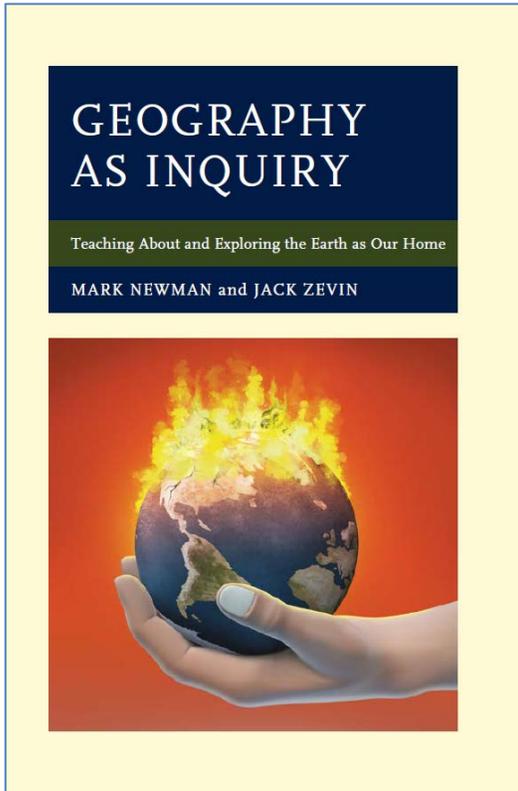


Geography as Inquiry

Teaching About and Exploring the Earth as Our Home

MARK NEWMAN AND JACK ZEVIN



"The methods discussed in this book are designed to engage students to examine how geography has help to shape space and time. The authors continue to turn out relative and unique inquiry based learning methods. This book is a must for anyone who is teaching the Social Studies."

— **Joseph Zingone, president/chairman ATSS/UFT**

"Mark Newman and Jack Zevin, both historians, have devoted their distinguished careers to teacher education and curriculum development in the social studies. Committed to the inquiry method of teaching and learning, they have long advocated that geography, as 'an integral part of our everyday life,' serve as a core discipline in our nation's schools. This book will help teachers find effective ways to 'formalize our connection to geography' by presenting a host of suggestions organized according to the five fundamental themes of geography. The additional chapters on the development of map skills and travel compared to migration are alone worth the price of admission, useful ways to start discussions about upgrading the role of geography in the social studies curriculum."

— **Gerald A. Danzer, professor of History Emeritus, University of Illinois at Chicago**

Geography as Inquiry invites teachers and learners to explore geography in exciting ways, across key concepts, connected to history and the social sciences, reestablishing its place in the social studies and history curriculum.

Jack Zevin began as a history and geography teacher on the south side of Chicago, moving to U. of Michigan for his doctorate. After settling at Queens College/CUNY in New York as a professor of education, he has remained in place ever since producing many books and articles that range across history, geography and the social sciences. He has conducted NSF institutes on geography and greatly enjoys developing map and simulation games for classrooms.

Mark Newman has a Ph. D. in History from UCLA. He has written and edited books and articles on visual culture, primary sources, and various historical and geographic topics. Mark is currently director of a Library of Congress Teaching with Primary Sources project and previously was co-director of four National Endowment for the Humanities projects.

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