Excerpted from

Bookmapping
Lit Trips and Beyond

Terence W. Cavanaugh and Jerome Burg

Bookmapping, which brings together literature and web 2.0 mapping technology, can engage your students in the books they read while giving them a better understanding of the setting, characters, and other story elements. Students can explore existing bookmaps or create their own. In Bookmapping: Lit Trips and Beyond, you’ll learn how to use this exciting technology to enhance what you’re already teaching. Discover resources for creating, using, and finding bookmaps.

Chapter 6 explains many types of bookmaps that can be used in the classroom, including story bookmaps, reading guides, and author studies. In addition, the authors explain how to collect information for a bookmap and how to share a bookmap once it’s been created.
CHAPTER 6

Collaborative Bookmap Applications

A map of the world that does not include Utopia is not worth even glancing at, for it leaves out the one country at which Humanity is always landing.

Oscar Wilde, *The Soul of Man under Socialism* (1895)
LEIGH STEEL’S high school language arts class is having a guest author make a virtual visit, via a phone conference, to their classroom for a portion of the day. Working with a book publisher, Steel has scheduled an entire series of these author visits, which will occur throughout the year. As part of the pre-visit activities, students will work in cooperative groups to complete a number of projects associated with either the author or one of the author’s books. One of the activities that she has the students do is an author study bookmap. Students identify the settings used by the author in his or her books in addition to places where the author has lived. Once the bookmap has been created, students use screen capture software to take a picture of the map and then print a poster-size version to be displayed on the bulletin board in the classroom.

With today’s technology and our students’ abilities, it is important to allow them to “construct content rather than just consuming it” (Milne, 2006, p. 11.2). One way to do this is to have students create their own bookmaps from their reading. By analyzing the texts they are reading to determine the locations for the story’s setting, students can then use that information to create placemarks on a digital map, adding to it comments, images, and quotations.
Students’ personal lives are inundated with multimedia, which can be used to hold the students’ attention or focus in the classroom (Reeves, 1998). Students can apply that focus when they create map pins, which are not just marking points; with these virtual map pins students can add quotes from the book and facts about a location. They can track character development and link to multimedia elements, embedding pictures or videos to better “show” the setting location. They can also use the map points for thematic development or extend the information provided in the book by adding historical, community-based, and other information.

The heart of the bookmap concept is marking the locations of a story’s settings (see Figure 6.1). To map your own reading, you should first make certain that the story is set in real locations that can be found on a map. Some works, such as *Robinson Crusoe*, *The Lord of the Flies*, *The Inferno*, *The Hobbit*, and *The Lord of the Rings* series are not appropriate for mapping, unless you want to create your own maps or create specialized overlays for some map tools, such as for Google Earth.

![Figure 6.1 Venn diagram of relationship between literature and geography for bookmapping](image-url)
Something to think about as you create your own bookmaps is to consider how much the characters travel. Some stories take place primarily within a single location, while characters in others travel the world. The range of the trip is not important, but it can change how you integrate the map with the class. For example, if the instructor wants the students to add locations to a map to track the story setting, it would be better to create a bookmap for a book like *Candide*, where the characters globe trot over three continents. If the setting is within a single city or town, such as most of Stephenie Meyer’s *Twilight*, the students could identify the locations within the town. In these examples, and in most stories, some movement or traveling occurs, even if it is just a short distance, which is part of the thematic significance of the story. Stories such as *Of Mice and Men* or *To Kill a Mockingbird* can pose other mapping issues. Although their locations can be found, the characters spend the vast majority of their respective stories in relatively static locations. Stories like this may not lend themselves to mapping the characters’ movements, although students could be mapping other aspects of the text.

Additionally, it is important to remember that some stories use “fictionalized” locations that represent real locations—such as *The Adventures of Huckleberry Finn*, where the scholarship informs us that Mark Twain’s St. Petersburgh is a fictitious name for Hannibal, Missouri, and Fort Repose in Pat Frank’s *Alas, Babylon*, is actually Mount Dora, Florida. These titles can certainly be considered for bookmapping, though they may be more challenging in that additional research might be needed to determine the true locations being masked by fictitious names.

