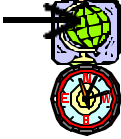













Appendix A

FIVE THEMES OF GEOGRAPHY

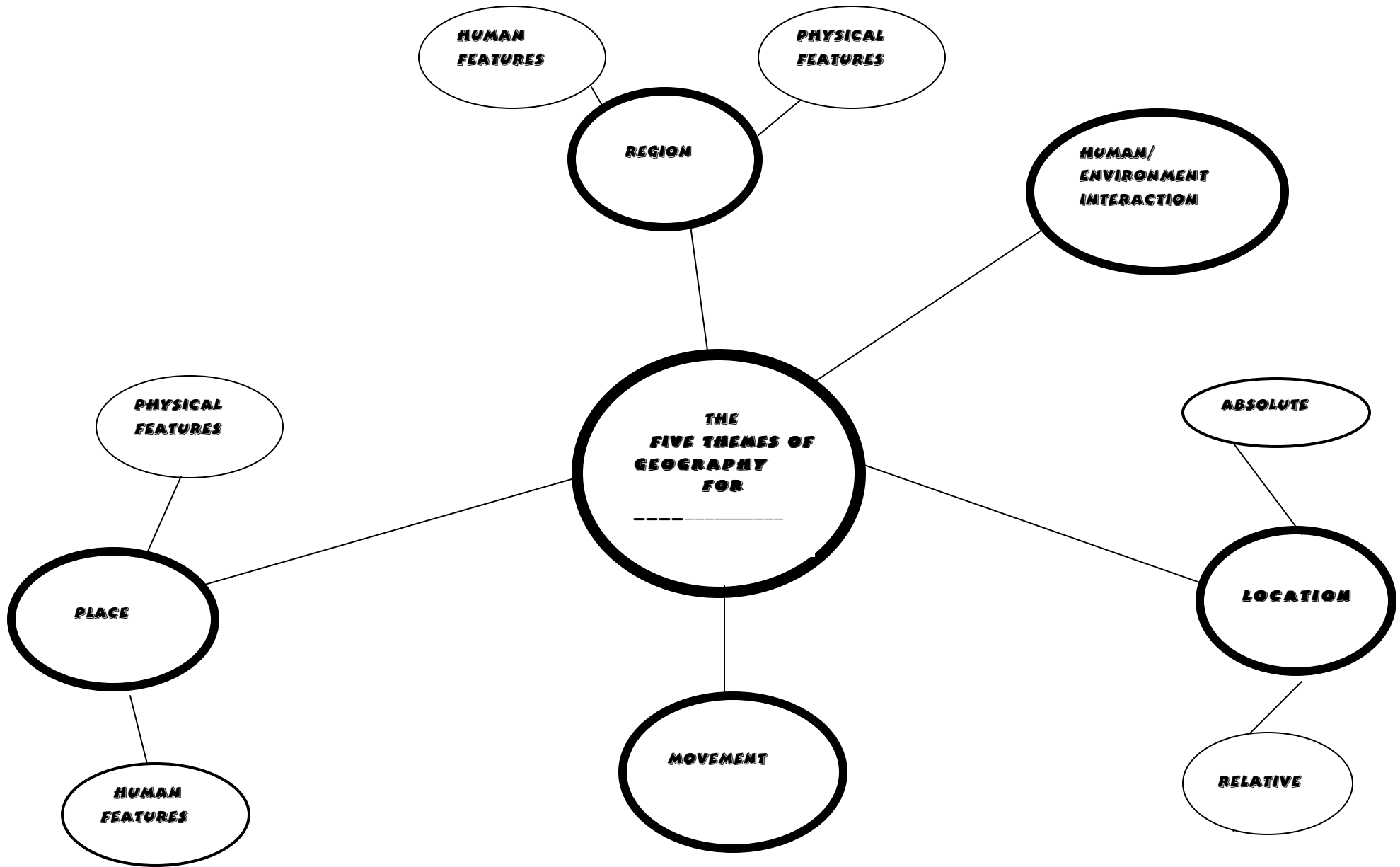
- 1. Location** **Where is it? Why is it located there?**

Absolute location is given in degrees of latitude and longitude.
Relative location depends upon point of reference, e.g. near, far, a short drive.
- 2. Place** **What is it like?**



Physical Features (characteristics)– Landforms (mountain, plateau, peninsula), Ecosystems (plants, animals), Bodies of water (oceans, bays, lakes, rivers)
Human Features (characteristics) - bridges, roads, buildings
All places have features that distinguish them from other places.
- 3. Human/Environment Interaction** **How do people interact with and change the environment?**

depend on the environment

adapt to the environment

modify the environment
- 4. Movement** **How are people and places linked by communication and transportation?**



