

Maximizing Geographic Inquiry: Question Formulation, Connecting to Standards, and Civic Engagement

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Geographic Alliance of Iowa

UNI

University of
Northern Iowa.



Iowa

Social Studies Standards



University of
Northern Iowa.

Source: Iowa Social Studies Standards 2017





LAS HUELLAS DE LA SEQUÍA



Fuente: Archivo Núcleo de Innovación en Didáctica de las Ciencias Sociales, ULS.

Revisa el



mapa aquí

Embalse Puclaro, ubicado en la comuna de Vicuña, a 50 km al oriente de la ciudad de La Serena en la provincia del Elqui, Región de Coquimbo, Chile.

LAS HUELLAS DE LA SEQUÍA

Te sorprenderá saber que...

Los embalses son los encargados de almacenar aguas de ríos para abastecer las necesidades de las personas. En la Provincia de Elqui, Región de Coquimbo, encontramos el Embalse Puclaro, el cual posee una capacidad de almacenamiento de agua de 200.000.000 m³.



GEO-INDAGACIÓN EN TU ESPACIO SENTIDO

Ahora piensa en tu región, ciudad o localidad y realiza la siguiente actividad, siguiendo las etapas de Geo-inquiry.

Preguntémonos

Etapas Preguntar

¿Cuáles serían las consecuencias ambientales y económicas, si no existieran este tipo de construcciones hidráulicas como el embalse Puclaro?

Etapas Visualizar

Organiza tu información

Es momento de organizar la información. Realiza un listado con los beneficios que aportan los embalses a los sectores en donde se encuentran ubicados.

Además, realice un cuadro comparativo entre la información sobre las consecuencias ambientales y las consecuencias económicas que ocurrirían, de no existir los embalses.

Etapas Recopilar

Indaguemos

Consulta los siguiente Códigos QR y busca información que consideres relevante y que te permita responder la pregunta de geoinvestigación. También puedes buscar información en otras fuentes como textos escolares, libros de la biblioteca u otras páginas web, en la que se evidencien los beneficios que aportan los embalses a las comunidades.



¿Por qué los embalses son tan importantes?



Línea de tiempo Embalse Puclaro



Noticia

Etapas Creación

Diseñemos

Luego de organizar la información, responde a las siguientes preguntas que te ayudaran a diseñar el proyecto:

¿De qué manera puedes crear conciencia sobre la importancia del agua y elementos como el embalse Puclaro en tu zona?
Comenta con tu grupo sobre una herramienta que te permita crear material para concientizar sobre la importancia de los embalses, utilizando la información de tu investigación.

Una de las problemáticas que aqueja a la población a nivel mundial es la sequía ¿De qué forma has evidenciado la sequía en tu localidad/ciudad?

Etapas Comunicar

Actuemos

Recuerda que debes responder a la pregunta inicial, con una acción.

Ahora, puedes escoger alguna plataforma virtual en las cuales puedas difundir la iniciativa sobre la importancia de los embalses.



Video Youtube



Perfil de Instagram



Perfil de Tiktok

“I WANT MY STUDENTS
TO WALK AWAY FROM
CLASS WITH THE
KNOWLEDGE TO HAVE
A **POSITIVE IMPACT.**”