Developing a bookmap can include the setting, plot, and characterization. It can also include geographic, historical, and even current events. As the students read and discuss their book, they should take notes that can be integrated into the bookmap. For example, they may be taking notes on the location and setting or the plot; or their notes may relate the actions occurring, or influences and events that have occurred, at that location that have historical significance. These notes can then become elements in the storyboard for the bookmap.
Literature Circles

Literature circles are book discussion groups, usually of four to six students, in which each student has a role or job that is used as a point of discussion. Literature circles provide a way for students to interact and engage in critical thinking and reflection as they read, discuss, and respond to books, articles, stories, or other reading material. Roles assigned in literature circles can be used to assist students or guide them to deeper understanding of what they read through a structured process. Bookmapping can be integrated as a role or discussion topic for literature circles.

Integrating web technologies can extend the literature circle by providing a larger audience for sharing. Also, using the technology tools assists students in accessing, organizing, analyzing, and communicating their approaches to essential questions, which leads to greater understandings of the readings (Lamb, Smith, & Johnson, 1999). Literature circle roles or role sheets can be used by students as job aids and may be used to differentiate the instruction. Role sheets can assist students in learning about new ways to explore reading by providing them the needed direction and assistance to begin the process. Bookmapping can be integrated into the literature circle concept as one of the roles that a student may take on during a reading; for example, the role of Story Tracker or Bookmapper can be effectively incorporated into a literature circle. Figure 6.2 shows a role sheet for a Bookmapper. Students taking this role focus on the setting, tracking the physical location of the story as it moves. Additional roles could be created to analyze other aspects of the story, such as historical events or location cultures. During the literature circle cycle, students would complete their individual roles and associated job aids or worksheets. The role for each student may be random, assigned, or self-selected, and should be completed by the individual in a few days or a week. As part of the literature circle, students experience a variety of roles, rotating positions until the book or topic is finished. As a culminating activity, students could combine the information that they collected individually into a group bookmap. See how to make a single collaborative Google map in Chapter 12, create a different map for each book, and set the map’s collaborate setting to allow anyone to edit this map.
Literature Circle Role: Story Tracker/Bookmapper

Name: ______________________________________________________________

Date: _______________________________________________________________

The setting of a story can include the time, location, environment, weather, social conditions, and even the circumstances in which the story takes place. For some stories, the setting is extremely important, while for others it is not. Setting is one of the elements of a story along with other elements such as character, plot, and conflict. In many stories the setting of the story changes often as the characters move. So it can be important to know where the story is taking place and how that is changing. Your job as the story tracker is to identify the physical location from the story and maintain a record of the movement that occurs. Even if the setting/location doesn’t change much it is still an important element of the story. Describe each setting in detail using excerpts from the story and identify (if a real location) the actual location onto the shared map for your book.

Chapter: ______________________________________________________________

Pages: __________________________________________________________________

Where the story/action begins: ___________________________________________
Copy excerpts from the text that support this location:

Where the key elements of the story happen: _______________________________
Copy excerpts from the text that support this location:

Where the events ended: _______________________________________________
Copy excerpts from the text that support this location:
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Mapping the Location

Use Google Maps or Google Earth to mark the location using a placemark and type in the section of the text that provided the clues to the location in the shared map for your book.

1. Log in or use the link to the book’s map.
2. Select the link for your class bookmaps.
3. Move the map to the general location identified from the reading that you want to mark and zoom in using the screen tools.
4. Use the mouse pointer to select the Placemark tool, then click on the map where you want the map pin to be located. In addition to the map pin, it is possible to add a line or a shape. Click on the map pin symbol to change the icon’s image.
5. As soon as the map pin is placed, a pop-up box will appear for content to be added. Give the map pin a name and then add some story content to the description box.
6. Once the setting description is set, select the OK button. When the map’s placemark is selected, the new content will be displayed.
7. Select (click on) your new placemark and print out the map for your records and to turn in.

