central highlands of Vietnam.* **Activity:** Research the animals native to Vietnam. Learn about: different habitats; endangered species; which are predators and which are prey; and interesting characteristics of unusual animals.

Dunn, Mary Lois. ***The Man in the Box***. McGraw Hill, 1968. *This is a story of ultimate courage and sacrifice. Chau Li saves the life of an American Green Beret who is being held captive by the Viet Cong during the Vietnam War.* **Activity:** Investigate the Geneva Convention agreement concerning the treatment of POWs. Research the actual treatment of POWs in wars such as WWII, Vietnam, and Desert Storm. Are there still POWs in Vietnam? Debate in class this issue and our government's responsibility, as you see it.

Bennett, Jack. ***The Voyage of the Lucky Dragon***. Prentice-Hall, Inc., 1981. *A young Vietnamese boy recounts the perils and hardships endured by his family as they journey to Indonesia, Singapore, and finally to Australia seeking political asylum.* **Activity:** As you read, map the route of the Lucky Dragon (Vietnam, Malaysia, South China Sea, Indonesia, Indian Ocean, Timor Sea, Australia, etc). Write a final chapter to the book. What happens to Quan's family once they reach Australia?

GEOGRAPHIC INCENTIVE ITEMS



GLOBE

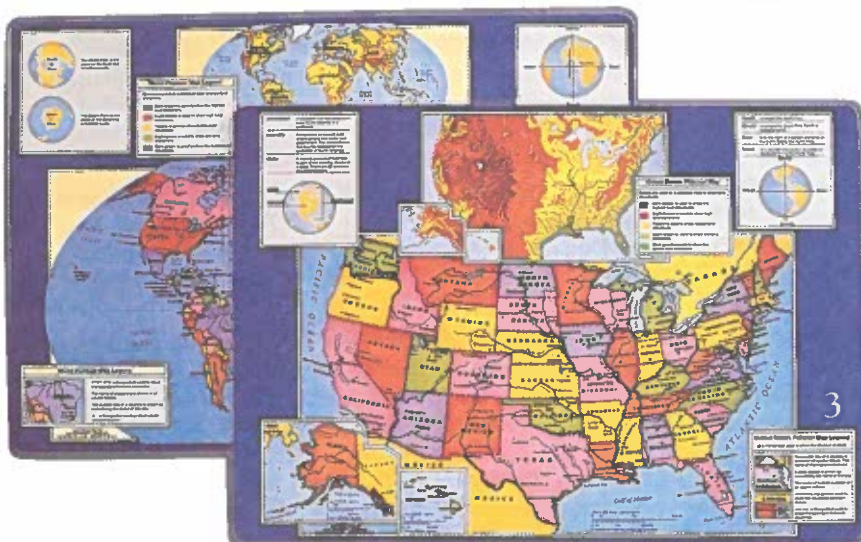
◀ This 9"- diameter world desk globe features blue oceans and raised relief. The globe is mounted on a gold-tone base and meridian. Countries are shown in contrasting colors, and the analemma (figure 8) teaches the student "the reason for the seasons." Includes a 16-page Globe Fact Booklet for additional globe study. **\$14.50**

GLOBE BALLOON

▶ A package of these 11" round blue latex balloons with continents shown in a contrasting shade of green would add a festive note to your BOOK IT! pizza party. Each package includes 50 balloons.

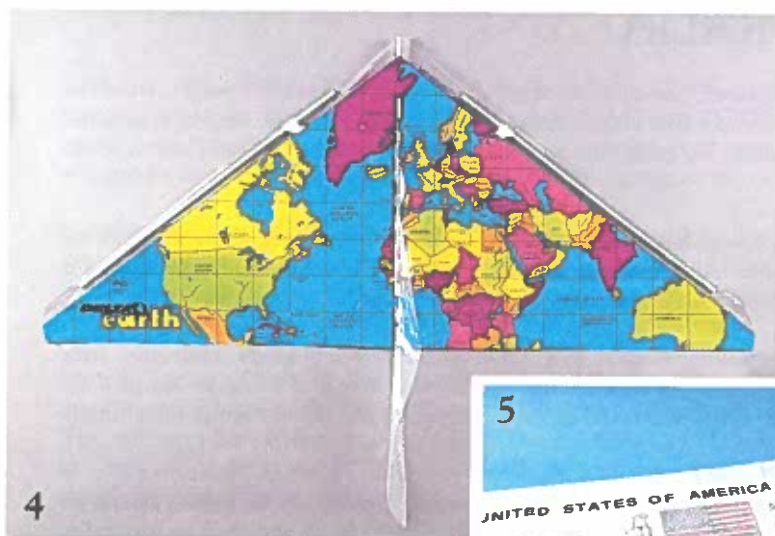
\$11.00/pkg

2



U.S. and WORLD DESK MAP

▶ This colorful 18-1/2" x 12-1/2" desk-size map, which is protected by heavy-gauge plastic lamination, displays the United States on one side and the countries of the world on the other side. The U.S. map shows mountain ranges and elevations, and the world map shows political boundaries. Both maps show capitals and other major cities. Can be written upon with erasable markers or crayons. Comes in a set of 5. **\$19.00**



DELTA WORLD KITE

This kite, which features a flexographic reproduction of the Earth, includes the political boundaries of the seven continents and the oceans. Comes with string and handle. **\$2.15**



U.S. and WORLD COLORING MATS

(WRITE-ON/WIPE-OFF)

An erasable plastic coloring mat of the United States shows names of states and capitals, major rivers, and other distinctive features. A coloring mat of the world shows continents, countries, major cities, time zones, exports, rain forests, endangered species, etc. Both mats include erasable crayons and two games: "As the Crow Flies" (age 9 and up) and "Heads Up" (age 5 and up) with player pieces, miles/kilometers rulers, and Crow cards. **\$7.00 each**



EARTH GLOBE YO-YO

This spherical yo-yo with raised relief continents in contrasting colors is a fun way for kids to learn about the planet Earth. **\$2.50**

HUGG-A-PLANET®, Earth

This soft, friendly planet Earth is a stuffed and cloth-covered playball that accurately shows political boundaries, oceans, continents, islands, etc. An innovative concept for presenting the world to children. Both sizes are stuffed with recycled new material.