- the flow of people, ideas and goods (transportation, communication, trade)
- patterns of movement such as migration
- linkages and connections
- 5. Regions** **What are their unifying features and how do they form and change over time?**


Region is a basic unit for geographic study.
Regions can be defined on the basis of:
-Physical Features - landforms, climate, soil, vegetation
-Human Features - government, economic system, language, culture
Great Lakes

Appendix B

The 8 ½ X 11 size copy of the poster can be obtained from the Muskegon Area Intermediate School District. It can be easily enlarged to an 11 x 17 placemat size sheet. This size sheet can easily be used by students. The intent of the lesson is that only the graphics be used from this size picture to make comparisons

Responsible Decision/Choice Matrix

1. Decision/choice	2. What or who was affected by this decision?	3. What were the effects on humans and/or the environment?	4. Was it a good decision?	5. Explain your decision?



LONGITUDE & LATITUDE

Find the latitude and the longitude for the following cities. You may have to estimate on some location. Find the two latitude lines that the city falls between and estimate what would be the latitude. Do the same for the longitude lines.

	<u>Latitude</u>	<u>Longitude</u>		<u>Latitude</u>	<u>Longitude</u>
1. Santa Fe, New Mexico	_____	_____	2. Lansing, Michigan	_____	_____
3. Austin, Texas	_____	_____	4. Tallahassee, Florida	_____	_____
5. Buenos Aires, Argentina	_____	_____	6. Washington, DC	_____	_____
7. Ottawa, Ontario	_____	_____	8. Sault Ste. Marie, Michigan	_____	_____
9. Brasilia, Brazil	_____	_____	10. Mexico City, Mexico	_____	_____
11 Whitehall, Michigan	_____	_____	12 . LaPaz, Bolivia	_____	_____
13. Lima, Peru	_____	_____	14. Quito, Ecuador	_____	_____
15. Island of Bermuda	_____	_____			

Appendix F**GEOGRAPHY TERMS**

1. Antarctic Circle - $66\frac{1}{2}$ degrees S. latitude
2. Arctic Circle - $66\frac{1}{2}$ degrees N. latitude
3. continent – one of the 7 large bodies of land on the Earth
4. Equator – zero degrees latitude, it divides the Earth into northern and southern hemispheres
5. hemisphere – half a circle (half of the Earth)
6. latitude - imaginary lines that measure location north or south of the Equator
7. longitude – imaginary lines that measure location east and west of the Prime Meridian
8. Prime Meridian - 0 degrees longitude
9. Tropic of Cancer – $23\frac{1}{2}$ degrees north latitude
10. Tropic of Capricorn – $23\frac{1}{2}$ degrees south latitude
11. place – the physical and human characteristics of an area
12. location – the absolute and relative location of an area
13. movement – the moving of ideas, goods, and people from one area to another
14. human/environment interaction – the human interaction with the environment
15. region – places with like features

Appendix G



HOW TO READ A NEWSPAPER



International Paper asked Walter Cronkite, for years television's foremost news anchorman, and an ardent advocate of the need for a free people to remain free by keeping fully informed, to tell you how your newspaper can help you cope better with your world each day.

If you're like most Americans, you try to keep up with the news by watching it on television.

That's how 65% of us get 100% of our news – from the 24- off minutes TV news broadcast each evening.

The problem – and I know the frustration of it first hand – is that unless something really special.

Is it really necessary to get the *whole story*? Dorothy Greene Friendly put it this way: “What the American people don't know can kill them.” Amen.

News people have a responsibility. And so do *you*. *Ours* is to report the news fairly, accurately, completely. *Yours* is to keep yourself informed every day.

I'll never forget the quotation hanging in Edward R. Murrow's CBS office. It was from Thoreau: “it takes two to speak the truth— one to speak and one to hear.”

happens, we in TV news have to put severe time limitations on every story, even the most complicated and important ones.

1. Get more than headlines

So what we bring you is primarily a front-page headline service. To get all you need to know, you have to flesh out those headlines with a *complete account* of the news from a well-edited and thorough newspaper

Is it really necessary to get the *whole story*? Dorothy Greene Friendly put it this way: “What the American people don't know can kill them.” Amen.

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2. Take a 3-minute overview

Here's how I tackle a paper. For starters, I take a three-minute overview of the news. No need to go to the sports section first, or the TV listings. With my overview you'll get there quickly enough. First, I scan the front-page headlines, look at the pictures and read the captions. I do the same thing page by page, front to back. Only *then* do I go back for the whole feast.

The way the front page is “made up” tells you plenty. For one thing, headline type size will tell you how the paper's editor ranks the stories on relative importance. A major crop failure in Russia should get larger type than a overturned truckload of wheat on the Interstate, for example.

3. Which is the main story

You'll find the main or lead story in the farthest upper right-hand column. Why? Tradition. Newspapers used to appear on newsstand folded and displayed with their top right-hand quarter showing. They made up the front page with the lead story there to entice readers.