Group Project

Create a travel path in Google Earth to trace the path of setting locations that occur for a character for the whole story.

Figure 6.2  Literature circle role sheet on the topic of bookmapping the reading
Different Kinds of Bookmaps

Following the location of the story as you read the text is only one kind of bookmap. The melding of location and reading can be expanded into a number of different kinds of activities for students. The following are a few ways that bookmapping can be integrated as a reading activity.

Story Bookmap

A story bookmap is created to follow the storyline and plot setting locations by placing the virtual map pins on the map to show where the story is taking place. This can be done for each chapter and can easily be integrated into a literature circle activity. As the students read the book chapter, they should mark or note identifying information concerning location. Many books may not simply state the actual location, and students will need to use clues provided in the text to find out where a story is taking place. For example, just about everyone knows that the beginning of *The Secret Garden* takes place in India, but nowhere in the chapter is the actual location mentioned.

Figure 6.3 shows a story bookmap based on the book *Stormbreaker* by Anthony Horowitz. In this series of books, Alex Rider, a teenager, is recruited by British Intelligence. Based on the clues provided, the locations of the places mentioned in the book can be discovered.

![Stormbreaker (Alex Rider 1)](image)

*Figure 6.3 Story bookmap of locations from Horowitz's *Stormbreaker*
To create your own story bookmaps, keep track of the locations or clues to locations for each chapter and then add placemarks to the map. Information, such as a quote from the book that identifies the location with an image found online, can be added in the placemark description box.

**Story Effects Bookmap**

In a story effects bookmap, instead of the setting where the story actually takes place, readers identify places that influence the story, even though the characters may not go there. This kind of map can be a supplement to a story bookmap. The majority of James Joyce's book *A Portrait of the Artist as a Young Man* takes place in Ireland's Dublin and Cork, but throughout the story, other locations are mentioned in the text as well (see Figure 6.4).

![Figure 6.4](http://bbs.keyhole.com/ubb/ubbthreads.php?ubb=download&Number=291717&filename=546450-Portrait.kmz)
For example, when the fellows are discussing a theft from a church they talk of another location where the thieves were caught:

The fellows talked together in little groups. One fellow said:

—They were caught near the Hill of Lyons.

—Who caught them?

—Mr. Gleeson and the minister. They were on a car.

The same fellow added:

—A fellow in the higher line told me.

Locations can influence many types of stories, even when the story setting remains in a single place. The other locations mentioned add depth to a story and can reflect important locations or locations that have special purposes.

**Reading Guide Bookmap**

In a reading guide bookmap the placemarks are used to help orient the reader to the upcoming setting and provide directed reading questions. For example, a group of students could build a bookmap that will be used by your next semester’s students, or by the special education teacher, or by the English language learners’ teacher to help ELL students through the reading of the book. Have the students build the placemark content for Chapter 1 after they have read Chapter 2. Once they know what happens in Chapter 2, they can create one or two multiple choice questions for Chapter 1, asking readers to use evidence from Chapter 1 to predict what might happen to a character or what turn of events might happen in Chapter 2. Then they can continue to use this strategy for subsequent chapters. What is great about this process is that although students are building the multiple choice questions, they will also need to be reviewing the previous chapter with the specific purpose of looking back to see how authors use foreshadowing and plot elements to leave hints at developing themes.
Personal Comparison Bookmap

A personal comparison bookmap helps students draw a comparison between their own physical location and that of a book’s setting. Readers chart their own actual location and map the relationship to the story’s location. For example, in reading *The Secret Garden* students in Jacksonville, Florida, marked their own location and then mapped the locations or general regions from the book (see Figure 6.5). Students then used the line tool to draw connecting lines between their real location and the story’s location. An additional side benefit of this activity is that the line tool in Google Maps actually measures the length of the line drawn in miles or kilometers.