Baby HUGG-A-PLANET 6" in diameter, poly-cotton (8) **\$10.50**

HUGG-A-PLANET 12" in diameter, 100% cotton (9) **\$17.50**

HUGG AMERICA

This 11" x 16" soft, huggable map of the U.S. includes all the national parks, major cities, rivers, and Alaska and Hawaii to scale on the reverse side. Comes with information on all 50 states. 100% cotton. **\$17.50**



AUSTRALIA

Fox, Mem. **Possum Magic**. Abingdon Press, 1987. *Two possums, one of them made invisible by the other's magic, travel to various cities in Australia trying to find the magic food that will make him visible again.* **Activity:** On a blank map of Australia, trace the route the possums took as they traveled around Australia. By each city they visited draw a picture of the food they ate there.

Fox, Mem. **Koala Lou**. Harcourt Brace Jovanovich, 1988. *A young koala, longing to hear her mother speak lovingly to her as she did before other children came along, plans to win her distracted parent's attention.* **Activity:** The animals in the story are animals that might be seen in Australia. See how many you can name and use resource books to help you identify the others.

Baker, Jeannie. **Where the Forest Meets the Sea**. Greenwillow Books, 1987. *On a camping trip in an Australian rain forest with his father, a young boy thinks about the history of the plant and animal life around him and wonders about their future.* **Activity:** Create a diorama of a forest or seashore scene. Draw trees and other scenery, and use clay to sculpt the animals and people.

Whitmore, Adam. **Max in Australia**. Silver Burdett Company, 1986. *Max, the tailless cat, travels to Australia, where he searches for his missing tail.* **Activity:** On a globe trace Max's travels from London to America to India and then to Australia. Predict what country he will visit next and what you think he will see there.

Catling, Patrick Skene. **John Midas in the Dreamtime**. John Morrow & Company, 1986. *While visiting the site of sacred cave paintings in the middle of the Australian outback, John Midas slips back thousands of years and finds himself among a prehistoric aboriginal tribe.* **Activity:** Using the information from the story, write a factual article about the prehistoric aboriginal tribe that John visited.

Page, Michael and Robert Ingpen. **The Great Bullocky Race**. Dodd, Mead & Company, 1984. *Two well-known and competitive Australian bullockies undertake a fierce race, accompanied by their more peaceable children, to prove their superiority in driving their teams of cattle.* **Activity:** Create a mural showing the changing landscapes as the bullocky race progresses across Australia.

Thiele, Colin. **The Hammerhead Light**. Harper & Row, 1976. *Set along the seashore in Australia, this story is about a twelve-year-old girl and her special relationship with an old man she calls Uncle Axel. They share many things together including a love for animals and a special lighthouse.* **Activity:** Learn more about lighthouses. Are they used as much today as they used to be? Why or why not? What purposes have they served in the past? Find out about famous lighthouses around the world. Investigate the different architectural styles of lighthouses and construct a model of one. Contact the United States Coast Guard for more information.

Phipson, Joan. **Fly into Danger**. Atheneum, 1978. *During a thirty-hour flight from Australia to England, fourteen-year-old Margaret uncovers a parrot-smuggling plot among her seatmates.* **Activity:** Invite a guest speaker from your local zoo or Audubon Society to talk about endangered birds and what's being done to save them.

Carr, Roger Vaughan. **The Clinker**. Houghton Mifflin Company, 1989. *Having come from Boston to spend the summer in Australia with his great-grandparents, thirteen-year-old Rust experiences the life his father and grandfather had known as boys.* **Activity:** From the book write down all the terminology related to the seashore, such as reef, channel, inlet, sandbar, etc. Make an illustrated dictionary of seashore terms. Include the term, its definition, and a drawing using the term.

De Roo, Ann. **Scrub Fire**. Atheneum, 1980. *Michelle and her two brothers go camping in New Zealand and a brush fire drives them deep into the forest, where they get lost and create their own world while trying to survive.* **Activity:** As a class write a survival handbook. Working in groups write different chapters for survival in various types of settings, such as the arctic, desert, forest, etc. Consult outdoor experts or survival-trained military personnel for advice.

Ottley, Reginald. **The Bates Family**. Harcourt, Brace & World, Inc., 1969. *This is the story of the ten Bates – mother, father, and eight children – who spend their lives driving sheep or cattle across the Australian outback. In their hard existence, the worst burdens and heaviest responsibilities fall upon the twins. Their hope to capture wild horses and replenish the family's herd ends in a wild drive and unexpected tragedy.* **Activity:** Write a sequel to the story concentrating on one of the children. Tell how his or her life continued on after this story ended.

Thiele, Colin. **Shadow Shark**. Harper & Row, Publishers, 1985. *Two cousins join a group of fishermen in pursuit of a massive shark off the coast of Southern Australia.* **Activity:** Research the different species of sharks and where each species is located around the world. Plot the locations on a world map. Where are the largest populations of sharks? Are there endangered species of sharks? How do they fit into the food chain?

CANADA

Andrews, Jan. ***Very Last First Time***. Atheneum, 1985. *A young girl, living in an Inuit village in Canada, searches for mussels along the bottom of the sea bed.* **Activity:** Write "EXPERIENCES" across the top of your paper. Make two headings under your title, one for Eva's experiences and one for your own. List experiences each of you might have had in the location where you live. Then write a letter to Eva describing one of the experiences you have had that she probably has not.

Kurelek, William. ***A Prairie Boy's Winter***. Houghton Mifflin Company, 1973. *Text and color paintings depict the rigors and simple pleasures of the winter on the prairies during the 1930s.* **Activity:** Choose your favorite season and make a list of the everyday events or activities of the season that are special to you. Write and illustrate paragraphs about four or five of the things on the list. Combine them in book form with an appropriate title.