ALEX OBERLE
NATIONAL GEOGRAPHIC
EDUCATION FELLOW



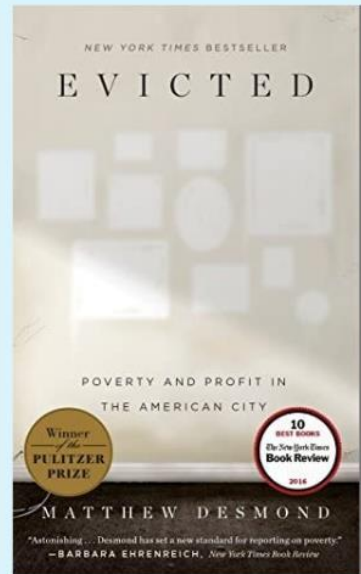
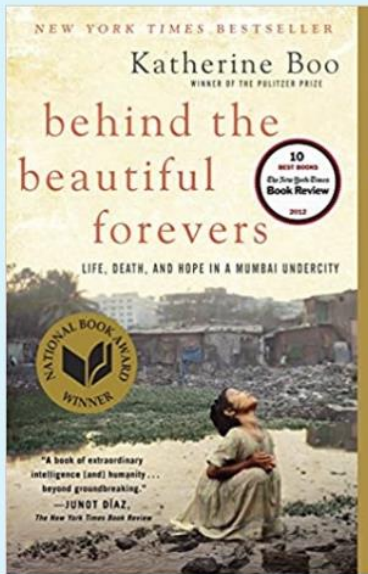
@INSIDENATGEO



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Source: National Geographic @Insidenatgeo Instagram handle, 2018





Conservation

Preserving biodiversity with GIS

Achieve sustainable conservation with the power of geography



ESRI/ARL/2014

Health and Human Services

Understanding the impacts of climate to better health



ESRI/ARL/2014

Align your community's initiatives with federal funding subject areas using GIS View Our Federal Funding Resource Site

Explore the resource center >>

Global Development

Maximize the impact of your global development programs with location intelligence



SUCCESS STORY

Shrinking the Distance to Food Aid

USAID used predictive analysis tools to optimize food grain distribution sites, minimizing the distance women and children travel to receive aid.

PICCOLLAGE



GEOG 4170

Climate Action Planning

(Regional Analysis & Planning)

PROF. ALEX OBERLE

TH 12:30 - 1:45 PM

*Want to DO something about
climate change?*

Learn the importance of public involvement and political engagement in addressing climate change locally; industry software for analyzing and forecasting local green house gas emissions; and best practices from around the globe applied to Iowa communities.

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Geography

Clearpath Inventory Tabs

Linn County Govt 2021 (UNI) [Edit Parameters](#)

Buildings & Facilities	Street Lights & Traffic Signals	Vehicle Fleet	Transit Fleet	Employee Commute	Electric Power Production	Solid Waste Facilities	Water & Wastewater Treatment Facilities	Process & Fugitive Emissions
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Available Calculators

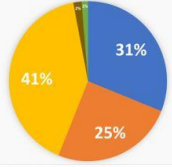
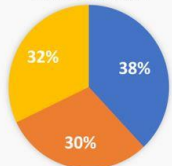
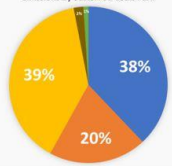
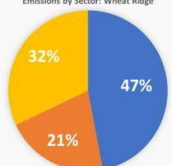
Pick a calculator to enter a new record.

- [Emissions from Grid Electricity](#)
- [Emissions from Stationary Fuel Combustion](#)
- [Steam and District Heating Purchases](#)
- [Emissions from Electric Power Transmission and Distribution Losses](#)
- [Emissions and Removals from Trees Outside of Forests on Local Government Land](#)
- [Emissions from Stationary Fuel Combustion \(User Supplied Emissions Factors\)](#)
- [Purchased District Cooling](#)
- [Heat and Power Purchases from Combined Heat and Power \(CHP\)](#)

Inventory Records For Buildings & Facilities

CommunityServicesBuilding_NaturalGas	Edit Delete
CommunityServicesBuilding_Electric	Edit Delete
CorrectionalCenterAndCourtHouse_Electric	Edit Delete
CorrectionalCenterAndCourtHouse_NaturalGas	Edit Delete
SheriffsOffice_NaturalGas	Edit Delete
JuvenileJusticeCourt_NaturalGas	Edit Delete
JuvenileDetentionCenter_NaturalGas	Edit Delete
FillmoreBuilding_Electric	Edit Delete
PublicServiceCenter_NaturalGas	Edit Delete
SheriffsOffice_Electric	Edit Delete
JuvenileDetentionCenter_Electric	Edit Delete
FillmoreBuilding_NaturalGas	Edit Delete
PublicServiceCenter_Electric	Edit Delete
JuvenileJusticeCourt_Electric	Edit Delete