You'll find the second most important story at the top far left, unless it's related to the lead story. Do you have to read *all* the stories in the paper? Gosh, no. But you should check them all. Maybe the one that appears at first to be the least appealing will be the one that will most affect your life.

4. News is information, period

A good newspaper provides four basic ingredients to help you wrap your mind around the news: *information, background, analysis, and interpretation*. Rule #1 of American journalism is: “*News columns are reserved only for news.*”

What is news? It is *information* only. You can tell a good newspaper story. It just reports the news. It doesn’t try to slant it. And it gives you both sides of the story.

Look out for a lot of adjectives and adverbs. They don’t belong in an objective news story. They tend to color and slant it so you may come to a wrong conclusion.

Do look for by-lines, datelines and the news service sources of articles. These will also help you judge a story’s importance and its facts.

As you read a story you can weigh its truthfulness by asking yourself, “Who said so?” Look out for “facts” that come from unnamed sources, such as “a highly placed government official.” This could tip you off that the story is not quite true, or that someone – usually in Washington – is sending up a “trial balloon” to see if something that may happen or be proposed gets a good reception.

Another tip; Check for “Corrections” items. A good newspaper will straighten out false or wrong information as soon as it discovers its. Error. A less conscientious one will let it slide or bury it.

1. An upside-down pyramid

Reporters write news stories in a special way called the “inverted pyramid” style. That means they start with the end, the *climax* of the story, with the most important facts first, then build in more details in order of importance. This is unlike the telling or writing of most stories, where you usually start at the beginning and save the climax for last. Knowing about the newspaper’s “inverted pyramid” style will help you sift facts.

A well-reported story will tell you “who,” “what,” “where,” and “how”. The best newspapers will go on to tell you “why.” “Why is often missing. And that may be the key ingredient.

Many important stories are flanked by “sidebars.” These are supporting stories that offer, not news, but the “why” – *background* and *analysis* – to help you understand and evaluate it.

Background offers helpful facts. *Analysis* frequently includes opinion. So it should be – and usually is – carefully labeled as such. It’s generally by-lined by an expert on the subject who explains the causes of the news and its possible consequences to you.

No good newspaper will mix *interpretation* with “hard” news, either. Interpretation goes beyond analysis and tells you not just what will probably happen, but what *ought* to happen. This should be clearly labeled, or at best, reserved for the editorial page or “of-ed” (opposite the editorial) page.

6. Form your own opinion first

I form my own opinion *before* I turn to the editorial page for the pundits’ views. I don’t want them to tell me how to think until I’ve wrestled the issue through to my own conclusion. Once I have, I’m open to other reasoning. *Resist the temptation to let them do your thinking for you.*

Here’s an idea I firmly believe in and act on. When you read something that motivates you, do something about it. Learn more about it. Join a cause. Write a letter. You can *constantly* vote on issues by writing letters, particularly to our Congressman or state or local representative.

To understand the news better you can also read news magazines. Books help fill in the holes, too. During the Vietnam war, for example, many people felt that the daily news coverage wasn’t entirely satisfactory. The truth is, you could have gotten many important new facts on the war from the books coming out at the time.

7. Pick a TV story and follow it

Now that I’ve told you about the basics of getting under the skin of a newspaper, let newspapers get under your skin.

Tonight, pick an important story that interests you on the TV news. Dig into the story – in your newspaper. Follow it, and *continue* to follow it closely in print. See if you don’t find yourself with far more understanding of the event.

And see if you don’t have a far more sensible opinion as to the “whys” and “wherefores” of that event, even down to how it will affect you – and maybe even what should be done about it.

Keep up with the news the way my colleagues and I do – on TV and in the newspapers.

Learn to sift it for yourself, to heft it, to value it, to question it, to ask for it *all*. You’ll be in better control of your life and your fortunes.

And that’s the way it is.



“TV news coverage, as good as it is, has some limitations. Time slips by quickly, it restricts the length of each story and the number of stories we can cover. A good newspaper can carry more stories and give considerably more detail.”



“These are the kinds of stories you can find on the front page: 1. biggest story; 2. second biggest story; 3. background; 4. sidebar. Also: analysis and interpretation. What’s it all about? Let look into it here”

The text and pictures of Walter Cronkite were taken from a story written for the International Paper Company and published in Junior Scholastic. Copies of the original article can be obtained by writing to :

How to read a newspaper, “Power of the Printed Word,”
International Paper Company,
Dept. 15H, P.O. Box 954,
Madison Square Station, New York, NY 10010

Appendix H:

VOCABULARY

Newspaper Terms

1. headline - appears at the top of a news story and tells what the story is about.
2. by line - author of the article
3. dateline - tells when and where the article was written.