Mowat, Farley. ***Owls in the Family***. Bantam Books, 1961. *Farley Mowat's book tells the adventures of Wol and Weeps, two owls from Saskatchewan, who shake up a whole neighborhood, turn a house topsy-turvy, and outsmart Mutt, the dog.* **Activity:** You will visit Saskatchewan, where Billy lives, for the day. Use what you have learned from reading the descriptions in the book to write about the types of things you will see and experience during your day on the prairie. Some examples would be: the landscapes, the climate, the types of animals and plants, and the fun adventures.

McHugh, Fiona. ***The Anne of Green Gables Storybook***. Firefly Books, Ltd., 1988. *This book is based on the Kevin Sullivan film of Lucy Maud Montgomery's classic novel. It provides a briefer, illustrated version for young readers. Anne Shirley moves from an orphanage to a farm on Prince Edward Island in Canada. This is the first book in a series about Anne's life.* **Activity:** Pretend you are an orphan. Write a "want ad" for where you would like to live and the family you would want to adopt you. While designing your ad, consider whether you'd prefer living near a beach, in the mountains, on the prairie, etc. List the characteristics you would desire for your ideal new family.

Burnford, Sheila. ***The Incredible Journey***. Little, Brown and Company, 1961. *The adventure of two dogs and a Siamese cat who set out to cross three hundred rugged miles of northern Ontario. They must deal with harsh weather, rushing rivers, angry humans, and wild animals - lynxes, bears, and porcupines.* **Activity:** Find as many descriptive words as possible for the different landscapes experienced on their travels. After reading the book, use clues to try to route their journey. When you are uncertain, analyze the situation, and then choose the route you "think" they would have chosen. Be able to defend your reasoning.

Lopez, Barry. ***Crow and Weasel***. North Point Press, 1990. *Crow and Weasel is set in myth time and was written with respect for Native American values and oral tradition. Theirs is a story of great adventure, but it is also a story of the way humans imagine their courage, responsibilities, and dreams.* **Activity:** After reading the book choose three lessons learned by Crow and Weasel during their long journey. Discuss how these lessons relate to your life and share lessons about life that you have learned through your experiences (friendship, learning about different cultures, sharing, honesty, courage, respect for animals, etc.).

Taylor, Theodore. ***The Hostage***. Delacorte Press, 1987. Note to teachers: For mature readers. If read aloud to your class, this book may need some minor editing. *Fourteen-year-old Jamie has second thoughts about harboring a killer whale that his father and he capture off the coast of Vancouver, British Columbia, and plan to sell to a sea amusement park.* **Activities:** Research endangered animals on the Earth today. Complete one or more of these activities to encourage the preservation of wildlife: make colorful posters to display in your school or in your community; design colorful T-shirts with catchy slogans; write letters to politicians encouraging better protection laws; and look into possible sponsorship of an endangered animal.

Paulsen, Gary. ***Hatchet***. Bradbury Press, 1987. *After a plane crash, thirteen-year-old Brian spends 54 days in the Canadian wilderness learning to survive, initially with only the aid of a hatchet given to him by his mother.* **Activity:** You have read about Brian's fight for survival. Write a letter to him expressing your admiration for his courage and ingenuity. Compliment him on a survival technique he used that you think was especially clever.

London, Jack. ***White Fang***. Bantam Books, 1963. *White Fang is the adventure story of a dog, part wolf, that has turned vicious from cruel abuse and is later transformed by the patience and affection of one man. Call of the Wild is another classic book by Jack London with a Canadian setting.* **Activity:** Since wolves are considered an endangered species, research how their homelands have changed over time. On a map of North America color the places orange where wolves are still found today; around these areas color the places they originally inhabited green. Make different types of graphs to show the decline in wolf populations throughout North America. Hypothesize reasons for this drastic decline in numbers.

Garrigue, Sheila. ***The Eternal Spring of Mr. Ito***. Bradbury Press, 1985. *The fate of a 200-year-old Bonsai tree is decided by a young girl and a Japanese-Canadian gardener who resists internment camp just after the bombing of Pearl Harbor, December 7, 1941.* **Activity:** Use a Venn Diagram to compare life along the sea coast in Vancouver and life in the internment camp located in the mountains. Research internment camps in the United States and the U.S. policy toward displaced Japanese-Americans during WWII. How does it compare to Canada's policy?

EUROPE

Krasilovsky, Phyllis. ***The Cow Who Fell in the Canal***. Doubleday & Company, Inc., 1957. *An unhappy cow sees the sights she has longed to see along a canal in Holland.* **Activity:** Have the students make a mural showing the sights Hendrika saw as she traveled down the canal and into the city.

Delton, Julie. ***My Uncle Nikos***. Thomas Y. Crowell, 1983. *Helena has a special relationship with her Uncle Nikos, who lives in a village in the mountains of Greece.* **Activity:** List the foods mentioned in the book and draw a picture of those that could be grown in a garden. Draw a picture of Uncle Nikos' garden as it might look if he grew your favorite fruits and vegetables.

Lobel, Anita. ***Sven's Bridge***. Harper & Row, Publishers, 1965. *The people in a village have difficulty crossing the river when their bridge is destroyed by a king who thinks it is not needed.* **Activity:** Create a map of an imaginary town divided by a river. Show houses, businesses, schools, and other cultural features as well as a river and additional natural resources. Choose the best place to build a bridge connecting the two sides of town if only one bridge is going to be built.

Bunting, Eve. ***St. Patrick's Day in the Morning***. Clarion Books, 1980. *Jamie seeks a way to prove he is not too young to march in the big St. Patrick's Day parade.* **Activity:** Use construction paper or felt to make a flag from a country of your choice. Share information about your flag with your classmates. Display the flags in the classroom.