Reference Cities

<p>Edina, Minnesota</p> <p>Pop. 53,494 \$72,296 per capita 21.3 min. commute</p>	<p>Goal: 45% reduction by 2030; net zero by 2050</p> <p>Plan focuses on reducing greenhouse gas emissions while maintaining economic growth and fostering social equity.</p> <p>High-impact and immediate actions include targeting 1) transportation and land use and 2) buildings and energy.</p> <p><i>Adopted in December 2021</i></p>	<p>Emissions by Sector: Edina</p> 
<p>Issaquah, Washington</p> <p>Pop. 40,051 \$68,492 per capita 30.5 min. commute</p>	<p>Goal: 50% emissions reduction by 2030</p> <p>Plan focuses on aggressive climate action through collaboration with neighboring communities and engagement with residents.</p> <p>High-impact and immediate actions include 1) sustainable land use to reduce transportation emissions and 2) a shift to renewable energy.</p> <p><i>Adopted in December 2021</i></p>	<p>Emissions by Sector: Issaquah</p> 
<p>St. Louis Park, Minnesota</p> <p>Pop. 50,010 \$52,782 per capita 21.7 min. commute</p>	<p>Goal: 55% reduction by 2030; net zero by 2040</p> <p>Plan focuses on three initial kick-start projects and subsequent long-term innovations to achieve decarbonization.</p> <p>High-impact and immediate actions include 1) improving building energy efficiency and 2) achieving 100% renewable energy.</p> <p><i>Adopted in 2018</i></p>	<p>Emissions by Sector: St. Louis Park</p> 
<p>Wheat Ridge, Colorado</p> <p>Pop. 32,398 \$40,375 per capita 25.8 min. commute</p>	<p>Goal: 45% reduction by 2030; net zero by 2050</p> <p>Plan focuses on improving environmental sustainability to improve the economy, public health, community cohesion, and livability.</p> <p>High-impact and immediate actions include 1) incentivizing green building and 2) promoting assistance programs for low-income residents.</p> <p><i>Adopted in 2018</i></p>	<p>Emissions by Sector: Wheat Ridge</p> 

■ Commercial/Industrial
 ■ Residential
 ■ Transportation
 ■ Solid Waste
 ■ Water & Wastewater

Tier 1: Priority Recommendations

According to the 2022 baseline inventory of 2020 greenhouse gas emissions in the city of Urbandale, transportation and building energy account for almost 95% of community-wide emissions. As a result, Urbandale should prioritize short-term initiatives that target transportation and building energy efficiency to dramatically reduce emissions.

Priority 1: Transportation

Transportation accounts for over a third of Urbandale's emissions, most of which come from gasoline-fueled passenger vehicles. To reduce Urbandale's transportation emissions, it should adopt the following initiatives and actions.

- 1) Reduce emissions from travel by reducing vehicle miles traveled
- 2) Expand electric vehicle (EV) charging infrastructure and incentives for EVs
- 3) Expand ride-sharing programs coordinated by local businesses
- 4) Adopt dense mixed-used, transit-oriented development, and roundabouts
- 5) Increase access to and use of public transit
- 6) Investigate fuel-switching for heavy-duty vehicles (e85, biodiesel)

Priority 2: Building Energy Efficiency

Commercial, industrial, and residential buildings account for nearly two-thirds of all emissions in Urbandale, most of which come from electricity use. Urbandale should prioritize the following initiatives.

