

Linda Miller

Peace Educator Visits China

By Dr. Linda K. Miller, 2001 NPCA Peace Educator Award, 1999 NPCA Global Educator Award

From December 2-9, 2005, I was privileged to have been selected for the 2005 U.S. China Joint Education Conference to the People's Republic of China, sponsored by People to People. I was one of 276 teachers attending the conference at Beijing Normal University (a teacher's college). There were twelve delegation groups including educational administration, multicultural, early childhood, science, social studies, art, school counselors, history education (the one I attended), reading and literacy, special education, gifted and mathematics education. One of my former students at the Community College of Southern Nevada attended the conference with me.

This was my second trip to China. Previously, I had attended a seminar sponsored by the National Council for the Social Studies in 1993.

I had wanted to go to China since I was ten years old. At that time, one of my father's friends, Lawrence Sickman, the curator of the Nelson Gallery of Art in Kansas City, Missouri, gave me a copy of his book, *The Art and Architecture of China*. He had visited China in the 1920s and 1930s and had brought back objects for the gallery. I read his book with awe. When I became a teacher I infused Asian art into my lessons.

Today I continue with Asian art as I work as a curriculum specialist at the Las Vegas Art Museum, writing curricu-

lum for their Suitcase Gallery for students. One of these collections is on Asian art. Thus, with this lifelong love of Asian art, I was excited to have been selected for this trip.

During the conference, a Siberian Clipper came down and made the weather extremely chilly, with the temperatures in the single digits. However, the friendliness of our Chinese hosts kept us warm. We attended two days of workshops with simultaneous translations, where we learned about history education; teachers were very excited to tell us about how they taught. We had one day of school visits and visits to the Great Wall and Forbidden City. On an optional five day cultural extension trip to the southern regions, we saw how the peasants live—a sharp contrast to life in Beijing.

In the twelve years since my last visit, China has modernized considerably. There are high rise apartment buildings and office buildings that look more like Manhattan everyday, with Pizza Huts and Starbucks. Even the bathrooms at the ancient cultural sites are rated "five star."

The schools are very modern. Previously, the schools were old with paint peeling off the walls; today they are huge six-story complexes with dormitories and state of the art equipment. The science rooms were beautiful laboratories and one school even had a plan-

etarium. Thirty-five students filled the classrooms. Teachers still maintain the traditional persona of task masters. One student translating for his choral teacher said, "we are not very good yet." The teacher stopped students' performance several times until they got it right, although most of us thought they had it the first time.

The Chinese are already building for the 2008 Olympics and selling memorabilia. Those attending the Olympics will certainly see a more modern China.

I hope to promote more cultural exchanges in my area, Las Vegas, where there is a strong Chinese presence. Chinese students visit the Community College of Southern Nevada to attend institutes on hospitality and hotel management. This may be because Nevada is the only state allowed to advertise in China. A recent conference on tourism focused on prospective Chinese visitors to Las Vegas. I hope to convince officials that an investment in educational exchanges is one that can yield lifelong benefits of shared knowledge and broadened perspectives that will benefit our students and teachers.



Revised Teachers' Guide to International Collaboration on the Internet

One of the key tools available to educators who would like to internationalize their classrooms is the newly revised *Teachers Guide to International Collaboration on the Internet*, which is now available on the Department of Education's website at www.ed.gov/teachers/how/tech/international/. The *Teachers' Guide* was written and revised by a team assembled by iEARN-USA.

The new *Teachers' Guide* provides tutorials, tips, on-line and print resources, as well as specific curriculum-based projects in which U.S. teachers can participate to establish school-to-school global interaction on the Internet. Ex-

amples are provided across the entire curriculum, from science and creative arts projects to interaction in World Languages.

After participating in one of the World Language projects in the *Guide*, Kathy Garner, a teacher in North Carolina, notes, "My French 3 students communicated with schools in Lebanon and the Democratic Republic of Congo, and ...they really enjoyed sending digital pictures and receiving pictures as well. My students learned so much French, but also they learned about other teens in the world by discussing a topic of mutual interest, music. I hope to continue this year so that my students can learn

about things that I can't teach or they can't read in a book, cultural understanding."

iEARN-USA Director Dr. Edwin Gragert, points out "Through the Internet, students and teachers have the opportunity to go beyond international simulations and engage directly with students in other countries. Students have the opportunity to both learn and teach through direct interaction, enabling them to gain knowledge about and the ability to work with other cultures. These are important 21st century skills. The *Teachers Guide* provided by the Department of Education helps educators equip students with these skills."

Peace Educator Awardee:

This award, which was established by NPCA in September 2001, recognizes exemplary K-12 educators for their efforts in promoting peace and international/intercultural understanding. Award winners receive a \$500 monetary award and national recognition for outstanding efforts in peace education. The winner was then asked to comment on the following: *How did you develop an interest in Peace Education? How do you connect peace issues with your curricular requirements? Please share some primary resources that you use to build peace education lessons for your students. Are there ways to extend these lessons (i.e. service learning, technology integration or interdisciplinary activities)? What student outcomes have resulted because of the peace perspective used in your classroom?*



Dr. Linda K. Miller teaches World History and American Government at Fairfax High School in Fairfax, VA

I first became interested in peace education when I visited Russia for teacher training in 1994 with Kansas State University. There, other teachers expressed an interest in my teaching methods and in American democracy. So I decided to offer them help.

In 1998, I went to Moscow for two weeks and developed a close relationship with a teacher there named Olga Boltneva. Olga and I have become very good friends. Since she is also teaching at a university and I hope to move into teaching there, we will continue our friendship and plan future grants to bring undergraduate students together to learn new teaching strategies. This is something that they desperately need in Russia.

Also in 1998, I had eight teachers from Khabarovsk come to Fairfax for training. I went to Armenia in 1999 on a technology grant and we had two student exchanges in 2000 and 2001 with Moscow School No.1302. I was given a teaching excellence award in 1996 by the United States Department of State administered by the American Council of Teachers of Russian.

Primary Resources:

I make most of my own lessons with slides I took during my visits to Russia. I show the slides of historic places that we talk about in world history and government, places like the

Kremlin, the White House, St. Basil's and Red Square. And during the slide presentation I dress in a Russian costume. Teachers who don't have their own resources can use pictures from *National Geographic* or *Russian Life*. I also try to find different teaching aids like currency, documents and flags that represent history, government, geography and economy. Then I have students categorize each item and explain their purpose.

Extending the Lessons:

For further learning, the lessons can be made interdisciplinary by extending them to the art and literature classes. For example, in class we have performed plays from the *Living Newspaper*, which was started in Russia. The National Center for the History in the Schools teaching unit and the Federal Theater are good sources for plays. The plays that I use are ones that have particular relevance for today: *One Third of a Nation*, *Chalk Dust* and *Rent Strike*. Good relationships with your school's theater and art teachers can be extremely helpful.

Student Outcomes:

I believe my lessons have promoted peace in part because they develop lifelong friendships; some of the students I took to Russia want to visit again or even bring to America the friends they made there. I know that one of the girls in the first group expressed a desire to study Russian in college.

With these lessons, my students have come to a better understanding of Russian culture and have broken many stereotypes. They have developed new friendships and new perspectives.

Evelyn Crow, continued from page 6

converting the projects into power point presentations. I provide service learning opportunities to the students through involvement and participation in community events such as the Asian New Year Festival at the Institute of Texan Cultures.

Advice:

First of all, you have to know what you want to accomplish. Then look at the possible resources you have—foreign students at the school, faculty and staff from immigrant cultures, community organizations, etc.—and anticipate how you can get your students avail of them. Start small (maybe choose one country and culture for the whole class) and then expand.

I can send teachers who contact me more specific ideas and lists of resources that I have used in my classes and also recommended for other K-12 teachers, as well as advice on how to do other global education projects that I have done

and/or am currently doing such as our school's Night of Nations and International Day, Asian New Year Festival, Cultural Exchange through the Arts, World Cultures Series, etc.

Evidence That It's Working:

Our students at Saint Mary's Hall are very well aware of the global community because of their interaction with our foreign students and their exposure to our various global activities both in and out of the classroom. Our International Club supports UNICEF and also the Bali Children's Project in Indonesia. Many of them participate in cultural events as well as travel overseas. A number of them have gone on to major in International Relations and Business. In addition, several of our graduates, American and foreign students alike, currently work in international corporations in the U.S. and abroad.

DC Public Schools Launches New Center for Global Education and Leadership

Washington, D.C., is one of the nation's most international cities, from the corps of foreign diplomats stationed there to the large immigrant communities from all parts of the world who are making the metro area their home. Now, the District of Columbia Public Schools (DCPS) has launched an initiative to ensure that its students receive all the benefits of living in the midst of such a thriving international environment.

At a press conference on June 3, 2004, DCPS Acting Superintendent

Robert C. Rice announced the creation of the Center for Global Education and Leadership (CGEL). An independent not-for-profit organization, the Center will work closely with DCPS to raise funds and build partnerships with local organizations in order to support system-wide reforms to centralize the place of global education in all DCPS schools. The Center will be directed by Sally Schwartz, who has served as the director of DCPS's Office of International Programs since 1999.

DC schools already boast an impressive assortment of global and international programs, several of which were on display at the June 3rd press conference. Two 6th grade students from J.F. Oyster Bilingual Elementary School greeted attendees in Spanish and English and spoke about the importance of learning about other countries. A student from Eastern Senior High School told of the impact that his trip to a Model UN conference in Quito, Ecuador, had made on him. And several students from Garrison Elementary School, accompanied by a

diplomat from the Embassy of Senegal, related what they had learned about the West African nation through DCPS's Embassy Adoption Program.

"We are very excited by the positive response of so many to our announcement of the new Center for Global Education and Leadership," said Sally Schwartz. "Our principals, teachers, parents, and students are looking forward to the challenging and innovative global education opportunities the Center will offer. And our partner organizations recognize that the Center will be a useful vehicle for making a real and systemic impact within our system. We believe that DCPS can and should be a leader in the field of global education."

Global TeachNet has worked with DCPS over the past several years to offer professional development workshops for its teachers. We look forward to working with the new Center for Global Education and Leadership to bring the benefits of global education to teachers and students throughout the District of Columbia!

Peace Educator, *cont. from page 6*

If educators contact me at leahvoices@yahoo.com, I can send them a brochure about the National Campaign on Peace Education, information about www.PeaceEd.org, resources in their area, information on curriculum and ways to get involved.

Student Outcomes:

It's hard to quantify what all has resulted from teaching my "Alternatives to Violence" class. I have become much more aware of classroom power structures, hopefully a better listener, more sensitive to the effects of deeply rooted academic violence, and a more egalitarian teacher.

Students' final exam question has traditionally been "What did you learn from this class?" Among the top answers have been an overall improvement in their outlook on school and better grades, an understanding of interconnectedness, more tolerance toward others with a different point of view, better critical thinking skills, higher self-esteem and more confidence, heightened awareness of local, national and world events as well as their own personal beliefs and attitudes, and a greater sense of service.

Some of my former students have gone on to work at various anti-violence nonprofit organizations, taken internships across the country, chose a college major in social service or conflict resolution, and become members of and active in socially responsible organizations.