Sandin, Joan. ***The Long Way to a New Land***. Harper & Row, Publishers, 1981. *The story of a Swedish family on their way to America in 1886 describes the hunger, the rough crossing, and confused joy upon arrival.* **Activity:** What forms of transportation are used by immigrants coming to America today? Discuss problems immigrants might face with each method of transportation. Draw a picture showing your choice of travel if you were coming to this country.

Anno, Mitsumasa. ***Anno's Journey***. Philomel Books, 1978. *The author's journey through northern Europe and his impressions of the land, the people at work and play, and their art, architecture, folklore, and fairy tales is depicted through the illustrations in this wordless book. Other books by Mitsumasa Anno are: Anno's Italy, Anno's Medieval World, and Anno's Britain.* **Activity:** Look at this book with a friend. Examine the illustrations on each page to find examples of the five themes of geography. Can you tell the location from information in the pictures? What natural and cultural features do you see? What forms of movement are shown? How are humans interacting with the environment? Can you define any regions?

Dobrin, Arnold. ***Gilly Gilhooley***. Crown Publishers, Inc., 1976. *In this tale set in Ireland, Gilly Gilhooley quits two jobs but finally learns to control his temper and gets what he wants through laughter.* **Activity:** Gilly Gilhooley is an Irish-sounding name. Find out about your own name. Is it one associated with a particular country? On a class map indicate where the name of each child originated.

Kraus, Robert. ***The Gondolier of Venice***. Windmill Books, Inc., and E.P. Dutton & Co., Inc., 1976. *Gregory, the gondolier, comes up with a plan to keep Venice from sinking.* **Activity:** Pretend the roads in your neighborhood are canals. What changes would this cause in your home, your school, and your activities? Draw what your neighborhood would look like with canals instead of roads.

DePaola, Tomie. ***Strega Nona***. Prentice-Hall Books for Young Readers, 1975. *An Italian grandmother, Strega Nona, leaves Big Anthony alone with her magic pasta pot, and he is determined to show the townspeople how it works.* **Activity:** Ask your family to help you find recipes for Italian foods and combine them into a class cookbook. Have an Italian celebration in your classroom. Make "magic pasta," dance the tarantella (an old Italian folk dance), and sing the Strega Nona's pasta pot song.

Kraus, Robert and Bruce Kraus. ***The Detective of London***. Windmill Books and E.P. Dutton, 1977. *The Detective takes us on a tour of the underworld of London as he searches for dinosaur bones which have disappeared from the London docks.* **Activity:** Contact a travel agency for a city map of London. Find and mark the places mentioned in the book, such as Trafalgar Square, Piccadilly Circus, the Thames Rivers, and London Bridge. Pretend you are sightseeing in London and plan your route around the city.

Bunting, Eve. ***The Traveling Men of Ballycoo***. Harcourt Brace Jovanovich, Publishers, 1983. *Although as time goes on, they grow too old to stay on the road visiting all the small Irish towns, the three traveling men find a way to bring their music to the people.* **Activity:** Write a song the men might sing about their travels. Include descriptions of what they've seen, how they traveled, people they've met, etc. Put your words to music and add appropriate actions.

Locker, Thomas. ***The Boy Who Held Back the Sea***. Dial Books, 1987. *In this favorite tale of old Holland, a young boy saves his town from destruction by the sea.* **Activity:** Use the picture of the dike in the book to arrive at a definition of the word. Draw a diagram showing the sea, the dike, and the land below sea level. Write three ways that a dike is useful.

Hodges, Margaret. ***Saint George and the Dragon***. Little, Brown and Company, 1984. *Based on Sir Edmund Spenser's Faerie Queene, this tale tells of the knight who slays a dragon that has been terrorizing the English countryside.* **Activity:** Create a coat of arms for the knight in the story. Also investigate the history, traditions, and awarding of coats of arms to knights during the Middle Ages.

Krasilovsky, Phyllis. ***The First Tulips in Holland***. Doubleday & Company, Inc., 1982. *This fictionalized account of how a Dutch merchant brought tulip bulbs from Persia to Holland brings to life a period of Dutch history.* **Activity:** Create a greeting card that includes tulips in the design. Send it to a friend or relative. Plant tulip bulbs around your school.

McNaughton, Colin. ***Jolly Roger and the Pirates of Abdul the Skinhead***. Simon & Schuster Inc., 1988. *A young boy runs away from home and has a riotous adventure with a band of pirates.* **Activity:** Pretend you are a pirate living on a ship. Write and illustrate a story about an adventure you have had at sea.

Yolen, Jane. ***Tam Lin***. Harcourt Brace Jovanovich, Publishers, 1990. *In this retelling of an old Scottish ballad, a Scottish lass reclaims her family home that has been held for years by the fairies and, at the same time, effects the release of Tam Lin, a human held captive by the Queen of the Fey.* **Activity:** Colorful Scottish tartans are favorite designs in many countries. Research information about tartans, their association with family names, and then design your own family plaid.

Bauer, Marion Dane. ***A Dream of Queens and Castles***. Clarion Books, 1990. *In England with her mother for a year, dreamy Diana meets an eccentric old man and shares his frustrations and use of the royal family as a means of escape.* **Activity:** Investigate the highest medals of honor given in the United States and Great Britain, the Medal of Honor and the Victoria Cross. What do they look like? What have people done in order to receive these medals? Design an original medal that would be appropriate for honoring someone you know who has been especially courageous.

Branson, Karen. ***The Potato Eaters***. G.P. Putnam's Sons, 1979. *A family attempts to withstand the hardships brought about by a blight, which strikes Ireland in the 1840s, ruining the potato crops.* **Activity:** Gather recipes for potato dishes from around the world. Put these together in a cookbook for the class. Have a potato luncheon so you can taste the various ways potatoes can be prepared.