- 1) Improve building energy efficiency through retrofits
- 2) Incentivize upgrades for high-efficiency appliances and fixtures
- 3) Require green building certification for new construction and renovations
- 4) Provide utility bill clinics and weatherization programs for low-income residents
- 5) Promote use of smart home devices
- 6) Transition to local renewable energy sources, like wind and solar

Maximizing Geographic Inquiry:

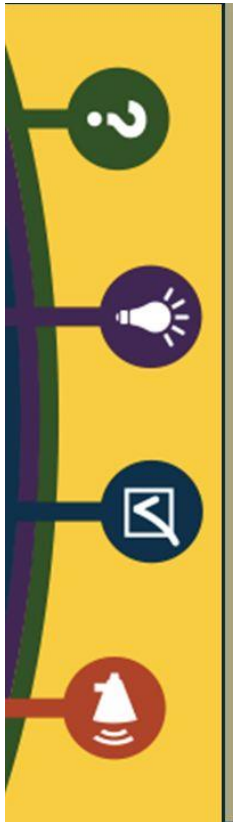
Question Formulation,
Connecting to Standards,
and Civic Engagement

- C3 Framework Inquiry Arc
- Inquiry-based state standards
- NGS Geo-Inquiry Process
- Question Formulation Technique
- Taking Informed Action
- Additional inquiry resources
- Question and answer

***When you see a
purple slide today,
like this one, it is a
cue that I'm hoping
for some audience
participation***

Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action





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Source: Iowa Social Studies Standards 2017

K-12 Iowa Core in Social Studies

Kindergarten: Spaces and Places

In kindergarten, students will engage in learning about themselves, their school, city and state. They will have opportunities to compare how life in the past is different from life today with respect to their own experiences.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.K.1. Recognize a compelling question.
Constructing Supporting Questions	SS.K.2. Identify the relationship between compelling and supporting questions.
Gathering and Evaluating Sources	N/A
Developing Claims and Using Evidence	N/A
Communicating and Critiquing Conclusions	SS.K.3. Construct responses to compelling questions using examples.
Taking Informed Action	SS.K.4. Take group or individual action to help address local, regional, and/or global problems.
	SS.K.5. Use deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.

K-12 Iowa Core in Social Studies

7th Grade: Contemporary Global Studies

In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.7.1. Compare disciplinary concepts and ideas associated with a compelling question.
Constructing Supporting Questions	SS.7.2. Create supporting questions to help answer the compelling question in an inquiry.
Gathering and Evaluating Sources	SS.7.3. Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.
	SS.7.4. With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.
Developing Claims and Using Evidence	SS.7.5. With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.
	SS.7.6. With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.7.7. With guided practice, construct arguments using claims and evidence from multiple sources.
	SS.7.8. Independently construct responses to compelling questions supported by reasoning and evidence.
	SS.7.9. Present original arguments based on credible sources using a variety of media to authentic audiences.
	SS.7.10. With guided practice, analyze disciplinary arguments of peers for credibility.
Taking Informed Action	SS.7.11. Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.
	SS.7.12. Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.

K-12 Iowa Core in Social Studies

9-12 Social Studies Standards

Inquiry Anchor Standard	Inquiry Standard
Constructing Compelling Questions	SS.9-12.1. Create compelling questions representing key ideas within the disciplines.
Constructing Supporting Questions	SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.
Gathering and Evaluating Sources	SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
	SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.
Developing Claims and Using Evidence	SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
	SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Communicating and Critiquing Conclusions	SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
	SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.
	SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies.
	SS.9-12.10. Critique the use of claims and evidence in arguments for credibility.
Taking Informed Action	SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
	SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

World Geography & Global Studies

This content area provides a global perspective on contemporary issues, and is designed to create young, educated civic leaders prepared to face 21st century global issues. Students will examine challenges facing the world community, including but not limited to: hunger, population, conflict, racism, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.

This content area builds students' skills in geographic reasoning, including an understanding of Earth's human and physical features, locations of places and regions, and the distribution of landform. This builds a foundational understanding of modern societies, cultures, and inspires curiosity in cultural and environmental diversity to help students participate in the complex world we live in today.

Teachers are encouraged to facilitate instruction from a chronological as well as thematic approach, avoiding the tendency to teach the content as a checklist of facts to be covered. Effective social studies instruction incorporates both the disciplinary skills and the content themes and requires historical thinking, robust academic discussions, and engaging writing instruction. This content area should offer opportunities for students to engage in civic dialogue and taking informed action.