4. credit - where the article was purchased
5. lead - the first one or two paragraphs of a story that tells the 5 Ws and the H of the story.
6. subhead - breaks up the story and tells when there is a change of thought.

Appendix: I

NEWSPAPER SEARCH

1. What is the first headline that appears on the front page? _____

2. What is the byline for this story?_____
3. What is the section where you would find information about something that happened

in the State of Michigan? _____

4. What is the expected high temperature in Lansing today? _____

5. On what page would you find an editorial column? _____

6. On what page is there an ad for used cars? _____

7. On what page is there a weather map? _____

8. In what section would you find a sports story? _____

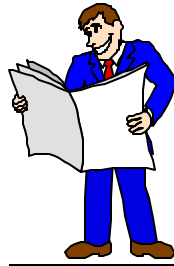
9. On what page would you find a job ad? _____

10. In what section would you find a story about your town? _____

Appendix: J



NEWS STORY 5WS AND H



1. Select three news stories from the newspaper.
2. Read the lead in each story and complete the following chart.

NEWSPAPER STORY ELEMENTS

Story	Headline	Who	What	When	Where	Why	How
-------	----------	-----	------	------	-------	-----	-----

1.

2.

3.

Appendix K**WHERE DID IT COME FROM?**

DID YOU EVER STOP TO THINK WHERE YOUR FOOD CAME FROM? WE CAN'T GROW CACAO BEANS (CHOCOLATE) OR VANILLA BEANS THIS FAR NORTH SO, WHERE DID THEY COME FROM?

THE GEOGRAPHIC THEME OF "MOVEMENT" DEALS WITH JUST THIS QUESTION, HOW GOODS, IDEAS, AND PEOPLE MOVE ABOUT THE WORLD. WHEN

YOU HAVE FINISHED DINNER SIT DOWN AS A FAMILY AND TRY AND FIGURE OUT WHERE THE INGREDIENTS FOR YOUR MEAL WERE GROWN OR RAISED.



IN THE FOLLOWING ACTIVITY USE THE MAJOR FOOD SOURCES OF THE WORLD MAP TO HELP YOU FIGURE OUT WHERE THE INGREDIENTS FOR THE CHOCOLATE CHIP COOKIE YOU ARE EATING CAME FROM.



CHOCOLATE CHIP COOKIE RECIPE

2 1/4 CUPS ALL-PURPOSE FLOUR
1 TSP. BAKING SODA
1 TSP. SALT
1C. (2 STICKS) BUTTER, SOFTENED
3/4 CUP GRANULATED SUGAR
3/4 CUP PACKED BROWN SUGAR

1 TSP. VANILLA EXTRACT

2 EGGS

2 CUPS (12-OUNCE PKG.) SEMI-SWEET CHOCOLATE MORSELS

1 CUP NUTS (OPTIONAL)

COMBINE FLOUR, BAKING SODA, AND SALT IN SMALL BOWL. BEAT BUTTER, GRANULATED SUGAR, BROWN SUGAR, AND VANILLA IN LARGE MIXING BOWL. ADD EGGS ONE AT A TIME, BEATING WELL AFTER EACH ADDITION, GRADUALLY BEAT IN FLOUR MIXTURE. STIR IN MORSELS AND NUTS. DROP BY ROUNDED TABLESPOON ONTO UNGREASED BAKING SHEETS.

BAKE IN PREHEATED 375° F. OVEN FOR 9 TO 11 MINUTES OR UNTIL GOLDEN BROWN. LET STAND FOR 2 MINUTES; REMOVE TO WIRE RACKS TO COOL COMPLETELY.

MAKES APPROXIMATELY 5 DOZEN COOKIES.

Appendix L

MICHIGAN REGIONAL SWEATSHIRT

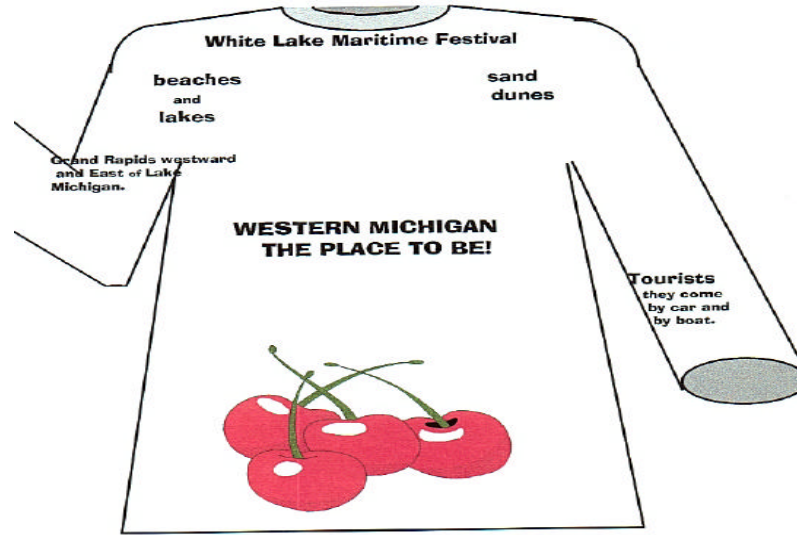
PROCEDURES: Students are to create a sweatshirt of their region in Michigan by either drawing or writing the answers to questions on a sweatshirt. They will place the answers to questions in specific places on the sweatshirt. When they are done let them color their shirts and then you can display them around your room.