Carris, Joan. ***Hedgehogs in the Closet***. J.B. Lippincott, 1988. *Unhappy with his family's move to England, eleven-year-old Nick slowly begins to thrive in the very British setting of his new home and school.* **Activity:** Make a list of the English words that were unfamiliar to Nick. How would Nick have explained the meaning of each one to an American friend? How would Nick explain the differences between British and American schools to his friends?

Seredy, Kate. ***The Good Master***. The Viking Press, 1935. *A story about the boy Jancsi who lives with his mother and his father, the "Good Master," on a farm in Hungary. His cousin Kate, who comes from the city to live with them, is not the frail child they expected.* **Activity:** Paint a picture of Jancsi and Kate dressed in traditional Hungarian clothing of this time period. Use the descriptions and illustrations to help you with details.

NOTE: The following activities can be used for any of the next six books: ***When the Sirens Wailed***, ***The Devil's Arithmetic***, ***Journey to America***, ***Number the Stars***, ***The Devil in Vienna***, and ***North of Danger***. **Activity:** Using a variety of displays create a World War II museum concentrating on the European Theatre. Some ideas for the museum are listed below:

1. Draw a map showing the countries involved in World War II. Using arrows show the different invasions.
2. Write a report on the doctrine of Nazism.
3. Create a poster about Hitler: his background, his personal traits, and his rise to power.
4. Make models of actual concentration camps.
5. Write biographical sketches of famous people in World War II such as: Winston Churchill, Franklin Roosevelt, General Patton, Joseph Stalin, etc.
6. Draw murals of bombed cities showing the destruction.
7. Investigate underground resistance movements.
8. Make an illustrated time line of events during the war.
9. Pretend you are a soldier. Write a letter to a loved one telling of your experiences.
10. Display famous quotes from Winston Churchill.
11. Investigate the trials and prosecutions of Nazi war criminals.

Streatfeild, Noel. ***When the Sirens Wailed***. Random House, 1976. *Rather than stay with a new family, three young evacuees try to return to their home in London after their country host dies suddenly.*

Yolen, Jane. ***The Devil's Arithmetic***. Viking Kestrel, 1988. *Hannah resents the traditions of her Jewish heritage until time travel places her in the middle of a small Jewish village in Nazi-occupied Poland.*

Levitin, Sonia. ***Journey to America***. Atheneum, 1971. *A Jewish family, fleeing Nazi Germany in 1938, endures innumerable separations before they are reunited.*

Lowry, Lois. **Number the Stars.** Houghton Mifflin, 1989. *An inspiring story of a little Danish girl's bravery when Nazis threatened her best friend's safety.*

Orgel, Doris. **The Devil in Vienna.** The Dial Press, 1978. *A Jewish girl and the daughter of a Nazi have been best friends since they started school, but in 1938 the thirteen-year-olds find their close relationship difficult to maintain.*

Fife, Dale. **North of Danger.** E.P. Dutton, 1978. *Arne undertakes a 200-mile trip on skis to warn his father of a German invasion of their town of Svalbard, Norway.*

LATIN AMERICA

Pomerantz, Charlotte. **The Chalk Doll.** J.B. Lippincott, 1989. *Rosy's mother remembers the pleasures of her childhood in Jamaica and the very special dolls she used to play with.* **Activity:** Share any unusual dolls or costume dolls you have. How is the dress of costume dolls used to show how the people of that country dress? How do old dolls help us understand how people of long ago lived and what they wore? Use cloth, felt, buttons, spools, and other materials to make a rag doll.

Lewis, Thomas P. **Hill of Fire.** Harper & Row, Publisher, 1971. *This story is based on reports of the eruption of a volcano in a cornfield in the Mexican state of Michoacan.* **Activity:** Put stickers on the locations of volcanos nearest your home. Are these volcanoes close enough to have affected the people in your community? If so, in what way? Imagine a volcano erupting in a field near your home. How would your family's life be changed if your home were moved to a new location?

Stanek, Muriel. **I Speak English for My Mom.** Albert Whitman & Company, 1989. *Lupe, a young Mexican American, must translate for her mother, who speaks only Spanish, until Mrs. Gomez decides to learn English in order to get a better job.* **Activity:** Pretend you and your family are moving to Mexico. What Spanish words would you want to know right away? Think about words or phrases that would help you ask for directions, show appreciation, order food, etc. Ask a person who speaks Spanish to help you learn these helpful phrases, and practice saying them to your classmates.

Orr, Katherine. **My Grandpa and the Sea.** Carolrhoda Books, Inc., 1990. *When Grandpa, a traditional fisherman on the island of St. Lucia, is forced from his livelihood because increasingly efficient technology has depleted his island's supply of fish, he creates an ecologically sound solution by starting a seaweed farm.* **Activity:** Sample items that contain seaweed as an ingredient. These may be purchased in ethnic grocery stores. Look in cookbooks with recipes from other countries to see what cultures include seaweed as part of their regular diet.

Wolkstein, Diane. **The Banza.** The Dial Press, 1981. *On the island of Haiti a small goat finds that the banjo given to her by a little tiger protects her from harm in an unexpected way.* **Activity:** The tiger and goat became friends when they took shelter in a cave during a thunderstorm. What other places would provide protection during severe weather? After listing types of severe weather, such as tornados, blizzards, or hurricanes, discuss the safest place to be during each kind of weather. Choose one kind of severe weather from your list and illustrate a poster showing "do's and don'ts" for weather safety.

Buffett, Jimmy and Savannah Jane Buffett. **The Jolly Mon.** Harcourt Brace Jovanovich, Publishers, 1988. *The adventures of a fisherman who finds a magic guitar floating in the Caribbean Sea are told in story and song.* **Activity:** Invent an island. Give it a name, make a map for it, and write a paragraph describing the geography of the island. Display it, along with others made by your classmates, and decide together on a name for the group of islands.

Quackenbush, Robert. **Lost in the Amazon.** Pippin Press, 1990. *Miss Mallard, the famous "ducktective," embarks on a dangerous search that takes her deep in the Amazon jungle.* **Activity:** Cover a blank map of South America with salt dough. Paint the map to show natural features, such as the Amazon River and its major tributaries, the Andes Mountains, and the Brazilian rain forest. Create animals native to South America with clay and place them around your map as a decorative border.