This concept can be expanded to have students identify geographical relationships they share with the characters and see if they can recall personal parallels at the thematic level. For example, a teacher might ask, “Have you ever had to make a decision between two choices that each had a significant downside like Character X had to do in this part of the story?” This process can be particularly interesting if a character faces a decision that is represented geographically as a metaphor, as is the case in Fleischman’s novel *By the Great Horn Spoon!* where the passengers on a boat

![Google Maps](image)

*Figure 6.5* Personal comparison bookmap created by students in Jacksonville, Florida, who were reading *The Secret Garden*
are essentially at the mercy of the ship’s captain who makes a decision about whether he will take the treacherous route through the Straits of Magellan and save time or take the safer route around the Horn at the expense of losing precious time.

**Author Study Bookmap**

In an author study bookmap, the map is used as a form of author study that identifies settings from an author’s multiple books and places them on a map. Although some authors have books that involve locations all over the globe, many set multiple books in specific regions. For example, Marjorie Kinnan Rawlings, author of *The Yearling* and *Cross Creek*, situated most of her stories in a town south of Gainesville, Florida. Carl Hiaasen has written a number of bestselling adolescent literature books, including *Hoot*, *Flush*, and *Scat*, for which he has won literary awards. When plotting these books, readers find that Hiaasen keeps to a general location, that of south Florida (see Figure 6.6). This form of bookmap allows readers to gain a different view concerning an author study, not looking so much at the plots, but instead at the relationships between settings. Such a map may also be an excellent tie-in to a personal comparison bookmap.

Figure 6.6 Author study bookmap of Hiaasen’s novels for adolescents
Cross-Curricular Bookmap

A cross-curricular bookmap includes placemarks that pose questions relevant to referenced information in the reading but uses information not normally taught in the class doing the reading. In an English class, students might encounter questions requiring knowledge normally taught in social studies or math classes: for example, in the placemark for Chapter 26 of *The Grapes of Wrath*, they might find the following problem:

Ma is able to purchase 2 pounds of hamburger, 1 loaf of bread, 5 pounds of potatoes, and (maybe) 1 pound of coffee for $1. Sounds cheap! But remember, it took 7 people about 6 hours to earn that dollar. How much would those items cost today? If it took you and 6 friends 6 hours to earn that much, how much were each of you paid per hour that day?

At another point in the story, the Joad family spends the evening with other migrants telling stories and singing songs. That placemark might include challenges like the following:

Find the actual lyrics for one of the songs sung by the migrants in this chapter and be prepared to share how the lyrics that Steinbeck never mentions add to your understanding of the events of the chapter.

Find out the names of the most famous folksingers who were singing about the Depression at the time. See if you can find actual audio files of Depression-era singers on the Internet.

Name two bands that recorded songs with Tom Joad’s name in the title.
Internet Scavenger Hunt Bookmap

For a scavenger hunt bookmap, you can use placemarks to present students with two to three questions or prompts developed from the reading. The students treat the questions as a timed scavenger hunt, only being allowed a limited amount of time to find the answers. For example, in the description for a placemark for Chapters 8, 9, and 10 of *The Grapes of Wrath*, the following questions could be asked:

How much of the following can you find on the Internet in five minutes? Be sure to collect the URL for the website where you found your answer.

1. How did “Pretty Boy” Floyd get his nickname?
2. What was “Pretty Boy” Floyd’s real name?
3. What is the origin of Rose of Sharon’s name?
4. Find a picture on the Internet of an actual “jalopy” like the ones the Joads bought to travel to California in. Your image should show how they packed their belongings.
5. Find a picture of the car used by the main characters from an old television comedy show who had also packed up all their belongings and traveled to California.