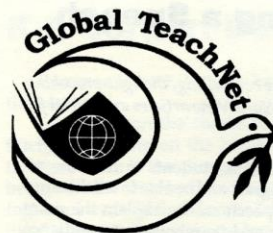
Past GTN Winners travel to Korea on alumni fellowship from Korea Society

Dr. Linda K. Miller (Global Educator Award 1999; Peace Educator Award 2001) and Mary Connor (Global Educator Award 2002) were among 10 recipients of the Korea Society's first Spring Fellowship in Korean Studies sponsored by the Academy of Korean Studies in Korea and the Freeman Foundation. Mary teaches at the Westridge School in Pasadena, CA. Linda is a retired teacher from Fairfax County, VA, and currently lives in Las Vegas, NV.

The educators selected for the fellowship were either alumni of the Korea Society's Summer Fellowship in Korean Studies or had participated in workshops at the Korea Society in New York. Recipients had to show evidence of a strong commitment to supporting the Korea Society's mission in educational outreach activities.

Program activities included lectures and discussions, guided tours and opportunities for on-site study. Highlights included several prehistoric sites, the National Museum of Korea, art museums, a homestay in Cheongju City, the Haein-Sa Buddhist Temple, and the National Museum of Kyongju.

Each participant will institute a local or regional professional development project on Korea. Mary Connor is offering a four-day Summer Seminar on Korean History and Culture, July 12-15, at the Korean Cultural Center in Los Angeles. For more information, email Mary at mconnor@westridge.org. Linda Miller will also be offering a local teacher workshop this summer. Contact her at lucky linda0122@yahoo.com.



National Peace Corps Association
in cooperation with the Association for Supervision and Curriculum Development

July-August, 2004

Toward Achieving my Goal: Becoming a Global Educator

By Margaret C. Collier

In December of 2000, I received an application to be part of a teacher exchange program to a Eurasian country. I was elated at the prospect of travel but I had no way of knowing how much it would change my life or affect the goals that I had set for my 6th grade geography students.

My first trip to the Crimea gave me new-found knowledge as to the differences in worldwide educational systems. I spent 3 weeks in Bakhchisarai with Alexandra Polupan, a teacher of English. Upon my return, my students had many questions about their peers in another culture. When they received their first letters of exchange from Ukraine that fall, and I saw the excitement that "letter day" created, I decided to apply for a Fulbright scholarship to go to Japan. I wanted another country to observe so that I could give my students additional insight into the differences and similarities in cultures and to emphasize the importance of appreciating cultural diversity.

In October, 2003 I went to Japan. Over 200 teachers attended seminars and visited schools where we listened to Japanese educators talk about the pros and cons of their current educational system.

An interesting point was made by a Japanese art educator who felt students needed more time to be individually creative and not always focused only on academics. Many American teachers expressed the opposite concern—that some of their students need to put more emphasis on their academic achievement. I found myself comparing the differences among the U.S., Japan and Ukraine.

Like the Crimean teachers, the Japanese teachers invest longer hours in their jobs during the work week than many American teachers. We found that students also spent many evenings after school going to "cram" sessions so that they can get into the best junior high schools, the best high schools, and, eventually, the best colleges. Technology is not present in every classroom but it did seem to be in the homes of most of the

families that we visited one weekend. I think many of us were expecting state-of-the-art technology in every classroom. Many such misconceptions were clarified during these visits.

Prior to going to Japan, I had received notice from the American Councils Special Projects Initiatives program

See *Goal*, page 2



Margaret at home with the Toyoda family during her home stay in Shizuoka, Japan.

Thank you, Erin!

All of us in Global TeachNet wish Erin Bair Coleman well as she departs from the NPCA and her position as the Global TeachNet Coordinator. Erin and her new husband James head to Boston this summer for graduate school. Thank you, Erin, for your wonderful contributions to the NPCA.

Words from Other Worlds

Global TeachNet, in cooperation with the Center for Urban Education at DePaul University and Chicago Public Schools, invites you to come explore "Words from Other Worlds"! This one-day workshop in Chicago, IL, will help you improve your students' reading, writing, and social studies achievement and open their eyes to the countries and cultures of the world. Interactive sessions will equip you with resources and methods to bring international content and perspective to your literacy instruction across the content areas.

- Gather free resources
- Interact with peers and learn from their best practices
- Develop your own lesson plans
- Bring the world into your classroom in 2004-2005

Join us on August 5, 2004 from 9:00 a.m. – 3:00 p.m. at the Palmer House Hilton in Chicago, IL. For more information and to register, contact the Center for Urban Education at urbaneducation@depaul.edu.

In this issue:

9-12 Corner: The Power of Story	2	Meet Our 2003 Peace Educator	6	Electronically Speaking	10
K-8 Corner: Down to the Sea	3	Testing and Taiwan	8	Global Education Resources	12
Summer Reading	4-5	Respecting All Voices	9		



Global TeachNet

Global Education Network News

National Peace Corps Association
in cooperation with the Association for Supervision and Curriculum Development

www.globalteachnet.org
Spring 2008

GTN Thanks You! Fun with False Cognates (Or: Define “Inappropriate”)

By Ellen Frierson, WorldTeach Volunteer in Ecuador

The National Peace Corps Association is grateful to the following for their financial and in-kind support of our global education program, Global TeachNet, between Jan. 1 and Dec. 31, 2007:

Individual Donors to Global Education

- Anne E. Baker
- Barbara P Burch
- Mary E Connor
- Billie Ann Day
- Jeannine Jamila Fosca
- Keiko Hiramoto Hess
- Emily Hradec
- Ana M McMurry
- Scott Morgan
- Susan Neyer
- Lynn Rose Rossiter
- Laura Russell
- Roy B. Simpson
- Paulette Q. Thompson
- Kenneth A. Tye
- Barrett Lee Wolfersperger

Foundations

- MARPAT Foundation

Other support

- Association for Supervision and Curriculum Development

In-Kind Donations

- Christina Mancini
- Susan Neyer
- Angene Wilson

Intern

- Sarah Singletary

On Thursday mornings I have a double period (an hour and a half) with the Terceros, otherwise known as the Sexto Curso, otherwise known in U.S. high school vernacular as the seniors. This is generally one of my favorite classes. They don't exactly listen when I talk (that would be waaaaay too much to ask) but they're fun and I have a good rapport with them, I think, as evidenced by the fact that one of them recently drew a hideous picture of me with devil horns. In his defense, I had been drawing caricatures of them on the board to use as markers for a Bingo game, because when playing Bingo in Jima you have to draw different pictures as markers for each round, because using actual physical beads or checkers as markers is the most ludicrous thing imaginable, because that would be voluntarily providing the students with projectiles, the very thought of which actually makes me cringe. Anyway, the picture he drew of me, helpfully labeled "Teacher," is now hanging on my wall. You're just going to have to trust me that this incident is flattering.

So a couple weeks ago, the Terceros were once again engaged in their favorite activity, namely Doing Things in English Class That Have Nothing To Do With English. Some of them were doing math and chemistry

homework, some of them were attempting to put glitter in each others' hair, some of them were playing with their cell phones, cleverly hiding them in their bags on their desks, because despite repeated evidence to the contrary, they still seem to think that teachers cannot recognize the posture and shifty eyes of a student who is sending a text message as long as the phone itself is not actually visible. The usual. One of them was reading an article in Spanish about how Pamela Anderson is apparently pregnant. I managed to be quick enough to swipe the article away from her, and just for fun, walked back to the front of the room reading it aloud but in English, translating as I went along. When I got to the word "embarazada," which as you may know means "pregnant" in Spanish, I figured this was a Teaching Moment (or "tangent"), and started explaining about false cognates. I wrote an example of an actual cognate,

See False Cognates, page 7

In This Issue:

9-12 Corner: Classrooms Around the World	2
K-8 Corner: School Gardens	3
Our Day to End Poverty	4
From Our Readers	5
Exploring Humanitarian Law	6
Opportunities	8-9
Global Education Resources	10-11

Share your Ideas for Good Summer Reading

The June-July-August issue of Global TeachNet will feature suggestions for good summer reading. Please send your suggestions (title, author, and a paragraph or two about the book) to susanneyer@astound.net. We look forward to hearing from you.

Global Peace Initiative to Egypt

By Linda Miller

As a World History teacher, I had always longed to go to Egypt. Unfortunately, the closest I had been was the Luxor Hotel in Las Vegas with the King Tut museum and the IMAX movie of a Nile River Cruise.

Finally, in December, I was able to visit Egypt and see the real treasures of King Tut's tomb. My long-awaited journey to Egypt was part of a Global Peace Initiative sponsored by People to People and led by Mary Jean Eisenhower, CEO of People to People and granddaughter of President Eisenhower, founder of People to People. There were 136 adults and 52 students from 27 countries, selected through an essay competition.

It was an exciting time to be in Egypt because Dr. Zahi Hawass, Secretary General of the Supreme Council of Antiquities, had just put King Tut's mummy on display after recent examination. The highlight of the trip for me was actually to hear Hawass talk about his discoveries and see the mummies in the Egyptian Museum. Unfortunately, when we got to the Valley of the Kings (a vast city of the dead where tombs are filled with treasures for the afterlife of Pharaohs) the tickets were sold out for the day.

At our first luncheon at Al-Azhar Park we were given a white balloon representing a peace dove and a white T-shirt with the Peace Camp logo on it. After Mary Jean Eisenhower sent off her banner of balloons, we sent our balloons off as a symbol of peace and understanding between cultures.

At the Great Pyramids of Giza, our group—almost 200 strong—marched down the road almost a mile in recognition of the mission of People to People International to instill *Peace through understanding* throughout the world. It was an impressive sight. The event was covered by the press; we were on Egyptian television and in the newspapers.

At our welcome dinner we witnessed a performance by Whirling



Dervishes. These traditional musicians and dancers perform their craft that has been passed down through generations.

I finally got my cruise down the Nile. We visited the real Luxor, Karnack, Edfu Temple, Kom Ombo Temple, Philae Temple and Aswan High Dam. We were asked to purchase native dress and headgear for a culture night. We all had fun dancing with the ship's staff.

Returning to Cairo we had lunch aboard a felucca—a traditional River Nile sailing vessel. We were taken

From Our Readers

Recently, I've started using the *Hands Around the World* book by Susan Milord with my third graders. Every morning we gather for our morning meeting.

While we are sitting in a circle on the floor. I share something with them from the book.



The book is a calendar type book with a new activity and fact(s) for each day. The kids have really enjoyed the activities. This type of activity certainly allows my Latino, Asian, and African American students to make connections and share connections about their culture with the other students. My school is not an international school, but I am doing my best to make it one!

The book is a Williams Kids Can! Book published by Williamson Publishing, Charlotte, Vermont.

Jo Ann Holman, Vega Elementary, McKinney, TX

Just wanted to share this with you: www.quantumshift.tv is a new "YouTube" with a conscience. See how so many young people are becoming engaged in global citizenship.

Our Video is Global Ambassadors. Jody Kennedy, White Plains NY

Global Ecology students from Tallwood High, along with some special education and gifted students, planted Red Emperor Tulips in December 2007. They have recently emerged (about 4.5 inches above the ground). The tulips were placed in a heart shape area which is part of the school's Memorial Garden. The data is shared nationally and globally, (through the Journey North program) and students manipulate the data and make latitude comparisons for emergence and blooming dates.