Dobrin, Arnold. **Josephine's Imagination.** Scholastic Inc., 1973. *Josephine uses her imagination to find the perfect product to sell in the Haitian market place.* **Activity:** Use your imagination to create a new product. In addition, use your imagination to think of ways to market your item. Develop an advertisement, commercial, or display that would make people want to purchase your product.

Argueta, Manlio. **Magic Dogs of the Volcanoes.** Children's Book Press, 1990. *When the magic dogs who live on the volcanoes of El Salvador and protect the villagers from harm are pursued by wicked lead soldiers, they are aided by two ancient volcanoes. Text is written in both English and Spanish.* **Activity:** Ask someone who speaks Spanish to read the story with you. You read the English text on each page first, and as your friend reads the Spanish version on the page, listen for similarities between the two languages. Can you recognize specific words or phrases?

NOTE: The following activity can be used for either of the next two books: *The Great Kapok Tree* and *One Day in the Tropical Rain Forest*. **Activity:** Create a rain forest in your classroom. Cover the walls with paintings of great kapok trees and other types of natural vegetation that form the canopy, understory, and forest floor. Make paper models of animals native to the rain forest, such as birds, monkeys, snakes, jaguars, and the three-toed sloth. Investigate dangers to the rain forests, groups that are concerned about them, and what role you can play in preserving rain forests around the world.

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. Harcourt Brace Jovanovich, Publishers, 1990. *The many different animals that live in a great Kapok tree in the Brazilian rain forest try to convince a man with an ax of the importance of not cutting down their homes. (See also Rain Forest Secrets by Arthur Dorros.)*

George, Jean Craighead. *One Day in the Tropical Rain Forest*. Thomas Y. Crowell, 1990. *The future of the South American rain forest of the macaw depends on a scientist and a young boy as they search for a nameless butterfly during one day in the rain forest.*

Cameron, Ann. *The Most Beautiful Place in the World*. Alfred A. Knopf, 1988. *Growing up with his grandmother in a small Central American town, a young boy discovers the location of the most beautiful place in the world. Activity:* Draw a picture of where Juan lives as you read his description on the first two pages of the book. Write a descriptive paragraph of where you think the most beautiful place in the world is. Have a friend read your description and draw the place as you described it.

Carlson, Lori M. and Cynthia L. Ventura. *Where Angels Glide at Dawn: New Stories from Latin America*. J. B. Lippincott, 1990. *This book is a collection of short stories by a variety of Latin American authors. Activity:* After reading these stories, choose a country in Latin America that interests you and learn more about the culture, politics, living conditions, etc. Make graphs and charts showing differences in such things as gross national product, per capita income, literacy rates, and life expectancy between the Latin American country you chose to research and the United States.

De Messieres, Nicole. *Regina the Galgo*. Elsevier/Nelson Books, 1981. *When the Livingston family, Americans living in Peru, bring home a sickly greyhound puppy, a deep bond forms between the children and their pet, who grows into a beautiful dog. Activity:* Investigate the geography of dogs. Choose three to five of your favorite breeds. What are their native countries? Create a colorful map illustration and gather as much interesting information as you can about your favorite dogs.

O'Dell, Scott. *The Black Pearl*. Houghton Mifflin Company, 1967. *When Ramon is sixteen he learns about pearling the waters of Baja, California, and about the Manta Diablo, the monster of the sea. He finds the Pearl of Heaven and possession of the Pearl profoundly reshapes his life. Activity:* Illustrate the steps that occur from the time a pearl is formed until it is sold as a piece of fine jewelry. Include the habitat of an oyster in the tropical sea, the divers collecting oyster shells, the pearls being removed from the oysters, the pearls being weighed and examined to determine their value, etc.

Clark, Ann Nolan. *The Secret of the Andes*. The Viking Press, 1969. *Cusi, a young Inca boy, tends a precious llama herd high in the Peruvian mountains and ponders his future. Activity:* Your geography teacher is preparing a unit on the Andes Mountains. Write a review summarizing this book and give your opinion about its value as a resource in teaching the geography of the Andes Mountains.

Taylor, Theodore. *The Cay*. Doubleday and Company, Inc., 1969. *A boy, who becomes blind, and an old West Indian become lost at sea and cast up on a barren little Caribbean island. The story is about their struggle for survival and their deep, life-long friendship. Activity:* Use reference books to find regions of hurricane activity, their direction of movement, and technology used by the National Weather Service. Track an imaginary hurricane on a map using latitude and longitude to plot its course. Predict the path of the storm and which areas should be evacuated.

Cross, Gillian. *Born of the Sun*. Holiday House, 1984. *Paula's journey with her father to find a lost Incan city becomes shadowed with mystery and danger, and in the end the truths learned on the journey, not at the destination, are what is important. Activity:* Why do scientists today want to learn about ancient Indian civilizations? From excavations and artifacts that have been found in Latin America, what have archaeologists discovered? Invite an archaeologist to help answer these questions. List some items in the classroom that would be considered artifacts, such as chalk, books, light fixtures. If this classroom were sealed like a tomb and not reopened for a thousand years, what conclusions could future archaeologists draw about how we lived in the 1990s?

UNITED STATES

Prelutsky, Jack. *Ride a Purple Pelican*. Greenwillow Books, 1986. *The rhymes and verses in this poetry book include references to natural and cultural features of the places mentioned. Activity:* Discuss the rhymes that mention geographic locations. After listing some natural and cultural features found in your area, write and illustrate a poem about where you live.

Cooney, Barbara. **Miss Rumphius**. Puffin Books, 1982. *Great-aunt Alice Rumphius was once a little girl who loved the sea, longed to visit faraway places, and wished to do something to make the world more beautiful.* **Activity:** Brainstorm ways groups and individuals can take the advice of Miss Rumphius and “do something to make the world more beautiful.” From the list select a class project and make plans to carry out the selected project.