Since it would be cost prohibitive to buy real sweatshirts for all your students, have them draw a sweatshirt. A sample of a completed shirt is included below.

Students are to put the following on their shirt:

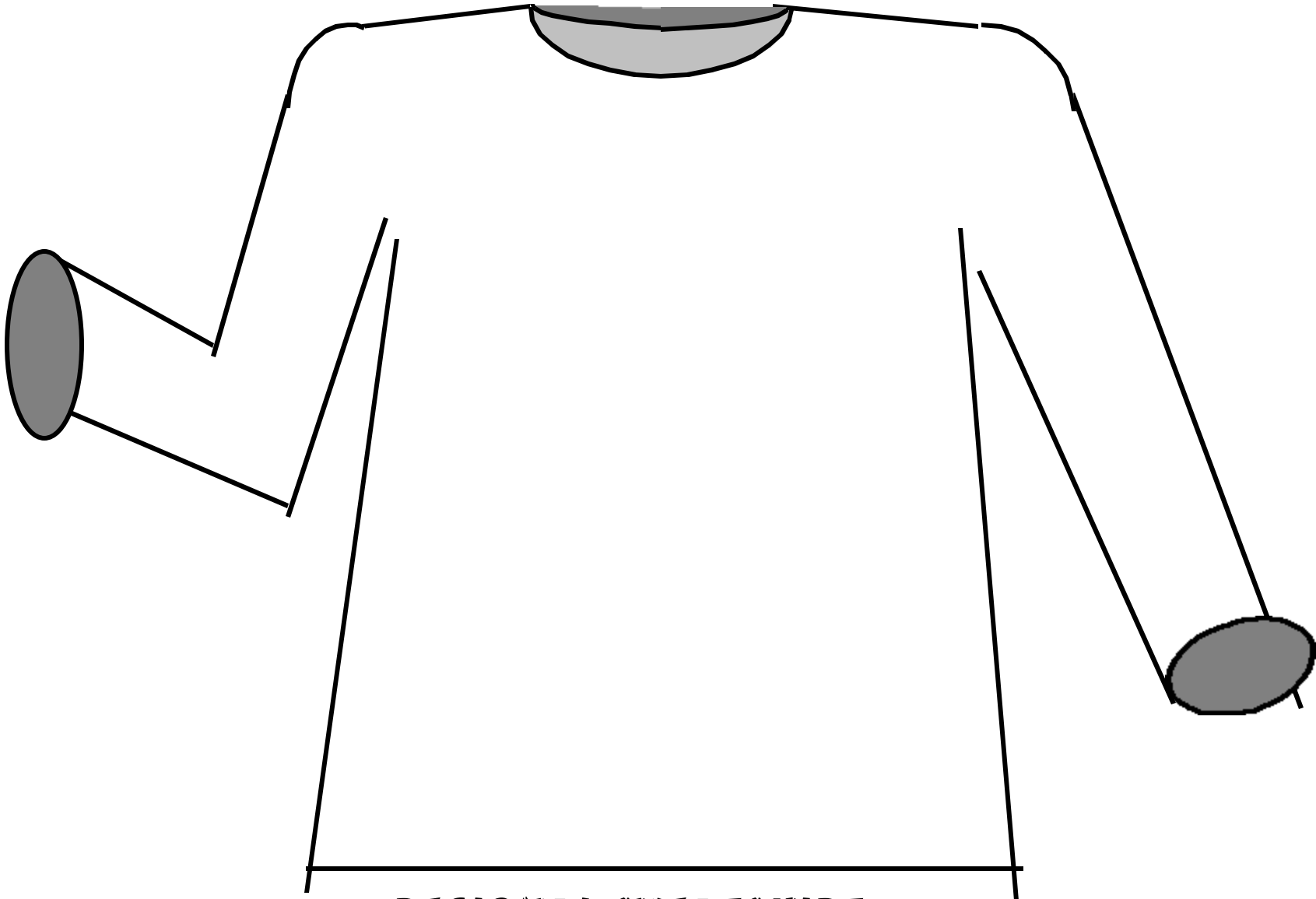
1. In the center of the shirt write a motto or a slogan for your region.
2. In the center below the motto draw a picture of a product that is grown or produced in your region.
3. On the left shoulder they are to write why their region is unique, (why is it well known).
4. On the right shoulder they are to write or draw a landform that is found in your area.
5. On the collar they are to draw or write about a special event or celebration that happens in your area.
6. On the left sleeve they are to give the relative location of your region, they can either write or draw it.
7. On the Right sleeve they are to write or draw a good or service that is moved in or out of your region and tell the mode of transportation.