Linda Anderson, Global Ecology teacher, Tallwood High School, VA Beach, VA

Our school district is looking for innovative approaches to delivering world language instruction. We are looking to establish a world language department with a teacher/facilitator and access to multiple languages through web-based approaches and/or video conferencing. We are a small district of 1500 students in rural New Hampshire with a very limited budget. Could you direct us to some schools who are successfully administering world languages through innovative and technological means? Both of our world language teachers are retiring this year and we would like to investigate how other schools are "getting the job done."

Sharyl Plumley, splumley@sau36.org



back in time as we sailed in the vessel of the Pharaohs.

We went to an Egyptian home for dinner. The host, Dalia Khalil, directs an organization

similar to People to People in Egypt called EERA, Egyptian Association for Educational Resources. The house and grounds accommodated the almost 200 people in our group.

During our final dinner the students sang Happy Birthday to Mary Jean in seven different languages. Three students spoke: a Palestinian, an Egyptian and an Israeli. These young

See *Egypt*, page 6



Bring Peace Corps into your classroom on March 1, 2011

The Peace Corps will celebrate its 50th anniversary in 2011. To honor the five decades of service, communities around the world will be hosting a series of Global House Parties on March 1, 2011. NPCA Global Education is inviting educators to join in the celebration by integrating the House Party theme, Food Security, in their classrooms on that day. We will be providing select educational resources online that focus on the issue of food security. This will include lesson plans, articles, and an online discussion, all designed to help students better their understanding of the challenge that food security presents on both a global and local scale.

Contact NPCA by emailing gloaled@peacecorpsconnect.org to sign up and receive your free toolkit with resources for teaching about food security in honor of the 50th anniversary of the Peace Corps. Learn more about how you can participate in the 50th at www.peacecorpsconnect.org/50

New pilot program for Returned Peace Corps Volunteers!

Today's youth will graduate into a world that requires global knowledge and skills for success in college, careers, and civic life. As evidenced by the global economy, increasingly diverse communities, and rapid information-sharing via the Internet, opportunities to interface with people across the world are greatly increasing. However, not all young people have meaningful opportunities to learn about the world. Recognizing this, NY State Afterschool Network (NYSAN) and NPCA have partnered to connect RPCVs with local afterschool programs. RPCVs can volunteer to build upon and extend their Peace Corps experience to create global learning opportunities for children and youth from pre-kindergarten through high school.

Participating RPCVs will receive training and support, and will work

with afterschool program specialists to develop a series of activities founded on their international service experience. They will then be matched with organizations in their area that run before-school, afterschool, and week-end programming. RPCVs can choose to volunteer with programs over a few weeks or for the duration of a semester, summer, or year.

This program is intended to support youth to gain knowledge and develop skills aimed at building their global competence and to provide RPCVs with a unique opportunity to share the Peace Corps experience. Check out our blog at www.peacecorpsconnect.org/news/education/

This is a pilot program in New York with hopes of expanding the program after the first year. Stay tuned to see if this program comes to your community.

Help Support our Program

We welcome your support of our Global Education Program throughout the year with your membership and contributions. You may join or contribute online at www.peacecorpsconnect.org/ or mail in the form on page 13.

Thank you!

Speakers Match

The 50th anniversary of the Peace Corps is a cause for global celebration of the accomplishments of the communities worldwide served by Peace Corps and the 200,000 former Peace Corps Volunteers. It's also a chance to look ahead at how to continue and to enhance the opportunities for and effectiveness of volunteer service to your country and to the world. What a great time to bring this to your classroom and to get your students thinking about how they can contribute.

One way to get a first hand account is to bring a Returned Peace Corps Volunteer (RPCV) to your classroom. Peace Corps created the Speakers Match program to assist you in connecting to RPCVs. Simply submit a request through Peace Corps' website at <http://www.peacecorps.gov/www/speakers-match/>. While you are there, download the [Handbook for Educators](#) to help you make the most of your experience. (RPCVs – you'll can sign up as a Speaker and download your own [Handbook for RPCVs](#) off that same link.)

Have you already benefited from the Speakers Match experience? Share your story (and a photo!) with us at gloaled@peacecorpsconnect.org. You'll find more stories on our education blog at <http://www.peacecorpsconnect.org/news/education/>.

In this issue:

K-8 Corner: Thoughts on Teaching Peace	2-3
9-12 Corner: Lesson Plan: Horse, of Course	3
Food – Sometimes, but Sometimes Not	4
Like Water for the Fish	6
International Alley at NCSS	7
World Wise Schools	8
Global Education Resources	10
Global Education Opportunities	11

Voices From the Field: Reading and Writing About the World, Ourselves, and Others

More Peace Corps Volunteer stories about their service overseas, with standards-based lessons for classes in reading and writing literature.

CyberVolunteer Letters: Stories From In-service Peace Corps Volunteers

A collection of letters written by actively serving Peace Corps Volunteers from 2000 to 2005 for students in the United States. The authors of these evocative stories, who sent their letters by e-mail, were known as CyberVolunteers.

Insights From the Field: Understanding Geography, Culture, and Service

Readings and exercises that focus on the Dominican Republic as a vehicle to help students learn about geography, culture, and service—a quest that can lead anywhere in the world.

Looking at Ourselves and Others

Activities and readings prompt students to define culture, to achieve new perspectives on their own culture and other cultures worldwide, to recognize differences in perception among cultures, and to challenge assumptions.

Culture Matters: The Peace Corps Cross-Cultural Workbook

Designed for Peace Corps Volunteers, this practical, hands-on guide is also a rich and useful resource for students who want to look into their own culture and become more understanding of people of other cultures.

Folk Tales: Stories From Peace Corps Countries Around the World

Folk tales often represent the soul and history of a place. Peace Corps Volunteers hear these stories woven into conversations and daily life. Here, Volunteers retell some of these remarkable tales from more than 25 countries.

Crossing Cultures: Peace Corps Letters From the Field

A newly gathered collection of letters written by Peace Corps Volunteers capturing the adventures and challenges, joys and sorrows, trials and rewards of service in another land.

provide students with ample opportunity for reflection and inquiry into their own culturally induced belief systems. In its ideal state, foreign language teaching allows students an entrée into a new way of knowing the world and a concomitant study of their own operational way of knowing.

However, this does not mean that it is desirable or even practicable to create “other-culture wannabes”. Our goal is not to create new Chinese, Japanese, German or French citizens. It simply means striving to give all students a feel for other cultural possibilities, other ways of knowing. Margaret Mead said, “As the traveler who has once been from home is wiser than he who never left his own doorstep, so a knowledge of one culture should sharpen our ability to scrutinize more steadily, to appreciate more lovingly, our own”. Of course, we can’t take all kids beyond the shore, so bringing what is beyond the shore to them is the next best thing. And, this reverts back to the best rationale of all for foreign language programs—coming to understand our own culture(s).

Working with students from around the country in a language and culture immersion summer program at Concordia Language Villages, and teaching students in both an affluent, suburban high school and an inner-city school has given me glimpses into just how important it is to pull back the cocoon and encourage learners to step outside and take a look around—if even briefly. This is not an opportunity and responsibility unique to the foreign language teacher. All good teachers create a place from the space that is the classroom—a place to learn, a place to question, a place to think. The most important reason we could ever give for why we want to teach languages in our schools can be best approached from a cultural argument. Studying a language and, therefore, a culture deepens the complexity of who the students are as people. This will ultimately affect and deepen human interaction and understanding, and, in the end, that’s all that counts.

Patricia Thornton is Director of Summer Programs at Concordia Language Villages. She can be contacted at pthornton@cord.edu

Open World Judicial Delegation Hosted In Las Vegas

By Dr. Linda Miller

For the 5th year in a row I assisted local coordinators in planning activities for the “Open World Rule of Law Program” in Las Vegas. This time the delegation was from Tajikistan. The grant from the Library of Congress to the local Rotary group provided money for food, transportation and lodging for the delegates. However, each host organization is expected to provide money for activities. This year one of my Russian speaking friends from the Southern Nevada Returned Peace Corps Association traveled with us to Red Rock and Spring Mountain Ranch State Park as we visited local historical sites.

Open World was founded in 1991 by the U.S. Congress to bring mutual understanding between Russia and the United States by bringing young leaders to the US to learn about American democracy. Currently nine of the Russian Republics send delegates to all fifty states. Tajikistan started sending delegates in 2007.

The Open World Program is seeking more partnerships with local returned Peace Corps Volunteers nationwide. Due to budget cuts, interpreters are now enlisted from the local communities instead of being sent out from Washington, D.C. This is a perfect fit for local Russian speaking RPCVs to partner with a visiting delegation from Open World. You can contact Open World at www.openworld.gov to see if a delegation is coming to your community.

The entire community benefits from such a delegation. At the College of Southern Nevada where I have been teaching, the delegation was amazed at the degree of technology used to teach judicial classes. Statistics nationwide show an increase in projects started by new partnerships created between the delegations and their host communities. What a great way to celebrate the 50th anniversary of the Peace Corps and build a forever friend!

Teacher finds peace at Anthem

A career promoting international understanding and peace brought Linda Miller to the Las Vegas Valley. The retired world history and American government instructor recently moved to Sun City Anthem, a Del Webb age-qualified community in Henderson.

She was introduced to the area by two representatives of the Las Vegas Academy of International Relations, Performing and Visual Arts, whom she met at an event presented by the Department of State's Bureau of Educational and Cultural Affairs.

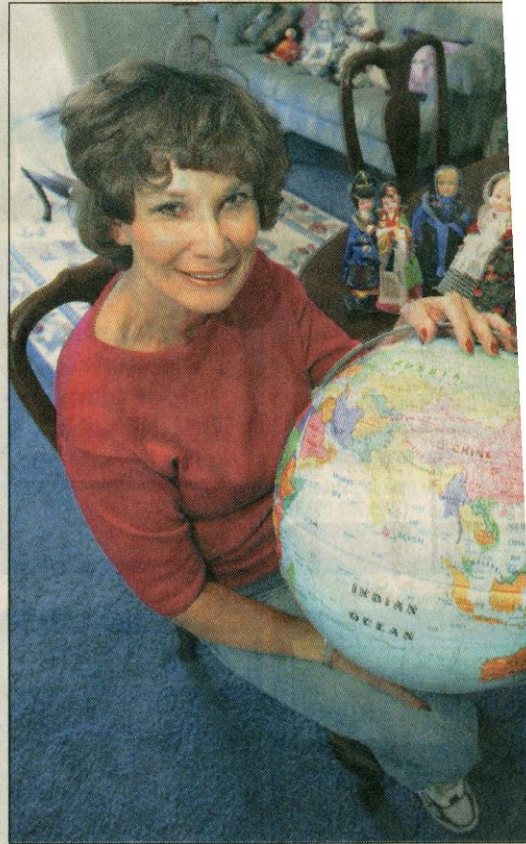
"These two new friends invited me to Nevada for vacation. Later my mom and I visited for my 50th birthday. After that, I came here often," she said.

Among her efforts to promote peace and international understanding were two teacher exchange programs with Russia in 1998 and 1999, and two student exchange programs in 2001.

"As an instructor of constitutional law, I encouraged my students to write and produce plays on social issues such as poverty," Miller said.

Through those efforts, 10 American students from Miller's high school in Fairfax, Va., and 10 Russian students exchanged places.

"Our goal was to build bridges of understanding by living in each other's nations," she said.