Disciplinary Skills	Disciplinary Skills Standards
Constructing compelling questions	SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts. SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.
Creating supporting questions	SS.6-8.WGGS.3. Generate supporting questions that lead to inquiry and research on compelling issues within the discipline.
Gathering and evaluating sources	SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills. SS.6-8.WGGS.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.
Developing claims and using evidence	SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence and clear reasoning. SS.6-8.WGGS.7. Examine different arguments while pointing out the strengths and limitations of each.
Communicating and critiquing conclusions	SS.6-8.WGGS.8. Construct organized explanations for various audiences and purposes using evidence and reasoning. SS.6-8.WGGS.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
Taking informed action	SS.6-8.WGGS.10. Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems. SS.6-8.WGGS.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Content Themes	Grades 6-8: World Geography & Global Studies
Civic dispositions and democratic principles (C)	SS.6-8.WGGS.25. Investigate a current global issue and propose a course of action to solve it.
Processes, rules, and laws (C)	SS.6-8.WGGS.26. Examine the origins, purposes, and impacts of laws, treaties, and international agreements.
Geographic representations (G)	SS.6-8.WGGS.27. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.
Human environment interaction (G)	SS.6-8.WGGS.28. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.
Human population, movement, and patterns (G)	SS.6-8.WGGS.29. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas. SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.
Global interconnections (G)	SS.6-8.WGGS.31. Explain how the relationship between the environmental characteristics of place and the production of goods influence the spatial patterns of world trade.
Exchange and markets (E)	SS.6-8.WGGS.32. Explain how supply and demand, costs and competition influence market prices, wages, social, and environmental outcomes. SS.6-8.WGGS.33. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.
National economy (E)	SS.6-8.WGGS.34. Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.
Global economy (E)	SS.6-8.WGGS.35. Investigate the impact of global trade policies on nations and their citizens.

**What is an
example of a
specific inquiry-
based geography
standard in your
state?**

THE
GEO-INQUIRY
PROCESS

| **ASK**

DEVELOPING A GEO-INQUIRY QUESTION

| **COLLECT**

ACQUIRING GEOGRAPHIC INFORMATION

| **VISUALIZE**

ORGANIZING & ANALYZING GEOGRAPHIC INFORMATION

| **CREATE**

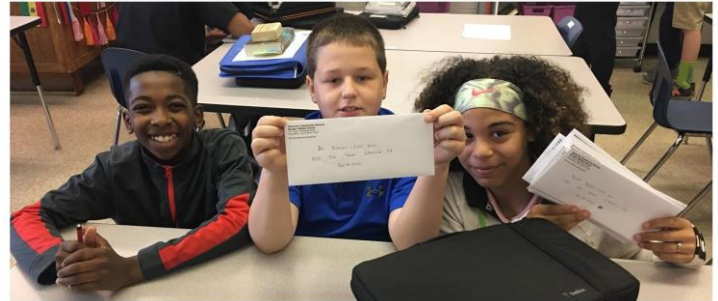
DEVELOPING GEO-INQUIRY STORIES

— **ACT**

SHARING GEO-INQUIRY STORIES

| NATGEOED.ORG





As you can see, the most tardies take place before 1st period. So we know that something has to be done to reduce morning tardies.