This type of bookmap can also be used as a tool to provide students with writing prompts. For example, at another point in *The Grapes of Wrath*, the Joad family spends a night in a “Hooverville.” Rather than providing a link to a website explaining what a Hooverville is, instead present students with writing prompts such as:

You probably can tell who the “Hoovervilles” were named after, but can you find out why they were named after this person? Extra credit if you can you make up an amusing story of 250 words or less that connects “Hoovervilles” to a famous children’s book that is set in a town named “Whoville” and to a television show that was set in “Hooterville.” Because “Whoville” and “Hooterville” are both fictitious and “Hoovervilles” were not exactly real, the only rules are that your story must be amusing and stay true to the stories these locations appear in.
Other Reading Bookmaps

The previous list of bookmap types by no means contains all of the possibilities. Readers could create their own reading map that would act as a form of reading journal, cataloging the books they have read by the story location. Another reading bookmap option would be to chart the story locations for a genre or collection. For example, the Florida Reading Association invited students to identify and recommend novels with settings in Florida, creating the Florida Teen Bookmap (http://flreads.org/adolescent_lit/FL_book_map/book_map.htm). Students from all over the state participated in creating the bookmap by submitting their choices. The resulting books were then posted in the form of a bookmap (Figure 6.7), with book locations across the state identified by book cover icons. Clicking on a book’s icon provides additional information about it, including the story setting, reading level, genre, and a brief summary of the story. This map is now used to help Florida teachers, reading coaches, and students find high-interest books with stories that take place in Florida.

![Google Maps version of FRA's Florida Teen Bookmap Project for Adolescent Literature](http://flreads.org/adolescent_lit/FL_book_map/book_map.htm)
Another similar map is the America Writes for Kids site (http://usawrites4kids.drury.edu), which provides a listing of authors across the United States that is accessed through a map. Students not only enjoy reading and hearing stories about far-off places and people, they also like stories that include surroundings that are familiar to them. Students may be more inclined to read books with stories they can relate to and understand. Books with locations that are already familiar to the reader may contain characters who face situations that students may be familiar with, or at least have heard of. This creates a more personal relationship to the story.

**Collecting Content for a Bookmap**

An easy integration strategy for bookmarking is to have students build the bookmap as part of the process of reading. By organizing a process for collecting locational or setting content throughout the reading, students will also be focusing on the kinds of details that make for richer classroom discussions.

One process for collecting content is to read the book and mark relevant text with a few colors of see-through post-its, highlighter tape (these work great with library or other school-owned books), or highlighters (see Figure 6.8). Use one color just

![Figure 6.8 Use erasable highlighters to mark locations mentioned in a book to add later to the bookmap](image-url)
for references to any locations or hints at locations that will help pinpoint them on a map or globe, so that placemarks can be set.

Use the other color(s) to mark any references for additional information or resources that could be found, including:

- interesting images on the Internet that might enhance or extend students’ appreciation of the story
- websites that could provide supplementary information appropriate to the story, such as historical or geographical references, biographical information, or cultural connections
- spots where the author is providing good material for thought-provoking questions and class discussion
- interesting vocabulary use

Another process is to have students collect the information as part of a group activity. Students can be divided into groups, with each group having different roles or tasks related to locational information, such as identifying the location, finding images, identifying related websites, and writing discussion or writing prompts. For example, students could be divided into four groups. Throughout the reading of a selected book, each group rotates through four content collection activities or role assignments. This gives each group experiences in exploring a variety of ways that extend the reading experience. It also alleviates the sense of tedium of essentially having to do the same tasks for every reading assignment. This process may also be more appropriate for stories or books that have a limited number of locations. Thus, by having four groups of six students, or having the role change among students in a reading group, students collecting content would experience a variety of ways to investigate the setting.