When students are finished have them explain their sweatshirts to the class. This is your time to evaluate if they understand the concept of



REGIONAL SWEATSHIRT

region.



REGIONAL SWEATSHIRT

- 1. CAPITAL RESOURCES - GOODS MADE BY PEOPLE AND USED TO PRODUCE OTHER GOODS AND SERVICES**
- 2. DISTRIBUTION - GETTING GOODS FROM THE PRODUCER TO THE CONSUMER**
- 3. HUMAN RESOURCES - THE QUANTITY AND QUALITY OF HUMAN EFFORT DIRECTED TOWARD PRODUCING GOODS AND SERVICES, ALSO CALLED LABOR.**
- 4. INTERMEDIATE GOODS - GOODS MADE BY PEOPLE AND USED TO PRODUCE OTHER GOODS AND SERVICES**
- 5. NATURAL RESOURCES - "GIFTS OF NATURE" THAT ARE PRESENT WITHOUT HUMAN INTERVENTION**
- 6. OPPORTUNITY COST - THE NEXT BEST ALTERNATIVE THAT MUST BE GIVEN UP WHEN A CHOICE IS MADE. NOT ALL ALTERNATIVES, JUST THE NEXT BEST CHOICE.**
- 7. PRODUCTION - THE MAKING OF GOODS**

APPENDIX M

PRODUCTION MODEL



Appendix O

MICHIGAN JEOPARDY

OVERVIEW: Students will answer questions about the State of Michigan. Questions will be asked in multiple choice form. The teacher or game show host will ask students to use maps, graphs, and charts to answer questions. The teacher will also read a selection to students and students will answer questions from this reading.

PROCEDURES: Divide the class into several small groups and have them pick a spokes person for the group. Each group will take a turn in answering questions. Groups will also be using Michigan Geographic Alliance placemats A, B, C, & D to answer some of the questions. If the previous group misses a question the next group may answer that

one, in addition to their own question. You will also need a score keeper. The categories that they may select from will be the “place”, “location”, “movement”, “human-environment interaction”, and “region”. Each student must answer with “what is _____”, “who is _____”, or “where is _____”, in order to get credit for their correct answer.

To generate additional questions ask your students to write one or two for each category.

Teachers attached is a reading about Michigan, please read it before you begin the questions for part two. You may want to make an overhead of this so visual learners can read along with you. This simulates the enhanced multiple choice section on the MEAP. During the game you may want to give each group a copy of the reading.

ANSWER KEY

Sec.	Location	Region	Place	HEI	Movement	Sec.	Location	Region	Place	HEI	Movement
One	1. A	1. A	1. C	1. C	1.C.	Two	1. B	1. C	1. C	1. A	1. D
	2. B	2. A	2. B	2. B	2. B		2. C	2. D	2. D	2. A	2. D
	3. B	3. C	3. A	3. C	3. D		3. D	3. A	3. A	3. C	3. C
					4. A		4. A	4. B	4. C	4. A	4. D

PART ONE - CATEGORIES

LOCATION

1. The large Michigan city that was at one time considered part of Canada

A. Detroit, B. Whitehall, C. Grand Rapids, D. Grayling

2. The Capitol of Michigan, Lansing, is located in

A. upper peninsula, B. central Michigan, C. western Michigan, D. southeastern Michigan

3. Michigan’s relative location is:

A. south of Canada, west of Wisconsin, and north of Minnesota, B. south of Canada, East of Wisconsin, and north of Ohio
C. north of Canada, east of Wisconsin, and north of Ohio

REGION

1. Salt mines can be found in which part of Michigan

A. southeastern, B. northern, C. western, D. central

2. Western Michigan is known for

A. fruit growing, B. cattle ranching, C. auto production, D. waterfalls

3. The most heavily populated area of Michigan is A. northern Michigan, B. western Michigan, C. southeastern Michigan,

D. central Michigan

PLACE

1. Detroit is known for the manufacturing of A. bicycles, B. motorcycles, C. automobiles, D. scooters.

2. Michigan’s state bird is the

A. bald eagle, B. robin, C. cardinal, D. pheasant

3. Michigan has a place where no cars are allowed. This place is called

A. Mackinaw Island, B. Mackinaw City, C. Isle Royle, D. Grosse Isle

HUMAN-ENVIRONMENT INTERACTION

1. Michigan is known for its production of:

A. citrus fruit, B. cotton, C. fruit

2. Michigan is known for:

A. skiing on high mountains B. water sports C. salt water fishing

3. In Michigan most homes are made of:

A. adobe with no insulation B. wood with no insulation C. wood with insulation

MOVEMENT

1. Goods from the upper peninsula of Michigan can be carried to the Atlantic Ocean by water. The Great Lakes are connected to the Atlantic Ocean by