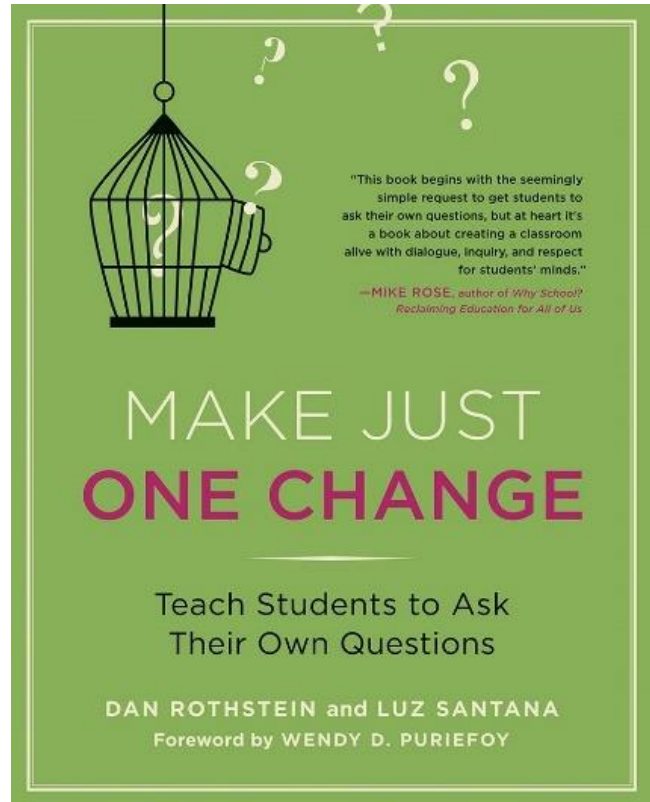
Tardies from Gentry
Sep-9. Oct-11

Periods	Number of tardies
1st	203
2	20
3rd	38
4th	34
5th	60
6th	20
7th	32
8th	24
TOTAL	431

What geographic question do you think would be well suited to Geo-Inquiry at your grade level and in one of your courses?

Example Geo-Inquiry Questions

- How can local ranchers best keep discarded baling twine away from osprey?
- What are the optimal locations in my community for food bank distribution sites?
- How can we promote tree planting as a means to better protect low-income neighborhoods from heat-related illness and heat mortality?
- How can we document and preserve sites in our community that contributed to the Civil Rights Movement and equality for all?
- How can we alleviate traffic in front of the school at the start and end of the school day?



Source: Right Question Institute 2018; Rothstein and Santana 2017

The Question Formulation Technique (QFT)

- Produce your questions
 - Ask as many questions as you can
 - Do not stop to discuss, judge, or answer the questions
 - Write down every question exactly as it is stated
 - Change any statement into a question
- Improve your questions
 - Mark each question as ‘open ended’ or ‘close ended’
 - Name the value of each type of question
 - Change questions from one type to another
- Prioritize the questions
 - Pick your three most important questions
- Determine how you are going to use your questions

The Question Focus (QFocus)

- Opposite of using the teacher's question as a prompt
- QFocus criteria
 - It has a clear focus
 - It is not a question
 - It provokes and stimulates new lines of thinking
 - It does not reveal teacher preference or bias

Designing a QFocus

- Why do you want your students to formulate questions?
- Step 1: Define the purpose
 - Generate interest
 - Stimulate new thinking
 - Deepen comprehension
 - Gather information about student understanding
- Step 2: Generate possible ideas
- Step 3: Identify pros and cons for each idea
- Step 4: Chose one QFocus idea and assess it against the four criteria
- Step 5: Imagine questions students may develop

**Have you asked
your students to
formulate their
own questions? If
so, how has it
gone?**

Taking Informed Action

Vs.

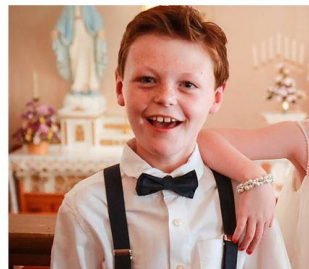
Raising Awareness





Source: Miracle Network Dance Marathon 2020







UNI Dance Marathon

Charitable Care	18%
Medical Research	12%
Life-Saving Equipment	15%
Education, Patient Services, Advancement Services	55%

Listed below are some of the items your donation can fund:

- | | |
|---|--|
| \$10
Purchases an oral care kit | \$55
Peace Plant for a grieving family |
| \$10
1 meal at the hospital | \$150
iPod for music therapy |
| \$20
A cookie cake for a kiddos birthday | \$300
Buys a wig for a cancer patient |
| \$35
Buys a Courage Cape for a kiddo going into surgery | \$1,000
Pays for one year's worth of prescription medicine |