Rylant, Cynthia. **When I Was Young in the Mountains**. E.P. Dutton, 1982. *The reminiscences of the childhood pleasures of life in the Appalachian Mountains are recalled through pictures and text.* **Activity:** After discussing memories shared in the book, write and illustrate a page for a class book of memories about the place where you live.

Sharmat, Marjorie Weinman. **Gila Monsters Meet You at the Airport**. Macmillan Publishing Company, 1980. *A New York City boy's preconceived ideas of life in the West make him very apprehensive about the family's move there.* **Activity:** As a class, list all the images you have of another country. Invite a speaker from that country to discuss your list and confirm whether or not your images are correct.

Lobel, Arnold. **The Book of Pigericks**. Harper & Row, Publishers, 1983. *These thirty-eight limericks contain information about pigs and the cities where they live.* **Activity:** Provide atlases, resource books, and blank U.S. maps for the students. Have a contest between groups of students to see which group can find the location of the cities mentioned in the book.

Lobel, Arnold. **On the Day Peter Stuyvesant Sailed Into Town**. Harper & Row, Publishers, 1971. *When Peter Stuyvesant comes to New Amsterdam, a village located at the tip of Manhattan Island, he begins issuing proclamations to improve and change the appearance of the town.* **Activity:** Examine the illustrations in the book and compare the pictures of the town before Peter came with pictures of the town after the changes had been made. List the advantages of each change. Work with a partner to design two posters, both encouraging people to move to New Amsterdam — one before the changes were made and one after the changes were made. Share your posters and discuss which poster was more difficult to make.

Purviance, Susan and Marcia O'Shell. **Alphabet Annie Announces an All-American Album**. Houghton Mifflin Company, 1988. *Each alliterative sentence contains characters performing various activities in American cities, and the activities often include traits associated with the cities.* **Activity:** Choose a state to write an alliterative sentence about. Use dictionaries, atlases, or books about the fifty states for finding information about the state you have chosen. Use these resources to find words that would describe your state. After you have a good pool of words to choose from, write and illustrate an alliterative sentence about the state you have chosen.

Rice, James. **Texas Alphabet**. Pelican Publishing Company, 1988. *James Rice describes Texas historically and geographically by using a key word about the state beginning with each letter of the alphabet.* **Activity:** Create a picture book about your state using the same format James Rice used. Use atlases or resource books as sources of ideas for information about your state.

Lacapa, Michael. **The Flute Player**. Northland Publishing, 1990. *This Apache folktale explains the sound of the wind blowing through the trees. It includes beautiful illustrations by a Native American artist.* **Activity:** Write a folktale explaining another sound found in nature.

Williams, Vera B. and Jennifer Williams. **Stringbean's Trip to the Shining Sea**. Greenwillow Books, 1988. *Postcards and snapshots that Stringbean Coe and his brother Fred send home to their family provide a travelogue showing the route the boys took as they traveled from Kansas to the Pacific Ocean.* **Activity:** Discuss how the physical features of the places the boys visited are depicted on the postcards in the book. Design a postcard showing a place you have visited or read about. After the picture side of the card is complete, imagine that you are actually at the location pictured and write a message from there to a friend.

McCloskey, Robert. **Make Way for Ducklings**. Scholastic, 1969. *In this Caldecott Award-winning classic, Mr. and Mrs. Mallard search for an appropriate place to live and raise a family.* **Activity:** Discuss what Mr. and Mrs. Mallard had to consider as they choose a home for their family. As a homework assignment, work with your family to design a poster showing why you live where you do. Store sacks, cash register receipts, advertisements, business cards, and pictures are colorful items that might be used to represent reasons why your family chose to live where they do. Explain your poster to the class.

Brisson, Pat. **Your Best Friend, Kate**. Bradbury Press, 1989. *Kate's letters to her best friend back home chart her family's trip through the South and back up through Kentucky, Ohio, and Pennsylvania.* **Activity:** Work in groups to plan an imaginary trip. After marking the route your group plans to travel, write an imaginary letter from one of the places describing all you might see or do there.

Hendershot, Judith. **In Coal Country**. Alfred A. Knopf, 1987. *The pastel and charcoal illustrations by Thomas B. Allen enhance the descriptive passages about life in a coal-mining community along the Ohio River.* **Activities:** As you look at the pictures in the book, compare the home where you live to the houses described in the story. Make other comparisons of your life and your surroundings with those in the story; for example, rivers, trains, etc. Reread specific paragraphs and visualize what is

being described. After discussing the geographic themes that relate to these paragraphs, use colored chalk or pastels to illustrate one of the paragraphs.

Anno, Mitsumasa. **Anno's U.S.A.** Philomel Books, 1983. *In wordless panoramas a lone traveler approaches the New World from the West in the present day and journeys the width of the country backward through time, departing the East Coast as the Santa Maria appears over the horizon.* **Activity:** Create your own wordless book showing a trip from one place in your area to another place (home to school, home to mall). Use enough detail in your illustrations so that others can identify the route you've traveled.

Harvey, Brett. **Cassie's Journey.** Holiday House, 1988. *A young girl relates the hardships and dangers of traveling with her family in a covered wagon from Illinois to California during the 1860s.* **Activity:** Dramatize a conversation Cassie and her family might have after a day's travel. Include information gained from the story and then use your imagination to add other details that could have happened during the trip.

MacLachlan, Patricia. **Sarah, Plain and Tall.** Harper & Row, Publishers, 1985. *When their father invites a mail-order bride to come to live with them in their prairie home, Caleb and Anna are captivated by her and hope that she will stay.* **Activity:** Create a Venn diagram comparing features of a prairie and a seacoast using the descriptions in the book. Then divide a sheet of drawing paper in half, and illustrate the prairie on one side and the seacoast on the other.