A. Hudson Bay, B. Erie Canal, C. St. Lawrence Seaway, D. Labrador Sea

2. Michigan exports a large amount of

A. cattle, B. blueberries, C. flowers, D. uranium

3. To sail from Lake Michigan to Lake Huron you will pass under what bridge?

A. Blue Water Bridge, B. International Bridge, C. Ambassador Bridge, D. Mackinac Bridge

4. To sail from Lake Huron to Lake Erie what large lake will you have to sail on?

A. Lake St. Clair, B. Lake Superior, C. Houghton Lake, D. White Lake

PART TWO: Michigan is part of the Great Lakes Region of the United States and is important in industrial production, tourism, farming, and mining in this region. In food processing and steel production, Michigan is a leading state. Most of the farm production is in the southeastern part of the state. The sandy soil makes western lower Michigan perfect for growing fruit. This area is a leader in cherry, apple, blueberry and other fruit production. Michigan is also a leader in dry bean production. Minnesota and Michigan's upper peninsula are first and second in production of iron ore. The lower peninsula is a large producer of natural gas and petroleum.

Detroit is Michigan's largest city and is known as the "automobile capital of the world" because of its auto production. Flint, Pontiac, and Lansing are also major auto producing cities. Detroit is known for the salt mines located beneath it. Michigan's fifth largest city, Lansing, is the state capital.

Michigan consists of two peninsulas which are connected by the five mile long Mackinac Bridge. Michigan has more coastline than any other state except Alaska. Michigan touches four of the five Great Lakes: Lake Erie, Lake Huron, Lake Superior and Lake Michigan. The Great Lakes, Michigan's natural beauty, and 11,000 smaller lakes make it a top tourist destination. Michigan has more fresh water than any other state. Approximately 22 million people visit Michigan each year.

Michigan gets its name from Lake Michigan and is nicknamed "the Wolverine State" after an animal hunted by the French fur traders. Michigan was controlled by France for 150 years - the British gained control after the French and Indian War. In 1787 Michigan became part of the Northwest Territory and in 1805 became the Territory of Michigan. It became the 26th state in 1837.

PART TWO - CATEGORIES and QUESTIONS

LOCATION:

1. Michigan touches how many of the Great Lakes?

A. 5, B. 4, C. 3, D. 2

2. The strait that passes between Michigan's two peninsulas is? A. Strait of Gibraltar, B. Strait of Michigan, C. Strait of Mackinac

3. The Great Lake that is located west of Michigan's lower peninsula is

A. Lake Erie, B. Lake Superior, C. Lake Ontario, D. Lake Michigan

4. The Great Lake that Michigan does not touch is

A. Lake Ontario, B. Lake Erie, C. Lake Superior, D. Lake Michigan

REGION:

1. Michigan is part of this region

A. Mid-Atlantic, B. Southwestern, C. Great Lakes region, D. Pacific Coastal region

2. The Michigan region with the most iron ore

A. Western Michigan, B. Southeastern Michigan, C. Northern lower peninsula, D. upper peninsula

3. The region with the most auto plants

A. Southeastern Michigan, B. Northern Michigan, C. Western Michigan, D. Central Michigan

4. Michigan's farming region

A. Western Upper Peninsula, B. Southern Lower Peninsula, C. Northern Lower Peninsula, D. Central Lower Peninsula

5. Michigan was once part of the region known as the

A. Confederacy, B. Northwest Territories, C. corn belt, D. Southern Territories

PLACE:

1. Michigan's largest city is

A. Lansing, B. Grand Rapids, C. Detroit, D. Marquette

2. One half of Michigan is covered with

A. iron ore, B. blueberry bushes, C. homes, D. forests

3. Michigan's shoreline is longer than that of any other state except

A. Alaska, B. Texas, C. Florida, D. Maine

4. Michigan has more of this than any other state

A. corn, B. sand, C. fresh water, D. unpolluted rivers

5. Michigan became a state in

A. 1831, B. 1833, C. 1835, D. 1837

HUMAN-ENVIRONMENT INTERACTION

1. In iron ore mining, Michigan is second to

A. Minnesota, B. Wisconsin, C. Ohio, D. Alaska

2. Michigan leads all other states in the production of

A. dry beans, B. corn, C. melons, D. peaches

3. Michigan was nicknamed after an animal hunted by the early fur traders called the

A. beaver, B. fox, C. wolverine, D. rabbit

4. The areas that are excellent for growing fruit are along the shores of

A. Western Lower Peninsula, B. Northern Lower Peninsula, C. Western Upper Peninsula, D. Eastern Upper Peninsula

MOVEMENT

1. The first explorers in what is now Michigan were the

A. Indians, B. British, C. Spanish, D. French

2. The Mackinac Bridge is _____ miles long?

A. 2, B. 3, C. 4, D. 5

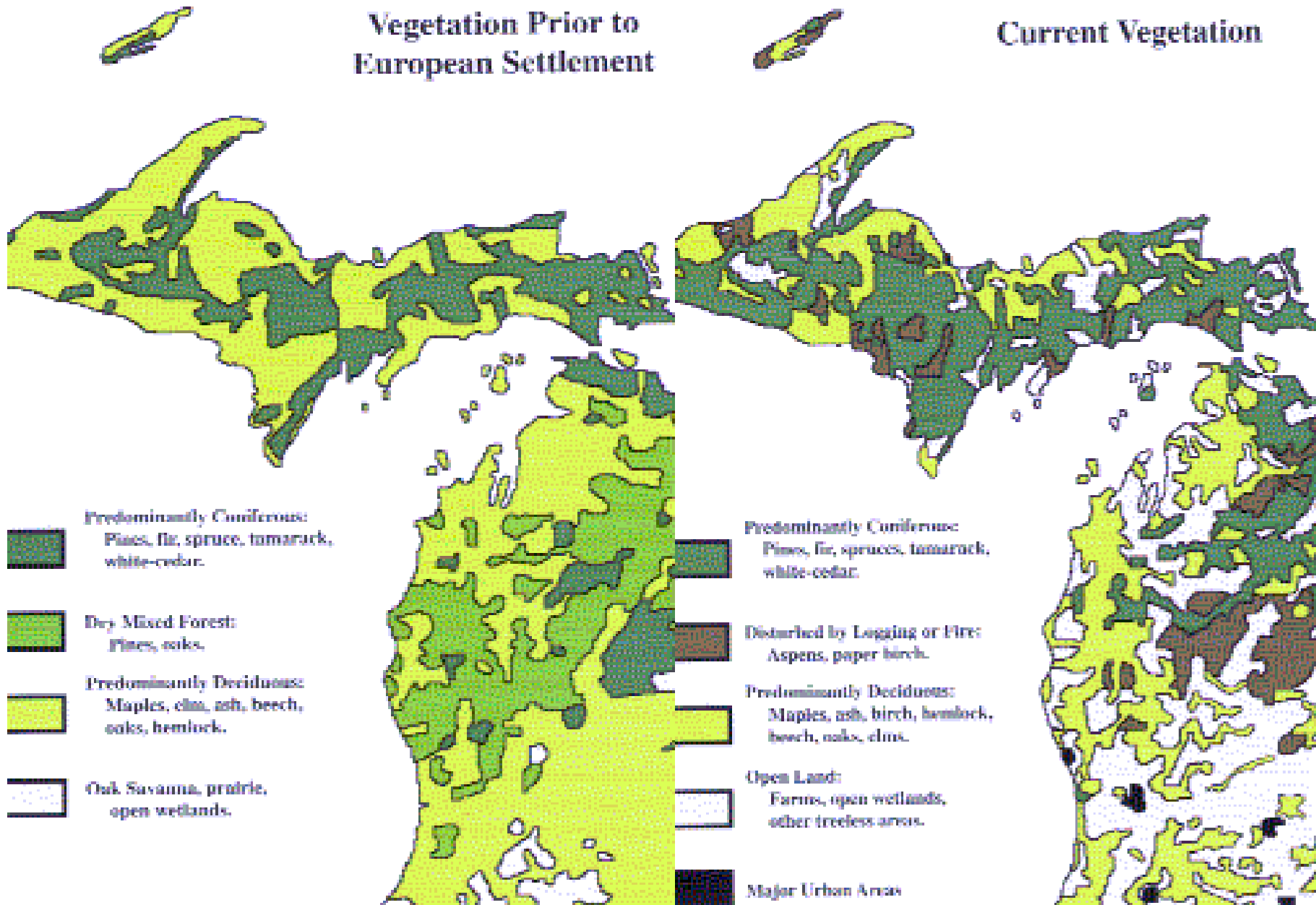
3. After the French and Indian War Michigan territory was controlled by the

A. Indians, B. British, C. Spanish, D. French

4. The industry built around 22 million people visiting Michigan each year is called

A. manufacturing, B. farming, C. shipping, D. tourism





These were taken from the Map A (forestry) – developed by the Michigan Geographic Alliance and the Michigan Forest Resource Alliance