Linda Miller, who devoted her career as an educator to promote global peace, lives in Sun City Anthem.

Club offers two 18-hole championship golf courses: the Lexington, and the Concord. Both courses offer views of the Las Vegas Valley from its canyon settings.

Also featured at the community is Anthem Center. The recreation center offers fitness, social and recreational opportunities for residents, as well as Trumpets Restaurant and Lounge, which is open to the public. Miller said she regularly uses its walking track

and aerobics room, the Computer Club.

Homes at the community are priced from \$140,000s to more than \$500,000s. Nineteen models are offered, ranging from 1,080 to 3,009 square feet.

To visit, take East Flamingo Avenue south, two miles to Rose Parkway, turn right on Rose Parkway and right on Alexander Avenue. Models are open from 8:30 a.m. to 5 p.m.

Excellent Teacher

At the beginning of this school year I had an opportunity to meet Dr Linda Miller. I think her to be an important person, because Dr Linda Karen Miller is a talented teacher of history in the Fairfax High School in Virginia and the winner of the *Teachers of Excellence* competition in the USA.

Fairfax High School, featuring an attractive modern campus and facility, is a comprehensive four year high school that is part of the Fairfax County Public School system. It is located in the City of Fairfax. A broad curriculum meets the needs of different students. The school offers 14 Advanced Placements courses, Gifted and Talented programs in all academic areas, four foreign languages, on-site vocational training, and a full range of fine and performing arts. Disabled and overseas students are taught with specially adapted instructional programs.

In her early 50s, Linda Miller is a very active, resourceful woman – a committed teacher. She is single and has no children.

She likes her job and pays great attention to her lessons, trying to make them extremely exciting and remarkable. Sometimes she disguises (often ridiculous), connected with the topic of a lesson to make it more memorable, thrilling and amusing.

In October, Linda came to Russia for the second time. Moscow doesn't stop impressing her. She is

delighted walking along the streets in Moscow, the historical center, visiting museums, looking at monuments and old buildings. She considers Russia to be a priceless treasure for a historian.

Linda works hard in Russia. She gave lectures to teachers, and lessons on Education and Government in the USA to high school students. She also brought educational, informative presents to Russian teens.

In Linda's view the Russian people are charming, generous, home-loving and hospitable. She admires them for their firmness, industriousness, even when

they have hardships to undergo. She says that Russian and American schools have nothing in common. In the US, school teachers don't explain the material as clearly and distinctly as Russian teachers do. American students at the lessons often study in groups, and work more with books and encyclopedias. While comparing, Linda marks that in Russia there are no lessons in psychology, economics, philosophy and world culture.

Linda advises our students to make school newspapers, not class-newspapers, as is popular in Russian schools. A school newspaper gives students an op-

portunity to write articles together, to become more educated and to make new friends.



By Dasha Krasnobayeva

*The editorial board of this page are: Svetlana Anurova (editor), Yusup (deputy e
The co-ordinators of the sections are: Pav*

1998 Teaching Excellence Award
to Russia

Miller Receives Armenian Connectivity Grant

NCSS member and 1996 Secondary Teacher of the Year **Dr. Linda Karen Miller** was the recipient of an Armenian Connectivity Grant sponsored by the American Councils of Teachers of Russian and USIA. Miller traveled to Yerevan, Armenia, from October 6-22, 1999, giving instruction on social studies technology. Then, from November 2-24, two Armenian teachers, Anush Nazaryan and Marineh Mkrtchyan, came to the United States to teach at Miller's school, Fairfax High, in Fairfax, Virginia. They attended the Virginia Council for the Social Studies meeting in Reston, Virginia, and then attended the NCSS Annual Conference in Orlando, Florida.

Dr. Linda Miller is also the recipient of the Virginia Geography Society's Nystrom Award for excellence in teaching geography and the University of Kansas Excellence in Teaching Award. For more information, contact Dr. Linda Miller, 503 Brethour Court, Sterling, VA 20164; 703-430-4823. 🌐



Anush Nazaryan, Jim Makay Nystrom, Dr. Linda Miller,
and Marineh Mkrtchyan
VCSS, RESTON, VA



Global TeachNet

Global Education Network News

National Peace Corps Association
in cooperation with the Association for Supervision and Curriculum Development

www.globalteachnet.org
Spring 2009

A Meeting of Youth from Around the Globe

The Junior 8 Summit 2008 was held parallel to the G8 summit of world leaders in Chitose, on the island of Hokkaido, Japan from 2 to 9 July 2008. The J8 Summit is an exchange program for young people, mainly from G8 countries, to discuss global issues with the friends from around the world. Thirty-nine children (four children from each G8 country and 7 children from other countries) participated in the J8 Summit 2008.

J8 participants discussed three themes: (1) climate change, (2) poverty and development, and (3) global health. At the end of their discussions, the J8 delegates wrote a joint communiqué outlining what they think should be done about the global issues on the G8 agenda. This communiqué was then presented to the G8 leaders.

Groups of young people can enter the J8 Competition by putting forward their ideas on the topics discussed by the G8 this year. Entries are judged by an expert panel in each country and one group of four students is chosen to represent their country at the J8 Summit.

The team from the United States in 2008 was from Pleasanton, CA. It consisted of three girls (Avani Jariwala, Jamie Vellinger, and Manogna Manne) and one boy, (Matthias McCoy-Thompson). Since Pleasanton is close to my home, I was able to meet with them and hear some of their experiences. Following are some excerpts from an interview with three members of the team, Manogna (M), Avani (A) and Jamie (J).

Susan Neyer, Editor

How did you hear about the J8 conference?

(M) I was actually very interested in UNICEF and what they did. So, I had wanted to form a club at my school based on UNICEF. As a result, I decided to browse through their website and came across a "J8 competition." I thought it sounded interesting so I asked a couple of classmates and friends if they wanted to do it and they agreed, so we formed a team.

(A) We never imagined actually winning! It was very surprising.



The J8 Team, l-r: Manogna, Jamie, Avani, Matthias

What inspired you to want to attend the J8 conference?

(M) Ever since I was a little girl, I was always inspired to help people. A great inspiration was especially my family; they were always giving and open to others. I wanted to be the same. So, when an opportunity like J8 came up, I didn't even hesitate to take the chance.

(A) After learning about the J8 summit, I realized that by participating in such an event, I would get the chance to have my voice heard by a much larger audience. I wanted to share my ideas about global issues with people who had completely different life experiences than me but were still interested in the same things as I was.

See J8 Summit, page 6

Join our new Global TeachNet network!

You are invited! The National Peace Corps Association recently launched a new website, Peace Corps Connect, to connect, inform and engage all people inspired by Peace Corps and eager to connect to the world.

The site includes a special section for educators, Global TeachNet. While much of the content is publicly accessible, to get the full benefits of the site, create a profile and join the Global TeachNet group.

What are some of the highlights?

Photos and videos from around the world
Global Education Gateway to resources
Newsletter and listserv archives
Online discussion forums—see:

<http://community.peacecorpsconnect.org/group/globalteachnet>

GTN Thanks You!

The National Peace Corps Association is grateful to the following for their financial and in-kind support of our global education program, Global TeachNet, between Jan. 1 and Dec. 31, 2008:

Individual Donors to Global Education

- Anne Baker
- Carol and Benny Cespedes
- Billie Day
- Susan Neyer
- Jeraldine Van den Top
- Richard Vobroucek

See GTN Thanks You, page 3

In This Issue

9-12 Corner: Inspiring a love of languages	2	Updating Foreign Assistance	8
More 9-12 Lessons	3	A South African Song	9
K-8 Corner: What's the Weather?	4	Books to Consider	10
Award-Winning Children's Books on Africa	5	Global Education Resources	11
Opportunities for Students	7	Ukrainian Judicial Delegation	12

9-12 Corner: Inspiring a Love of Languages by Angene Wilson

Below is not the usual lesson plan but some ideas for encouraging conversations about languages, why and how we learn them, and the value of being able to use more than one. As someone who wishes she could be more than a monolingual speaker with a bit of college French, and an ability to greet people in Chichewa, Fijian, Gola, and Mende, I admire both the kids learning Japanese in a central Kentucky rural county high school and the immigrant kids learning English in our city schools on top of first languages of many different countries. How can we get all young people excited about being multilingual?

Idea 1

Ask students in an English class to read “Kitchen Confidential: His host mother was bound and determined to learn English” in spring 2009 *WorldView Magazine*. Discuss why Joshua’s host mother wants to learn English. Why do people in other countries want to learn English? Joshua had to learn the language of Azerbaijan before he began teaching English there as a Peace Corps Volunteer – why was that important? What are the advantages of being multilingual? (Be sure to find Azerbaijan on a world map.)

Idea 2

Ask students in a Spanish class to read “Love in a Foreign Language” in spring 2009 *WorldView Magazine*. Discuss how Evelyn learned Spanish. How did her learning Spanish contribute to her love story? What are other examples of how motivation and emotion make a difference in language learning? Ask students in the class or school for whom Spanish is their first language to answer that question. (Be sure to find Peru on a world map.)

Idea 3

In an English class, organize a panel of students for whom English is not a first language to talk about what they find strange, hard, and interesting about learning English. Ask the students to introduce themselves in their first language.

Idea 4

In an English class, organize a panel of students, parents, and community members to talk in other than American English – perhaps British English, Indian English, Nigerian English, for example.

Idea 5

In a French class, choose several poems from *A Rain of Words, A Bilingual Anthology of Women’s Poetry in Francophone Africa*, edited by Irene Assiba d’Almeida, University of Virginia Press, 2009. Read in both English and French. See example.

Idea 6

Many schools with multicultural populations hang flags of represented nations in their entrance halls. Represent various world languages in welcome signs, morning announcements, music, library and exhibit case displays.

From A Rain of Words, A Bilingual Anthology of Women’s Poetry in Francophone Africa

la lune beau tendre l’oreille
la lune a beau tender l’oreille
elle n-entend point
la brise dire ses secrets aux feuilles

the moon tries hard
the moon tries hard
she cannot hear
the secrets the breeze tells the leaves

Peace in Thirteen Languages

Chosen from *Peace in 100 Languages*, by M. Kabattchenko, V. Kochurov, L. Kohanova, E. Kononenko, D. Kuznetsov, A. Lapitsky, V. Monakov, L. Stoupin, and A. Zagorsky. Rolling Hills Estates, California: Jalmar Press, 1992.

Asomdwoe – Akan, Ghana

Damai – Indonesian

Salam – Arabic

Rongo – Maori, New Zealand

Shalom -- Hebrew

Qasikay – Quechua, Peru and Ecuador and Bolivia

Shanti – Bengali, Bangladesh and India

Mir – Russian

Vrede – Dutch

Hau – Tahitian

Paix – French

Ukuthula – Zulu, South Africa

Zaman lafiya – Hausa, Nigeria and Niger

More Global Ed. Lessons for 9-12

The following two lessons were generously contributed by one of our readers, Jill Severe, Global Studies III/IV and AP World History Teacher in San Antonio, TX. What follows are synopses of the lessons; for the complete lessons, contact Jill at jsevere@smhall.org

What Regions of the World Were Affected by the Silk Road?

Subject:

World History With a Cross Curricular Connection: Art & World Geography

Objective:

Students will analyze the effects of geographic and human factors in world history on the Silk Road trade patterns.