Nixon, Joan Lowery. **A Family Apart.** BantaBooks, 1987. *When their mother can no longer support them, six siblings are sent by the Children's Aid Society of New York City to live with farm families in Missouri in 1860. This book, the first in a series called The Orphan Train Quartet, begins the children's stories.* **Activity:** In this story, the mother sends the children away because she thinks they will have a better life with other families. List other reasons why children become orphans. The number of orphanages in the United States has been declining steadily. Find out why and what other arrangements are being made for children who are without families. If there is an orphanage in your area, see what kind of services your class can provide for the children there (donations, fund raisers, peer tutoring, etc.).

George, Jean Craighead. **One Day in the Woods.** Thomas Y. Crowell, 1988. *Rebecca discovers many things about plant and animal life when she spends the day in Teatown Woods in the Hudson Highlands of New York looking for the ovenbird.* **Activity:** Go on a nature walk to investigate the plants and animals in your area. Think about the canopy, shrub, field, litter, and soil layers as described in the book. Photograph examples of "wizardry" you see among these layers of plant life, such as a spider's web, a bird's nest, or an interesting plant. Use the photographs to create a colorful bulletin board display in your classroom. Photograph more examples of plant and animal life during other seasons of the year and add them to the display.

Holling, Holling Clancy. **Paddle-to-the-Sea.** Houghton Mifflin Company, 1969. *A small canoe carved by an Indian boy makes a journey from Lake Superior all the way to the Atlantic Ocean.* **Activity:** Rewrite the story so that it could be enjoyed by younger children. While reading the revised version of the story to students, show them the illustrations in the book and mark the route on a map of North America.

Fleischman, Sid. **By the Great Horn Spoon.** Little, Brown and Company, 1988. *Twelve-year-old Jack and Praiseworthy, the family butler, stow away on a ship sailing around Cape Horn from Boston to California. As they seek to regain a fortune for Jack's aunt, they experience an unforgettable journey around the cape and through the California gold fields.* **Activity:** After examining the illustrations in the book, make pen and ink drawings to create new pictures that could be included in the book. Arrange the pictures in chronological order for a bulletin board display.

George, Jean Craighead. **River Rats, Inc.** E.P. Dutton, 1979. *Traveling illegally at night on the Colorado River with a mysterious cargo, two boys are shipwrecked and must depend for survival on their own ingenuity and a wild boy they find living along the river.* **Activity:** Plan a television special recounting the boys' adventures. Include segments about various aspects of the experience, such as factual information about the Colorado River, an interview with the boys, and reactions from their families. Develop an interesting and informative show which includes visual aids, thoughtful interviewing techniques, and clear descriptions of events.

Speare, Elizabeth George. **The Sign of the Beaver.** Houghton Mifflin Company, 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.* **Activity:** After making a list of the natural resources used by the boy in the story, discuss changes in the use of these resources.

O'Dell, Scott. **Sing Down the Moon.** Houghton Mifflin Company, 1970. *A young Navajo girl tells the story of the Navajos of Canyon de Chelly and how they are forced to leave their homes and walk to Fort Sumner in 1864.* **Activity:** Research information about the relocation of different Indian tribes. Compare the Long Walk of the Navajos to the Trail of Tears.

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 \$16 to: The American Geographical Society, 156 5th Avenue, Suite 600, New York, NY 10010. Telephone number: (212) 242-0214.
- **Library of Congress.** The Library of Congress, with sponsorship from Pizza Hut, published a brochure to support its theme "Explore New Worlds — READ!" It contains ideas for individuals, families, schools, libraries, and other organizations on ways to promote geography awareness. To obtain a free copy, write to: BOOK IT!, P.O. Box 2999, Wichita, KS 67201 or call: 1-800-4-BOOK IT. (As there is a limited supply of these brochures, they will be available on a first come, first served basis.)
- **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
To 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.** Contact: Rose Young. The National Council for the Social Studies has a publication entitled *Strengthening Geography Social Studies*, which includes practical activities for teaching and learning geographic concepts and skills in the classroom. To obtain a copy, send \$8.95 to: National Council for the Social Studies, 3501 Newark Street, NW, Washington, D.C. 20016. Telephone number: (202) 966-7840.
- **National Geographic Society.** Contact: Robert Dulli. There are currently forty-two State Alliances for Geographic Education in forty 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. Its purpose is 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 Street, Washington, D.C. 20036. Telephone number: (202) 775-6701
The Geography Education Program of the National Geographic Society publishes a quarterly geography newsletter called *Update*, which includes sample lesson plans. They also have a Geography Awareness Week packet, which includes posters, a teacher's handbook, and sample lesson plans. (Geography Awareness Week is December 1-7, 1991.) To get on the mailing list for *Update* or obtain a Geography Awareness Week packet, write to: National Geographic Society, 17th and M Street, Washington, D.C. 20036, attn: Charles Regan. Telephone number: (202) 775-6701. Both *Update* and the packet are free of cost.

The Geography Education Program has also published a new resource *Directions in Geography: A Guide for Teachers* 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, 17th and M Street, Washington, D.C. 20036, attn: Charles Regan. Reference No. 30840. Telephone number: (202) 775-6701.

- **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 CIC466W.

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, 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 have selected some fun and educational geographic items that you can order for your classroom or for individual students. They are pictured on pages 10 – 11 of this booklet and can be ordered through AMC, the company that handles our BOOK IT! incentive items. 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.

EARTH Books, Inc., offers a unique line of environmental atlases and atlas-related products to educators. Each book contains thousands of facts on Earth science, oceanography, and meteorology in an easy-to-locate format. Contact: David Pollack. Address: EARTH Books, Inc., 7000 North Broadway, Building One, Suite 103, Denver, CO 80221. Telephone number: (303) 429-1126.

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, 555 Absaraka, P.O. Box 2042, Sheridan, WY 82801. Telephone number: 1-800-8GEOGEO.

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 7600, Chicago, IL 60680. Telephone number: 1-800-678-7263.