A sample of a typical rotation of the four groups through the four collection assignments might look like this (see Figure 6.9):

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Place Markers</th>
<th>Images</th>
<th>URLs</th>
<th>Discussion Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
<td>Group D</td>
</tr>
<tr>
<td>6-10</td>
<td>Group D</td>
<td>Group A</td>
<td>Group B</td>
<td>Group C</td>
</tr>
<tr>
<td>11-15</td>
<td>Group C</td>
<td>Group D</td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>16-20</td>
<td>Group B</td>
<td>Group C</td>
<td>Group D</td>
<td>Group A</td>
</tr>
</tbody>
</table>

Figure 6.9 Rotation schedule for different role activities for bookmap development
The Role Assignments

Students learn best when everyone is actively involved in the activity or process. Group work has sometimes been looked down on because of issues like distribution of work and assessment. Role assignments have been shown to overcome some of the negative impacts of group work, allowing true collaborative learning. Researchers report that group performance is positively influenced by the use of role assignments and responsibilities (Mennecke, Bradley, & McLeod, 2000). The following are some possible role assignments that instructors can use with students working in cooperative groups.

Placemarks. Students harvest any references to specific locations that are mentioned in the reading assignment. They should identify enough information to be able to quickly insert a placemark on the appropriate locations mentioned in the chapters or to approximately identify where a location would be, such as for a fictitious location.

Images. Students search for and collect a listing of online images that could be used to enhance comprehension of the setting, characters, plot, and/or themes or images that will extend understanding of the historical, geographical, social, political, or other relevant subjects referenced in the reading assignment. It is important to collect the URLs for the websites where the graphics are found (see Chapter 8 for more information on finding images for bookmapping projects).

Websites. Students locate and collect a listing of appropriate websites and their addresses (URLs) where additional information can be found that will enhance the understanding of any relevant references made in the reading assignment. These could include sites featuring information such as extended biographical information about “real” characters mentioned in the reading and historical background for events in the story.

Discussion Starters. Students will write discussion starters for the reading assignment. These might include questions, speculations, or suggestions of connections to current real-world parallels. These discussion starters could also be used as writing prompts. Depending on the level of the students, these starters might range from simply asking basic setting, character, and plot clarification questions to questions designed to encourage thematic connections and higher-level literary analysis.
You may want to design an information collection form (see Figure 6.10) for students to fill out. In this example, the information collected by each group can be cut apart, sorted by chapter and role, and redistributed as needed.

As the class proceeds through the reading of the work, start class discussions by taking 5–10 minutes at the beginning of each class to display the bookmap by using a computer with a projector system, tentatively identify the location of placemarks to be added, and connect each new location to previous locations from the story. Depending on the grade level of the students, and the difficulty of collecting specific data on locations, this could be done during the process of reading a book or as part of the post-reading process.

Tip: If you are creating your bookmap using Google Earth, you might want to create a single folder where all of the placemarks can be kept before the first class discussion of collected information.

After locating placemarks, the class discussion can be built from the images, URLs, and discussion starters brought in by the students. Teachers will find an amazing level of buy-in when class discussions are built from ideas the students have brought to class themselves. A remarkable paradigm shift occurs when students believe that the class discussions are built on their own ideas rather than on the more typical passive model of classroom questions and answers, where the question is always from the teacher and the answer is always from the students.

![Figure 6.10 Bookmap project information collection form](image)
It can be particularly fruitful to let the students drive the discussion when it is based on the discussion starters they’ve brought in. Students will be doing more than “discussing last night’s reading.” Students will also be test-driving the discussion starters for the final polished version of the bookmap. This method subtly directs student attention to the metacognitive level of good questioning and therefore attentive reading strategies.

This process can be repeated as the class works its way through the story. Once the class has completed the reading of the book and the data collection that was done along the way, the teacher might decide to devote a class period or two to the final polishing of the bookmap, making certain that the students have included the best possible content for each placemark, selected the best image for each location, and proofread all content.

This process can then be used as part of a summation activity by cutting up the data content collection forms so that all the data for each chapter can be isolated from the other chapters and then distributed to new groups of students responsible for finishing up the assembly of their assigned chapter set. This gives a final opportunity for each student to delve into a subset of the book’s chapters and put into practice the literary synthesis and analysis skills that fulfills standards and teacher objectives in selecting that title in the first place.