Introduction: The Silk Road is the ancient trade route passing from the shores of the Mediterranean through Bukhara and Samarkand to Dunhuang and to Xian in central China. Silks, spices and perfumes, precious gems, and even everyday items were carried along this route. As students explore this rich historical period, they should use their library's print and digital resources to

find out more about the Silk Road and how it transported cultural influences - customs and religions, art and science, knowledge and ideas.

This lesson is divided into five steps:

- 1 "Ask" provides questions for students to answer and vocabulary to identify.
- 2 "Investigate" directs students to use online subscription resources, websites and books to learn more about trade on the Silk Road.
- 3 "Create" asks students to take an on-line Pre-Quiz to identify what they know about trade on the Silk Road. Step 3 also provides a *Key Concepts Graphic Organizer* to record and synthesize information on Silk Road trade learned during step

2, and a map exercise that uses Google Earth and other on-line technology to learn about the geography of the Silk Road.

- 4 "Discuss" has students research and create a digital Photo Story on an aspect of the Silk Road identified and studied in Step 3.
- 5 "Reflect" includes an on-line Post-Quiz that allows students to compare their score with their Pre-Quiz, and facilitates class discussion. It also provides an opportunity for students to present their small group Photo Story to the rest of the class and includes a rubric for assessment.

Fractals, Traditional Cultures, & Complex Mathematics...Is There A Connection?

Subject:

Mathematics with a Cross-Curricular Connection to Global Studies

Objective:

Students will use sequences and series as well as tools and technology to recognize and analyze patterns and geometric sequences and series to solve real-life problems.

Introduction: The traditional cultures of Africa have used fractals for centuries in their everyday life, religion, and art. Could the complex mathematics for fractals have come from repeated centuries of trial and error by these African cultures? Modern man has learned that he can create an object of art by utilizing a mathematical formula that repeats over and over, where each step results from the previous step. In other words, it is a repeated process or an iteration. Fractals are known as art by formula. From this concept art is created...art in nature, art in civilization, and art in mathematics. This concept of transformations with translations and dilations is known more commonly as a fractal. The definition of a fractal is a geometric figure that is composed of self-similar parts.

This lesson is divided into five steps.

- 1 "Ask" provides questions for students to answer and vocabulary to identify.
- 2 "Investigate" directs students to use online subscription resources, websites

and books to learn more about trade on the fractals and the use of fractals in African culture.

- 3 "Create" asks students to learn how to create Sierpinski's Triangle which will teach them the concept of repeated iterations, and understand the design and development of the fractal. Also provided is an on-line lecture on African Primitive Cultures and their use of fractals, as well as links to explore African culture's use of fractals through on-line resources.
- 4 "Discuss" has students participate in an inner-outer circle with a pre-writing exercise. Also included is an inner-outer circle template and scoring rubric.



- 5 "Reflect" culminates in either a class debate or a visual project activity, creating a visual representation of the use of fractals in African cultures. Step 5 materials include a debate rubric and technology links.

GTN Thanks You, continued from page 1

Other support

- Association for Supervision and Curriculum Development
- Better World Books

Interns

- Molly Doyle
- Leslie Ling
- Laura Whiston

In-kind Donations

- Christina Mancini
- Susan Neyer
- Angene Wilson

K-8 Corner: What's the Weather? *by Susan Neyer*

As we finish up a winter season that has brought extreme weather conditions to much of the United States and other places around the world, maybe it's time to step back and take a good look at weather with your students.

K-2 students can start out with looking at the weather in their own areas, learning some simple terms for the types of weather, and using or developing some symbols that will make it easy for pre-readers to chart the weather. The class can keep a weather chart and/or individual students can keep their own. They can also keep a chart of the temperature, rainfall, number of sunny/rainy days, etc.

A few questions for primary students:

- *What kind of weather do you like best? Why?*
- *Why do we need a variety of types of weather (sun, rain, wind, etc.)?*
- *Has there ever been an extreme weather incident in your town (tornado, hurricane, drought, flood, etc.)? Have you lived through one of these events? How did it make you feel?*

A few ideas for older students:

- *Keep track of the types of clouds that you see over a period of several weeks. Compare this with a chart of all the major types of clouds. Did you see all of these types? Do you think you might see the others at another time of the year? Are there some that only appear in certain areas?*
- *How many weather regions such as mountains, coasts, deserts and plains can you find in the United States? How does the weather differ in these regions? Which region is your home in?*
- *Can you find other areas around the world that have similar weather patterns to your home region? Do they look the same? What similarities and differences do you see (terrain, vegetation, agriculture, animals, etc.)?*
- *How is the weather around the world being affected by global warming? Select an area of the world that is being seriously affected and report on the effects. Do you see any effects of global warming in your area?*

Some resources:

Books:

- *Eyewitness Weather* by Brian Cosgrove (DK Publishing, 2007) is the most comprehensive book I found. As with other "Eyewitness" books, it is lavishly illustrated with photos. It shows various types of weather, weather in different regions, extreme weather conditions from ice storms to tornados, and has a section on our changing weather. This could be a good reference for upper elementary and perhaps middle school students.
- *Wild About Weather: 50 Wet, Windy & Wonderful Activities* by Ed Brotak (Lark Books, 2004) is written in a kid-friendly manner with short blurbs and lots of illustrations the should appeal to upper elementary students. It is packed with lots of information, including charts such as the Beaufort scale for measuring wind speed, wind chill heat index tables, and simple projects and experiments.
- *Weather Projects for Young Scientists* by Mary Kay Carson (Chicago Review Press, 2007) is written in a more traditional style with black and white illustrations, but it is also filled with lots of facts, simple charts, and experiments. There are sections on climate change, pollution, wind power and more.
- *Experiments on the Weather* by Zella Williams (Rosen Publishing Group, 2007) is designed for primary students, with well-illustrated, simple experiments and a glossary of terms.
- *Planet Under Pressure: Climate Change* by Mike Unwin (Heinemann Press, 2007), for upper elementary and middle school, opens with a map of the world and labels showing changes and potential problems in many locations around the globe, along with a reference to the pages on which it is discussed. (Sample: Malaria cases are on the rise in Rwanda. Find out why.) The book includes a significant section on taking action and a number of charts with statistical information.

Websites:

- www.nationalgeographic.com/xpeditions/lessons/04/gk2/pgafrika1.html has lesson plans for all grade levels. "How's the Weather in Africa?" for K-2 – shows North Africa/desert in comparison the other areas. Entering "weather" in the search area brings up a wealth of other lessons searchable by grade level.
- <http://www.weather.com/common/welcomepage/world.html> On this site from the Weather Channel, you can find out the weather in major cities around the world. Most temperatures are in centigrade, an opportunity for students to convert to fahrenheit.
- <http://eo.ucar.edu/webweather/> From the Boulder Valley School District, "Web Weather for Kids" has activities, games, and links
- www.cyberbee.com/coolweather/weatherlessons.html This "cool weather destinations" site is full of links to explore, each of which may lead you to more interesting sites and activities.

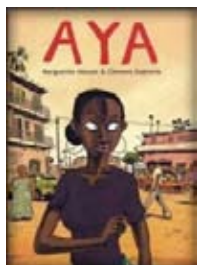
Award-Winning Children's Books on Africa

The Outreach Council of the African Studies Association (ASA) is pleased to announce the winners of the 2008 Children's Africana Book Awards. The Outreach Council annually honors outstanding authors and illustrators of children's books about Africa published in the United States.

Best Book for Older Readers

Aya by Marguerite Abouet & Clement Oubrerie (illus.) (Drawn & Quarterly, 2007)

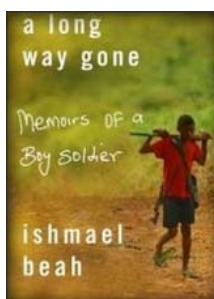
The graphic novel *Aya* tells the story of its 19-year old heroine, the studious and clear-sighted Aya, her easy-going friends Adjoua and Bintou, and their meddling relatives and neighbors. It's a breezy and wryly funny account of the desire for joy and freedom, and of the simple pleasures and private troubles of everyday life in Yop City, a suburb of Abidjan in Ivory Coast. An unpretentious and gently humorous story of an Africa we rarely see—spirited, hopeful and resilient.



Honor Books for Older Readers

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah (Farrar, Straus & Giroux, 2007)

What is war like through the eyes of a child soldier? How does one become a killer? How does one stop? Child soldiers have been profiled by journalists, and novelists have struggled to imagine their lives. But until now, there has not been a first-person account from someone who came through this hell and survived. Fifteen years ago, Sierra Leone's civil war transformed the life of twelve year old Ishmael Beah. *A Long Way Gone: Memoirs of a Boy Soldier* offers an inside view of how lives are transformed when war sweeps through a country. Beah was living an ordinary life in a loving community with no personal knowledge of armed conflict. The only wars he knew of were those he heard about on the BBC, read of in books or saw in movies like Rambo. When war found Beah, he was travelling to a nearby community to perform rap music in a talent show. He and the other members of his group were abducted and forced to fight alongside other young teens in the government's army. Beah also details the difficult situation the child soldiers faced when released from the army – their homes destroyed and family members dead or missing. At 15, Beah was selected to represent the children of Sierra Leone at a United Nations conference on children in conflicted countries.



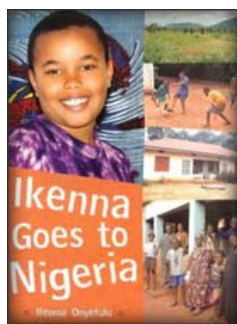
Rise of the Golden Cobra by Henry T. Aubin (Annick Press, 2007)

Set in the eighth century BCE, this historical novel follows the efforts of King Piankhy of Nubia to conquer lands in Egypt. After a dangerous mission to deliver to the king news of his enemies' plans, young Nebi joins Piankhy's army as an aide to Sheb, the king's ambitious nephew. Through his experiences in battle, Nebi learns powerful lessons about justice, revenge, and redemption.



Best Book for Young Children

Ikenna Goes to Nigeria by Ifeoma Onyefulu (Frances Lincoln, 2007)



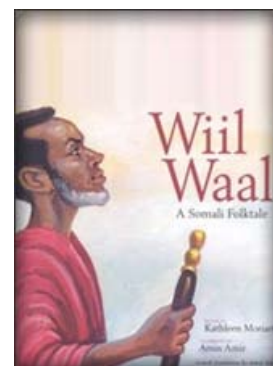
In stunning photographs and bright, informative prose, award-winning author Ifeoma Onyefulu recounts an unusual and rewarding journey. Young Ikenna lives in rainy London.

He takes a trip far away to his ancestral home in sunny Nigeria. In Lagos he plays with his cousins. Then the rain starts! But there's still lots to do. Ikenna meets great-uncle Hillary, who drove the royal train across Nigeria in 1956. After that he and his Mum attend the Oshun Festival, and Ikenna sees age-old ceremonies and colorful traditions. Told in the first-person, this charming photographic book shows young readers the pleasures that await in other countries and cultures.

Honor Book for Young Children

Wiil Waal, A Somali Folktale by Kathleen Moriarty and illustrated by Amin Amir (Minnesota Humanities Center, 2007)

When wise Somali leader Wiil Waal asks the men in his province to bring him the part of a sheep that best symbolizes what can divide men or unite them as one, most present him with prime cuts of meat. But one very poor man's daughter has a different idea. In this clever folktale, a father reluctantly follows his daughter's advice and has astonishing results.