Source: UNI Dance Marathon 2020;
Miracle Network Dance Marathon 2020

**What topics have
worked well for
your students for
integrating
geography +
civic engagement?**



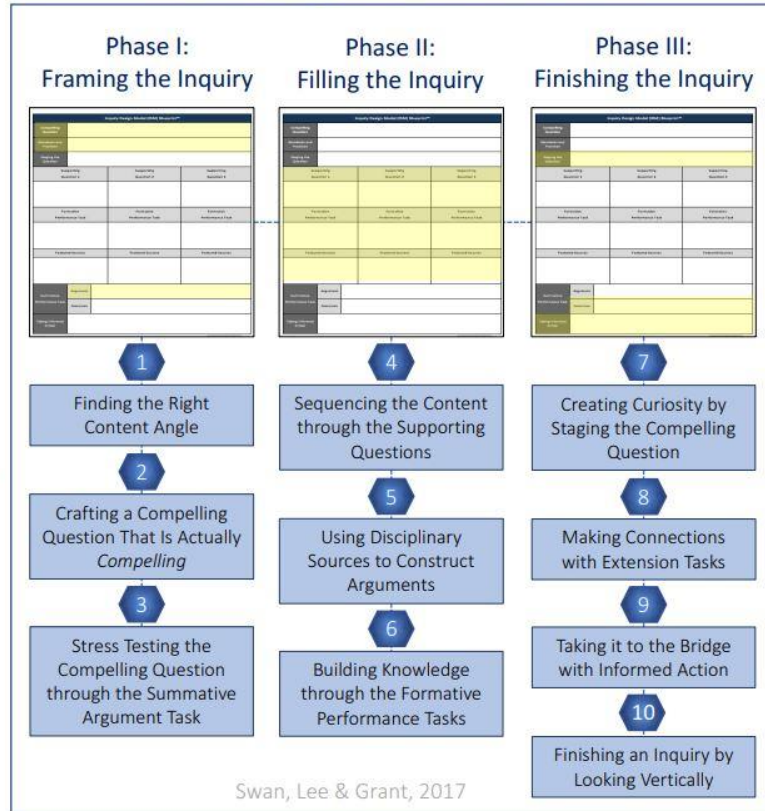
INQUIRY DESIGN MODEL

The Inquiry Design Model™ (IDM) is a distinctive approach to creating instructional materials that honors teachers’ knowledge and expertise, avoids over-prescription, and focuses on the key elements of envisioned in the C3 Inquiry Arc. Unique to the IDM is the *blueprint*™, a one-page presentation of the questions, tasks, and sources that define a curricular inquiry. The blueprint offers a visual snapshot of an entire inquiry such that the individual components *and* the relationship among the components can all be seen at once. We offer a 10 step design path for developing IDM inquiries for your classroom!

Find downloadable IDM inquiries and other resources at c3teachers.org:



The Design Path for IDM



Swan, Lee & Grant, 2017



American Literature

Explore plot lines, authors' lives, and the historical context surrounding commonly read stories in high school American literature classes.

[View collection →](#)



Earth Science

This collection teaches map-based concepts from middle/high school earth science: topography, earthquakes, volcanoes, oceans, weather, climate.

[View collection →](#)



Environmental Science

This collection supports the map-based concepts in high school environmental science like speculation, pollution, population ecology, and energy.

[View collection →](#)



Government

This collection includes a range of topics such as elections, Federalism, rights, and comparative government.

[View collection →](#)



Human Geography

This high school collection focuses on human interaction with the planet. Concepts include urbanization, transportation, language, and religion.

[View collection →](#)



Mathematics

These geometry and beginning algebra activities show critical connections between math and maps, using ArcGIS Online to extend core concepts.

[View collection →](#)



Upper Elementary

This collection includes upper elementary cross-curricular map concepts, focusing on social studies and science Common Core State Standards.

[View collection →](#)



US History

Experience the past with this collection that highlights critical map concepts in American history.

[View collection →](#)



World Geography

This collection of inquiry-based learning activities address landforms and physical processes, ecosystems, and more.

[View collection →](#)



World History

This collection brings historical periods and maps to life, emphasizing the spatial nature of critical events throughout world history.

[View collection →](#)

Thank You!

Email: Alex.Oberle@uni.edu