These assignments are just the beginning of the kinds of content information that students can be asked to collect. They might be asked to bring in setting, location, or other vocabulary terms with explanations of how these terms are used in the context of the story. They might also be asked to create cross-curricular connections. For example, students reading *The Grapes of Wrath* might include math problems relating to the economics of farm labor exploitation. Or students might include quick geography connections while reading *By the Great Horn Spoon!* by connecting the reading to information about navigation by the Southern Cross or information about latitudes and longitudes. An entire bookmap project could be made where the pop-up windows are actually used to represent the “journaling/blogging” of the different characters appearing in the reading. The actual content possibilities are virtually endless.

The bookmaps that teachers and students create can range from simple maps that have plot summaries, quotations, or setting descriptions to ones that help encourage or scaffold students in developing their higher-order thinking skills about the text, such as speculations about characters’ motives or possible future plot developments. Bookmaps can help students develop their reading skills beyond decoding levels as
they include information about new words and information that tells more about locations, historical events, and people referenced in the stories.

**Sharing Bookmaps**

Once you have made or found a bookmap, consider sharing that map with others. If it is one that you found, you might want to link to that bookmap from your class, library, or school website. If you are sharing someone else’s bookmap, you should be able to either link or download the image for use. If you are creating your own bookmap, you will most likely need to do a screen capture of the image to use it.

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### How to Create a Screen Capture

**Windows:** With the window displaying your bookmap active (the bar at the top is on or the window is in front), pressing both the Alt key and the PrintScreen key (Alt+PrtScr) places an image of the screen into the clipboard memory. Pressing PrintScreen by itself places an image of the entire desktop on the clipboard. Then you can paste the bookmap image into image editing software such as Picasa, Paint, or Photoshop Express, or you can paste it into a word processing document.

**Mac:** Press Apple (Command), Shift, and 4 simultaneously and use the mouse to drag a box around the cloud you want to save. You can also use Command+Shift+4 and the Spacebar to capture the whole window. Once you release the mouse button, you should get a screenshot image in PNG format on your desktop. Add pressing the Control key to the two shortcuts above to place the screen shot on the clipboard instead of saving it to the desktop.
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Sharing Bookmaps Online

You can share the bookmaps that you or your students create with other teachers and students by posting the map information and either link to or upload the map file to one of the educational mapping communities. Here are a few technology mapping communities to consider when sharing your bookmap:

**Google Apps Lesson Plans:**

**Google Earth Community:** http://bbs.keyhole.com


**Google for Educators Discussion Group:** http://groups.google.com/group/google-geo-education/topics?pli=1 [http://goo.gl/Axso]

**Google Lit Trips:** www.googlelittrips.com

Carol LaRow shared her lesson plan and bookmaps for the novel *My Brother Sam Is Dead* through the Google Apps Lesson Plans site. Her lesson plan focuses on literature and history (docs.google.com/View?id=ddv49vkt_3d986mbc9 [http://goo.gl/Lc7P]). The maps that were created to go with the book are also online (maps.google.com/maps/ms?hl=en&ie=UTF8&msa=0&msid=1178234094383632324210.0046ce850e0d141ab4db&ll=41.333514,-73.402405&spn=0.732132,1.400757&z=10 [http://goo.gl/6gf9]).

Thomas Cooper created his own website in Wikispaces to share the bookmaps that his students created with Google Earth (http://expeditionlittrips.wikispaces.com [http://goo.gl/IxMb]). His classes have made a number of cross-curricular bookmaps on themes such as leadership using Millard’s *River of Doubt: Theodore Roosevelt’s Darkest Journey*; supply, demand, and challenges using Philbrick’s *In the Heart of the Sea: The Tragedy of the Whaleship Essex*; and the effects of exploration on indigenous cultures using Stark’s *At the Mercy of the River: An Exploration of the Last African Wilderness*. All are available through their online wiki.