Contributed by Brenda Randolph, Director - Africa Access;
Chair Children's Africana Book Award

Outreach Council, African Studies Association

Email: AfricaAccess@aol.com

www.AfricaAccessReview.org

Phone: 301-562-5239 (Monday - Friday)

For bios of the authors and more, see

<http://www.africaaccessreview.org/aar/awards.html>

J8 Summit, continued from page 1

(J) I was inspired to attend the conference because there was a feeling that your voice, your words, your ideas would really be heard and could be put into practice. For a teenager with big ideas hopes and dreams this was huge.

How were you selected to attend?

(M) We were asked to submit a series of paragraphs on three different issues (Global Warming, Global Health, and Poverty & Development). There was an optional choice of adding a video or PowerPoint, and we chose to turn in a video.

(A) After being reviewed by two different boards, we were chosen to be the USA representatives in the 2008 J8 Summit.

Do you have a strong interest in a particular issue?

(M) I have always been interested in medicine. So, I was very interested in the global health aspect of it. However, we were divided into different groups (based on the topics) and I was put into global warming. This was actually an eye-opener for me because it showed me how important all the other topics were.

(A) I am particularly interested in the HIV / AIDS and child survival issues; I am naturally very interested in science and disease. I also am very sensitive to the fact that many children around the world suffer from completely preventable diseases and I want to change this.

(J) I am interested in Global health especially because of the focus on children.

Was the conference what you expected it to be? Were there any surprises?

(M) The conference was much more than what I expected it to be. For me, each day was a surprise. We were presented with such amazing activities each day. No one day was the same. For example, one night we got to go to a Japanese festival and another night the city hosted a party for us.

(A) I actually didn't know what to expect from the conference. I was just very excited and focused on working with my peers. I was very pleased to see that we connected with the other attendees quite easily and we all (the whole J8 community) were able to skip the introductions and begin being close friends from the first day that we met.

(J) The conference was more than anyone could have ever expected. It

was an absolutely amazing experience. It was surprising to learn about the different cultures that the people we were with were from. It was also surprising to find a similar bunch of like-minded teens and that we all got along with so well.

What was the most impressive/interesting part of the conference?

(M) The most impressive/interesting part of the conference was to meet the youth from all over the world and to realize that each and every one of them had the same dreams and ambitions that you did. That in itself was an amazing feeling.

(A) There were many parts that I feel were noteworthy. I remember that after reading our final declaration, the Chitose Declaration, and after finalizing it, we all stood up and applauded our efforts. At that moment in time, I remember being very proud of our us and our work. Drawing up the Declaration was very difficult, and I realized the greatness of our accomplishment as we all stood up and reflected on our work.

(J) I think the best part of the conference was the time spent in groups brainstorming and combining ideas. We really had to work together and we also learned a lot about each other and the topic while doing this.

What did you learn?

(M) I learned a lot! Not only from all the research and information gathering that we did, but also from hearing personal stories from the other J8 participants. It was really amazing to see that just on the other side of the world, there are people your age with your ambitions that live in such a unique and different lifestyle. It was incredible to learn that even though all these people were so different and unique, we were all still the same. Furthermore, I really enjoyed how there was no single viewpoint on how to attack a problem or how to come up with a solution. Rather, each person had their own ideas and each person was able to look at the problem in their own ways. This allowed me to open up my eyes more and be able to understand and learn more about how and why people were coming up with certain ideas. This allowed for more discussions and provided with even more information. I was learning so much without even knowing it!!!



(A) I've learned many things. Firstly, I know that I've learned to be more communicative of my ideas to others. I've also learned to work better with different people, especially when separated by a language barrier. I feel that I've developed much more "people skills" than I would have if I hadn't attended the conference. Besides all of this, I learned that despite our differences, children from different countries of the world are more similar in personalities and motivations.

Do you feel the conference changed you? In what way?

(M) I feel that the conference has changed me in many ways. It has taught me that if you set your mind on something, then you can surely achieve it. Furthermore it taught me to listen and understand matters from other viewpoints and not just my own. The conference taught me that I *can* make a difference in the world and that this was only the *start* of a very long journey.

(A) I definitely think that the conference has changed me. I take a much broader, global perspective on issues now than I did before. I also am much more interested in international affairs and make a point to keep up with them to the best of my abilities. I have also made life-long connections with people from all around the world that I will never forget.

(J) Yes. I feel more confident now. The conference forced you to be confident, independent, and outgoing. Half a world away from your closest family and friends, it was up to you to prepare. You were constantly being watched by fellow delegates, the media, and government officials. Any mistake you made could have serious repercussions, but anything that you did well could help

See *J8 Summit*, page 7

Opportunities for Students

Concern Worldwide Creative Writing Competition

You and your students are invited to participate in the 2009 Concern Worldwide Creative Writing Competition! This year, students are presented with the task of writing a letter to President Obama on one of these critical global issues:

- Child labor
- Climate change and the developing world
- World hunger

The President of the United States is a busy man but you have a chance to tell him about some critical issues facing the world today. Could you help him to understand the life of a child who goes to work instead of school? Maybe you can describe how climate change is affecting people in developing countries? Or perhaps you can advise him on how to tackle world hunger to improve the lives of millions of people worldwide.

Letters can be in the style of factual essays or fictional stories on one of the issues. Prizes include laptops, iPods, magazine subscriptions and more. For information, see www.concern.net and click on "write to Obama."

Application deadline: March 22, 2009

Convention on the Rights of the Child (CRC) Essay Contest

From the North American Human Rights Education listserv:

The Campaign for U.S. Ratification of the Convention on the Rights of the Child (CRC) launched its second nationwide essay contest. The Instruction Kit and Application are available at:

<http://childrightscampaign.org> (click on "youth")

The contest is open to U.S. students in grades 6-12 and home-schooled students in the equivalent grade levels (who currently live in the U.S.). Five winners will be chosen and will receive airfare and accommodations for him/herself and one parent/legal guardian

to participate in the Campaign's 2009 Symposium. *Submissions must be received by March 20, 2009.*

Global Citizen Corps Leadership Program

Do you know high school students who want to lead the movement to end global poverty and are ready to stand at the forefront of the fight for a better world? Would you like to help students and schools get more involved in addressing global challenges like HIV/AIDS, hunger, climate change and access to education?

Tell students to apply for the [2008-2009 Global Citizen Corps Leadership program!](#)

Learn more about the Global Citizen Corps and how [students can apply online](#). *The application deadline is April 15, 2009.*

J8 Summit, *continued from page 6*

you gain serious rewards and other opportunities. I was also changed in that my eyes became more open to the amount of things that we can do, and the amount of things that our governments have promised to do but have not followed through on. I came away from the conference knowing that there was so much that I could do to help make this world a better place, and I have been determined to follow up with this.

How have you shared your experience and the lessons learned with your fellow students (and your community)?

(A) My teammates and I have founded a club in our high school called UNICEF Club. In it, we focus on spreading UNICEF's mission, educating our peers about global issues, and involving our community in UNICEF's work. Also, we've spoken to many students about the J8 Summit and encouraged others to apply. I am in the process of contacting other media and urging them to advertise about the J8 Summit and UNICEF in hopes of reaching other peers in the area and Bay Area communities.

Do you have plans/hopes to continue/enrich your international experience?

(M) I definitely have plans/hopes to continue my international experience. I love traveling and meeting new people. I also enjoy helping people. So, later on in my life I would love to join an organization such as Doctors Without Borders or the Peace Corps. That way I will continue doing the two things I love most—helping others and traveling.

(A) I plan on continuing to work with UNICEF in hopes of spreading its mission to places that haven't heard of it yet. I also am keeping in touch with my J8 contacts from other countries and we frequently share ideas and goals regarding our work with UNICEF.

(J) We continue to stay in contact with UNICEF and continue to meet as a team and brainstorm all that we can do. I would love to continue with this and hope to have many similar experiences in the future.

What would you like to share with our readers?

(M) J8 was an amazing experience for me! It gives you a feeling of fulfillment and contentment when you do something that you really enjoy and something that will help to benefit the world and future generations.

(A) I just want readers to know that if they try, they will find a way to voice their ideas on issues that affect all of us. The J8 Summit is a great venue for doing so, and I think that people should definitely spread the word about it and participate in the future. Also, I hope that readers will start to take an interest in UNICEF, its work, and how we can all help others less fortunate.

(J) Get involved. You can make a difference. Try it once. Reach for the impossible because you never know where it can lead. Feel free to contact us with information, questions, comments, anything, we would love to hear from you.

For more, you can contact the team at volensetpotens2008@gmail.com

Updating Foreign Assistance *by Joanne Dufour*

Have you mentioned the concept of foreign aid recently in your classes? Ever think about how it gets decided and implemented? At a recent event in Seattle, a representative of the US Global Leadership Campaign [www.usglc.org] provided an update concerning US aid which will be of interest to RPCVs and to teachers in general. National Peace Corps Association is one of over 400 members of the campaign.

Background

Our foreign assistance legislation is in dire need of updating. The Foreign Aid Act, our operational law, is one that was passed during the Kennedy administration and enacted on September 4, 1961. [By comparison the Peace Corps was established by Executive Order 10924 on March 1, 1961 and authorized by Congress on September 22, 1961, with passage of the Peace Corps Act (Public Law 87-293).] This Foreign Aid Act was intended to correct dissatisfaction with the Marshall Plan which had guided aid to that point. It created the US Agency for International Development and separated military from non-military aid, promoting national interests by enhancing national security, expanding global economic opportunities and promoting American values. This tied in aid closely to military and business interests. Over the years the act has been amended numerous times with little concern for coordination among government departments. It has not been reauthorized since 1985. Since September 11, 2001, US foreign assistance has been dominated by national security interests with a particular focus on fighting terrorism. Iraq and Afghanistan are the largest recipients of our humanitarian aid, not to mention our military aid. Today confusion reigns as there is no clear focus to what our aid is for: there are currently 140 different broad priorities with over 400 objectives.

Reform Underway

The House Committee on Foreign Assistance initiated a reform process recently and solicited external expertise. An overview of sixteen major reports with over 400 contributors will soon be released by the Center for Global Engagement [www.usglobalengagement.org/]. Consensus is that a rewrite is needed for foreign assistance, and that process has begun. Their recommendations include: (1) commit to "smart power," (2) secure increased IAB [International Assistance budget] funding, (3) rebuild civilian capacity, (4) restore civilian leadership over humanitarian programs currently under the military, and (5) establish a global education fund.

Budgetary Allocations

It will not be a surprise to RPCVs that only 1.3% of the current US budget is dedicated to International Assistance [IA]: that's one penny for every federal dollar spent. [By comparison the allocations for others in the FY 2009 budget request are: Defense 19.9%; Homeland Security 1.5%, Social Security 21.4%, Income Security 13.2%, Medicare 13.6%, Health 9.8%, Education 2.9% , with the remainder for Net Interest and Other.] While recently the IA budget [IAB] increased in dollar amount, the percentage has seen no increase. At the time of this writing, the allocation for FY 09 for the IAB is on track for an expenditure of \$38.2 billion; in March and April, a supplemental bill of \$70-80 billion for Iraq, Afghanistan and Pakistan is anticipated, along with hope for an increase in the IAB.