A wiki is a collaborative website on which content can be quickly created and edited online. Wikis can be excellent collaborative writing tools and can be a great tool for
sharing your bookmaps with others. There are a number of wiki hosting sites that provide free wiki space for educators. Three popular ones include:

**PBworks**: http://pbworks.com

**Wetpaint**: www.wetpaint.com

**Wikispaces**: www.wikispaces.com

Each of these sites offers free hosting for educators and offers security for student use.

**Sharing Printed Bookmaps**

Sharing bookmaps online is great, but also consider using the low-tech printed map format. There are a number of fun educational activities that you can do with a printed bookmap. Here are a few ideas for printed bookmaps:

- **Mailing labels, postcards, or note cards.** Place the cards in the book to act as an organizer for reading.

- **Transparency sheets.** Create transparencies for classrooms that do not have video projectors.

- **Shrink-plastic sheets.** Print the bookmap onto special shrink-plastic sheets (remember Shrinky-Dinks?) and then make bookmap key chains or zipper pulls.

- **Iron-on transfer sheets.** Print and transfer the bookmap onto a t-shirt, creating your own shirt bookmap based on the book that is being read in class.

- **Multisheet posters.** Use software to enlarge and break up bookmap images for printing on regular sheets of paper to be reassembled, such as for bulletin boards or other displays (see Figure 6.11).

These are just a few ideas for bookmap items you can create. Other print sheets include mouse pads, temporary tattoos, bumper stickers, and window decals. Next time that you are in an office supply store, take a look at the other forms of “paper” or printing surfaces and see what you might make with your bookmap.
For most of the ideas listed previously, the printing is relatively straightforward: you insert the special paper into your printer and then print from a program, such as a word processor. The multisheet posters are a bit different. Here you will first need your bookmap and an image, and then you will need to use some other software to resize your image and then break it up for printing.

There are a number of software programs and websites that can do the adjusting of an image for multipage printing; one online free program is Blockposters (blockposters.com). Blockposters is a Web 2.0 application, so no software will need to be installed. It will increase the size of your uploaded bookmap image and then will create a multipage PDF file to be assembled into the poster. To use Blockposters to create your bookmap poster, do the following:

1. Save your bookmap image as either a JPEG or GIF image.

2. Go to the Blockposters website (www.blockposters.com).

3. Select the link for Step 1: Upload Your Image.

4. At the Step 1 page, you upload your bookmap image. Click on Choose File, then browse to your bookmap image and click on the Open button.

5. Now select the Continue button to go to Step 2: Slice Your Image.

6. This next step will allow you to adjust how large your final poster will be. You will need to select the orientation of the paper you wish to use and the paper type in your printer. You will also need to specify how many pages wide you want to make your poster. Clicking on the red arrows will adjust how many pages across and tall your poster will be. Adjust the number of pages till your desired size is on-screen.
7. Click on the Continue button to go to Step 3: Download Images.

8. The program will break up your image into a series of pages, convert the pages to a PDF format, and make the poster available for downloading. Click on the link that reads, “Click here to download a PDF file containing your images” to get the poster (see Figure 6.12).

9. Download and open the poster file, review the pages and then print your poster. A border is placed around the images so you will need to either fold or cut some of the borders before assembling the poster.

![Figure 6.12](image_url) Bookmap poster created with Blockposters; ready for printing
REFERENCES


Terence W. Cavanaugh is an associate professor of instructional technology at the University of North Florida. He has degrees in science education and instructional technology. His areas of research include curriculum design, instructional technology, assistive educational technology, and teacher education. Prior to his university work, he was a classroom teacher of grades 6–12 for more than 15 years.

Jerome Burg is the founder of the Google Lit Trips project. The project was a co-recipient of the 2008 Goldman Sachs Foundation Prize for Excellence in International Education. Burg was named a 2010 Laureate by the Tech Museum of Innovation for Technology Benefiting Humanity. Burg has 35 years of classroom teaching experience. He’s an Apple Distinguished Educator, a Google Certified Teacher, and has spent 28 years promoting technology in education at workshops and conferences.

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