Peace Corps falls under the Foreign Operations part of the budget totaling \$26 billion out of \$39.8 billion requested for the IAB FY 2009. For FY 2007 Peace Corps received \$320 million; for FY 2008 \$331 million and for FY 2009 \$343 million is requested.

According to Secretary of State Clinton, the three legs of "smart power" consist of defense, development and diplomacy with two of the latter under State Department jurisdiction. She defined "smart power" as diplomatic, economic, military, political, legal and cultural initiatives: picking the right tool or combination for each situation. She emphasized embracing the Millennium Development Goals [<http://www.mgoals.org/>], doubling the annual US foreign assistance to \$50 billion, [the MDGoal #8 calls for foreign assistance in the range of .7% of GNP – that would mean an IAB budget of about \$100 billion] increasing funding to battle infectious disease and expanding civilian capacity [i.e. expanding foreign service USAID and Peace Corps].

Secretary Gates of the Department of Defense has recently said, "It has become clear that America's civilian institutions of diplomacy and development have been chronically undermanned and underfunded for far too long – relative to what we traditionally spend on the military, and more important, relative to the responsibilities and challenges

our nation has around the world." Key areas of concern, according to USGLC, have been Sections 1206 and 1207 of the National Defense Authorization Act; Provincial Reconstruction Teams and Commanders Emergency Response.

An interesting proposal from the Modernizing Foreign Assistance Network is found at <http://www.cgdev.org/content/publications/detail/16210/>. It is well worth the read. Consensus among the sixteen groups studying these issues has developed around the following points: (1) National security strategy should integrate development and diplomacy, (2) Increase resources for civilian agencies, (3) Elevate and coordinate civilian agencies, (4) Reform of Congressional involvement and oversight, (5) Integrated civilian and military capabilities, (6) Shift certain DoD development activities to civilian agencies, and (7) Restore and augment cooperation. (Thanks to USGLC for sharing this information.)

It is an interesting time for students to become familiar with the process that is underway for the updating of legislation on this important issue. Events and members of the House Committee on Foreign Assistance can be found at: www.internationalrelations.house.gov/. Information on the budget is available at: www.whitehouse.gov/omb/budget/

Some related thoughts from Angene Wilson:

I think students should grapple with the big questions such as:

- What is the US rationale for foreign aid?
- What is the most helpful foreign aid from the perspective of people who are givers? perspective of people who are receivers?
- Is there a model which is partnership, for example Peace Corps volunteers going to nations who send some of their nationals to the U.S. as Nkrumah proposed 50 years ago?
- How can US foreign aid be more holistic – funding HIV/AIDS, yes, but also education and agriculture and micro-enterprise and clean water in a village for example?
- What works?

A South African Song *by Quinn Nichols, a twelfth grader from Hopkinton, NH, Traveling School student from last semester in southern Africa.*

An array of color cast by the flurry of 24 skirts strolled down the street in the chilly morning air. Armed with the mentality that we were at the township high school to make a difference, I figured we would enter the school grounds and bestow a little bit of hope, just as their principal had requested of us.

Waterval Boven lies within the providence of Mpumalanga in the eastern portion of South Africa. Representing The Traveling School, my 18 fellow classmates and our six teachers had designated a climbing hostel our temporary home. The effects of apartheid are still evident outside of town in the township, with dirt paths and meager homes. We witnessed poverty from a sheltered outsider's point of view. We watched mothers clutching the dirty hands of their children around the dancing flames of their cook fires. Clotheslines daintily swayed beneath the scant weight of their drying garments. Upon seeing a colorful township garden or a tin roof weighed down by rocks, "How cute!" might be one's initial reaction. But our principal, Gennifre Hartman, emphasized that township life "is not something to be romanticized." She is right, of course. Why else would the principal of Imemeza High School wish for us to bring hope into the classrooms of students who knew no other life?

Journeying through the mist on that early South African morning toward the township high school, we held that purpose in our minds. Equipped with the assumption of a hope-inducing lesson, our confidence escalated as we passed the primary school en route. The young children rendered us utterly flattered with their warm greetings. They burst through classroom windows to blow kisses in our direction. As a result, our anticipation increased and we could not wait to arrive at the high school and spread our American hope.

When we entered the looming iron gate of the high school, my confidence shattered. I didn't know how the students regarded us. They certainly were not calling out or blowing kisses. My classmate, Mallory, nudged me and motioned toward a group of boys. One had adorned his backpack with the duct tape words, "Don't label me as crimi-

nal." Needless to say, I was intimidated by the unfamiliarity. *I don't belong here, I thought, not with my fancy camera and colorful skirt.* I was far too naïve, far too American to enter these grounds on the grand pretense that I was here to touch someone's life.

I no longer knew what our mission was when we found ourselves at the front of a classroom, subject to expectant eyes. Hesitantly we facilitated a game, secretly cowering within. To our grateful surprise, the room sprang to life; as team members demonstrated their artistic skills (or lack thereof) and the room erupted into an excited cacophony of laughter, cheering and encouragement. Inhaling the energy radiating from the African students, we shared our prepared clap dance. Suddenly, everyone in the room was united in a slapping rhythm of the hands, the concentration powerfully focused on the beat. It was a profound moment of connection; a cultural merging. Afterwards, the students burst into a breathless symphony of dozens of buttery voices that soared through every corner of the room, pre-

sending tangible character and emotion. And when they performed their national anthem, I was sure I could touch the spirit of their past seeping through the melody, should I reach my hand into the air before me. One boy stood on a table and sang with his eyes closed, his fist clenched passionately in the air with the strain of his voice. I was astonished. "I am South African," said one girl, as if that were enough.

In the end, I had no idea of the success of our mission. Maybe we stimulated something, but I think the energy was already there, a gift passed from mother to daughter and father to son. Through their music and heavily accented English, the students communicated their soaring strength and pride despite the poverty. They are teenagers like us with dreams of becoming psychologists, financial assistants and entrepreneurs. Although we came to make a difference in someone's life, we walked away changed, emerging from the school gate with increased cultural awareness and strands of their music interwoven into our hearts.

The Traveling School

Learn about Mayan history while exploring ruins in the jungle while traveling to Tikal. Study world currencies and international economics while haggling in the markets in Zambia. Swim with gentle whale sharks and study marine biology while learning to scuba dive in the Bay islands of Honduras. Understand apartheid and South Africa's turbulent history while volunteering in schools outside of Cape Town.

The Traveling School offers academics, overseas exploration and outdoor adventure for girls between the ages of 15-18. Students earn academic credit towards graduation while traveling with qualified teachers and a group of students for 15-weeks. In addition to classes and regular schoolwork, students also complete a family homestay and a community service project during the semester.

A maximum of 16 students travel with highly qualified academic instructors and earn full high school credit for courses. The curriculum of math, history, science, language arts, foreign language, P.E., and Global Studies takes full advantage of the remarkable overseas environment and culture.

This semester program travels to: South Africa, Namibia, Botswana and Zambia during the Southern Africa Semester; to Mexico, Guatemala, Honduras, and El Salvador during the Mexico and Central America Semester; and to the Galapagos Islands, Ecuador, Peru, and Bolivia for the South America Semester. In addition to demanding academics and overseas discovery, The Traveling School is dedicated to the development of solid outdoor skills.

After the semester, the girls' academic and personal lives directly improve with the self-confidence they gain from expertise and experience overseas. Because of this unique experience, our alumni have been accepted to competitive and outstanding colleges, where they continue to thrive. Please join us!

P.O. Box 7058, Bozeman, MT 59771
Phone: 406-586-3096 **Fax:** 406-585-1196
E-mail: info@travelingschool.com
Website: www.travelingschool.com
Contact: Gennifre Hartman, Principal
Gennifre@travelingschool.com
Jim Hammer, Vice-Principal
jhammer@travelingschool.com

International Studies Summer Institute: Indiana University June 21-27, 2009 ***NEW DATES***

Indiana University's 14th annual International Studies Summer Institute for teachers of grades six and above will take place June 21-27, 2009—One week only!

As a result of ever-increasing global interdependence and the extraordinary political, economic, social, and technological changes taking place throughout the world, the need for clear, innovative thinking about global issues has never been greater. With major programs for the study of all the major world regions, IU is uniquely qualified to offer international studies institutes of the highest quality.

U.S. teachers join colleagues from around the world to explore the complex and interrelated topics of global resource scarcity, international trade and economics, and global migration issues. Teachers exchange views with international experts through a variety of lectures, simulations, panels, and interactive communication technologies, as well as address methods for integrating global issues into their own classes. Special events include evening cultural experiences of film, food, and music. The program concludes with an international banquet.

Teachers receive free resources on a memory stick, certification for professional education credits, and may elect to earn graduate credits at in-state tuition rates. Participants are accepted on a first come, first served basis. A \$150 registration/technology fee is required and covers all costs – see our website for further details.

What previous participants have said about **ISSI**:

- > "Great, informative, inspirational institute. I believe it will have a direct impact on my school and community as I bring back elements of this into my classroom."
- > "This institute ranks at the top of my list."
- > "The program has literally reshaped my teaching career: [m]y Contemporary World Issues class is my heart and soul ... [including] two teaching awards and a trip to teach in Armenia."

For more information & related opportunities, visit the **International Studies Summer Institute** website:

www.indiana.edu/global/issi

or email issi@indiana.edu.

What Can Teachers Learn From Three Cups of Tea?

By Angene Wilson

We received a copy of *Three Cups of Tea, One Man's Mission to Promote Peace One School at a Time* from my brother and sister-in-law for Christmas 2007. In fact, Lew and Susan, who spent several years in Nepal, gave a copy to every household in our extended family. Why? Because it is the riveting story of one person who was willing to learn from Pakistanis how he could help change their world.

As I read Greg Mortenson's book for a second time, perused the website of his Central Asia Institute as well as the Three Cups of Tea website, and read a recent newspaper article about Fozia Naseer, a young woman from Pakistan-controlled Kashmir who is now a student at Montana State University and will be portrayed in Mortenson's next book, I wondered: What are the lessons of *Three Cups of Tea* for us as teachers?

- Lesson #1: *Out of mistakes can come opportunities.* Mortenson stumbled on the village of Korphe because he took a wrong turn coming down from a failed attempt to climb K2 mountain. There he found his life's work.
- Lesson #2: *Persist in our dreams.* When Mortenson returned to the U.S. after promising to build a school for the children of Korphe, he tried to raise funds to do just that. He wrote 580 letters and received one \$100 check – from Tom Brokaw. A friend gave him the name of a physicist/climber millionaire who had helped start the semiconductor industry, and Hoerni gave him a \$12,000 check for his school.
- Lesson #3: *Listen to our students and community.* When Mortenson returned with materials to build the school, the people explained that

they needed a bridge first, "so we can carry the school to the Korphe village."

- Lesson #4: *Learn from our students and community.* Haji Ali, the leader of the village, said to Mortenson as he pushed to build the school in "American" time and manner – quickly with "shock" and "awe": "If you want to thrive in Baltistan, you must respect our ways. The first time you share tea with a Balti, you are a stranger. The second you take tea, you are an honored guest. The third time you share a cup of tea, you become family, and for our family, we are prepared to do anything, even die. Doctor Greg, you must make time to share three cups of tea. We may be uneducated. But we are not stupid. We have lived and survived here for a long time." Mortenson learned that "building relationships was as important as building projects. He taught me that I had more to learn from the people I work with than I could ever hope to teach them."

Mortenson learned the lessons. In March 2009 he will receive the Star of Pakistan, Pakistan's highest honor, from its president.

If you have not yet read *Three Cups of Tea*, you are in for an exciting "read." At one point Mortenson is kidnapped for seven days. He overcomes two *fatwas* against him. And tucked in the middle is a wonderful love story.

When you finish the book, consider getting your class involved in Pennies for Peace which has raised more than eight million pennies for pencils and schools since 1994. Or find another way to help your students learn how they can make a difference in the world as Mortenson is doing.

This newsletter is now distributed electronically. Log in to our database now to be sure we have your correct email address.

Go to <https://secure.peacecorpsconnect.org/login/login.php>. As this is a new database, please follow the instructions outlined on the page for accessing your login information. Once you log in, you can update your contact information and change your password.

New Global Ed Guidelines

Dear colleagues,

I'm happy to announce that the Global Education Guidelines, a handbook for Educators to understand and implement Global Education, a project of North-South Centre, is now available on-line: http://www.coe.int/t/dg4/nscentre/GEguideline_presentation_en.asp The Global Education guidelines is meant to be a pedagogical tool to support educators from formal and non-formal systems to understand and put into practice global education activities in their respective contexts.

By presenting global education philosophy and content, related methodology and evaluation issues and by sharing existing practice, tools, resources and bibliography, the guidelines aims at strengthening global education fundamentals and practices. The guidelines are built upon achievements in global education (GE) led by the NSC GE programme such as:

- the GE networking process for the improvement of GE in Council of Europe (CoE) member states initiated through the Global Education Week (GEW) network;
- the delivery of two core GE referential documents: the GE charter (1997) and the Maastricht Declaration-Global Education in Europe to 2015, Strategy, Policies and Perspectives (2002).

The Global Education Guidelines complements existing NSC global education pedagogical existing tools (GEW website, newsletter, publications) offering education practitioners a systemic approach about the understanding and practice of global education.

*Georgeta-Paula MIHAI, co-autor
Romania*

<http://www.nscentre.org/>

CIEE Needs Your Help

CIEE is a nonprofit organization that places students from 55 countries across the US. Our students will arrive this summer starting in the end of July and we are searching for Local Coordinators and Host Families all across the United States. These people are typically fun loving, responsible adults who are active in their communities, enjoy teenagers; have patience, excellent communication skills, and maturity.

As a CIEE Local Coordinator you will...

- Get to know students from many countries and help welcome them to your hometown
- Experience the joys and rewards of being a cultural ambassador
- Expand your relationships in your community
- Strengthen ties with neighbors, friends, and civic and religious groups
- Be an integral part of a life-changing experience that host families and students will never forget
- Earn some extra money and amazing national and international travel incentives

CIEE Host Families:

- Accept a student into their home as a "host son or daughter" for one academic school year
- Provide a bed and room
- Share meals (can claim \$50 per month tax deduction)
- Provide an opportunity of a lifetime for a young person
- Learn about another culture and enjoy a lifelong relationship

Students:

- Aged 15 to 18
- Well screened
- Speak English
- Have own money to buy what they need
- Have full coverage health insurance

To learn more, visit our website at www.ciee.org, call Anna-Lena Phillips at 207-553-4140 or email highschool@ciee.org

Global Citizen Year Applications

The 2009-10 Global Citizen Year application is now open at <http://globalcitizenyear.org/program/>

Over the next month, we will be recruiting our founding class of GCY Fellows, and we need your help! We are looking for emerging leaders who have exceptional potential, steadfast principles, and contagious passion. GCY Fellows will defer their college enrollment and spend a "bridge year" in Asia, Africa, or Latin America, living with a local family and working in apprenticeships with organizations that are tackling some of the world's most pressing problems.

We're conducting a national search to identify candidates to become founding GCY Fellows in 2009-10, and to help us build our program for years to come. The application process is rigorous but, for the right students, this is - literally! - a once-in-a-lifetime opportunity. There's only one chance to take a year before beginning college, and only one year when GCY will be recruiting our founding class.

Do you wish this program had existed when you were finishing high school? We do. That's why we're so excited to make GCY a reality for the next generation.

Know any high school seniors who might fit the bill? Pass it on or apply today!
Priority Deadline: April 1, 2009

Oxfam America CHANGE Initiative

The Oxfam America CHANGE Initiative is now accepting student applications for the 2009 CHANGE Training! The CHANGE Initiative aims to develop capable and confident young leaders, who are active agents for positive social change. Oxfam is looking for a diverse group of undergraduate students—rising sophomores and juniors—committed to social justice issues. Students must have an interest in global issues including mining, climate change, hunger & poverty, and be willing to carry out campaigns on their campuses and in their communities. <http://www.oxfamamerica.org/> - click on "join change"

Applications are due April 1, 2009. For questions call 800-77-OXFAM ext. 2464 or email CHANGE@oxfamamerica.org

Join GlobalEdNews

Get global education information hot off the wires! Sign up for the Global TeachNet e-newsletter (free, weekly, announcement-only). You can subscribe by sending an email to globaled@peacecorpsconnect.org with your email address in the body of the message and "subscribe globalednews" in the subject line. Or go to <http://www.globalteachnet.org/> and click on "subscribe."

Ukrainian Judicial Delegation Visits Las Vegas

For the third year I have been involved in the "Open World-Rule of Law Judicial Delegation" program with local judges and attorneys in Las Vegas. With my experience visiting Russia and hosting Russian delegations in the past, I was asked to help coordinate the activities of the visiting judges. Sponsored by the American Councils (which also sponsored my teaching excellence programs to Russia from 1998-2001), funded by Congress and operated by the Open World Leadership Center at the Library of Congress, it brings emerging leaders from Russia, the Ukraine and other NIS countries to the U.S. for a week of intensive professional development training. It is limited to individuals who have been nominated for having leadership in their field.

The judges this year were Volodymyr Babenko, Appellate Court of Cherkassy Region; Maryna Klimenko, Judge Supreme Court of Ukraine; Stanislav Kravchenko, Judge Appellate Kyiv City; Oleh Levchuk, Kyiv Regional Appellate Court; Halyna Prokopanych, Sevastopol Administrative Appellate Court; and the facilitator Olena

Maryenko.

The judges visit courtrooms and other government programs. I gave them an overview of legal education classes at the College of Southern Nevada. This year I was able to bring them to my Nevada School Law class. They also heard about the paralegal program at the school.

I also coordinated some of their outside activities which included a visit to Red Rock Canyon, Spring Mountain Ranch and the Springs Preserve. Here they learned about preserving the history of Las Vegas as well as building sustainability for the future.

What impressed me the most was that the facilitator of the group had come to the United States at 17 years old as student participant on one of the American Councils programs. Now she was working as a translator for them as an adult. She represents every peace educator's dream: to learn peace building as a student and carry it on as an adult.

Dr. Linda Karen Miller
kckidinlv@hotmail.com



Global
TeachNet
News

National Peace Corps Association
1900 L Street, NW, Suite 404
Washington, DC 20036-5002
www.globalteachnet.org

Global TeachNet is a quarterly teacher resource from the global education networks of the National Peace Corps Association and the Association for Supervision and Curriculum Development. We welcome your contributions. Opinions expressed in this publication are those of the authors, and do not necessarily reflect the official views of the NPCA or ASCD.

Please send letters or material for the newsletter to Susan Neyer, Editor, 1701 Lilac Drive, Walnut Creek, CA 94595 (925-933-4490) e-mail: SusanNeyer@astound.net or Anne Baker, NPCA 1900 L Street, NW, Suite 404, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: gloaled@peacecorpsconnect.org.

**Next deadline: May 15 for
June-July-August Issue**

Subscription/Renewal Form

To subscribe/renew NPCA's Global TeachNet, or make a donation, please complete this form, clip it out, and send it to:

Global TeachNet, NPCA, 1900 L Street NW, Suite 404, Washington, DC 20036

phone: (202) 293-7728, ext. 12 fax: (202) 293-7554 e-mail: gloaled@peacecorpsconnect.org

____ I would like to join/renew NPCA at \$35/year (includes GTN) and these affiliate groups at \$15 each/year:
(_____)

____ I would like to subscribe to Global TeachNet only (includes *WorldView* magazine) at \$25/year.

____ I want to help keep Global TeachNet going strong. I'm including a donation of \$ _____

Name: _____

Phone: _____

Address: _____

E-mail: _____

____ Please sign me up for the GTN listserv

Grade/Subject if a teacher: _____ School: _____

I am a member of these education associations: ____ ASCD ____ ISSA ____ NCSS ____ Other: _____

____ My check made out to NPCA/GTN is enclosed or Please charge \$ _____ to my ____ MC ____ VISA ____ AmEx

Card number _____ Expiration Date: _____

Signature _____



I want to receive regular GTN mailings only; no additional mailings, please.

THE TOP STORY

The National Board Certification Process A Response to Criticism

In the November/December 1999 issue of TSSP, our top story was titled "What Every Social Studies Teacher Should Know about the National Board Certification Process," written by NCSS Vice-President Adrian Davis. Following the publication of that article, TSSP received a letter to the editor from NCSS member Alan Haskvitz criticizing the National Board for Professional Teaching Standards (NBPTS) and the National Board Certification (NBC) process. His letter appeared in the January/February 2000 issue of TSSP. In the following article, NCSS Vice-President Adrian Davis describes the NBPTS standards and National Board Certification process in greater detail. She responds to Alan Haskvitz's criticism and to similar concerns that others might raise.

The fundamental focus of NBPTS is not a complicated one: the essential requirement for improved student learning is accomplished teaching. And accomplished teaching occurs when a teacher has a deep grasp of subject matter and subject matter pedagogy and an understanding of the students in his or her classroom.

Mr. Haskvitz seems to have read another article on National Board Certification (NBC) than the one that appeared in the November/December 1999 issue of TSSP. In his letter, he states, "The problem with the National Board Certification program is that what they require has never been proven to improve education and has never been validated over time . . . and has not been able to confirm that any of its requirements make you a better teacher." Nothing could be further from the truth. Haskvitz cites the study "Better Teachers, Better Schools: Thumbs Down for CW" to validate his comments.

The chapter in this Thomas B. Fordham Foundation study about the National Board is in fact blatantly incorrect on a number of scores, too numerous to mention here. The chapter's author, in leveling her criticisms, ignores significant components of the sys-

tem, simplifies or caricatures important aspects so that they are misrepresented, takes points out of context, and plainly ignores evidence that disputes her claims. The chapter is at best a polemic, not a piece of serious research and scholarship (and I hope Mr. Haskvitz did not rely on this study for the basis of his comments).

It is a shame that, at a time when many are working to improve the nation's educational system, a divisive statement such as this should be tossed about. The National Board is not above criticism, but the criticism should be fair and constructive. The following are responses to three of the more blatant assertions.

Criticism: NBPTS standards and assessments do not value subject matter knowledge.

This is not true. Knowledge of subject matter is at the heart of all of NBPTS's policies and practices. One of the five basic propositions that undergird all of NBPTS's work states clearly, "Teachers know the subjects they teach and how to teach those subjects to students." Every standards' document weaves subject matter throughout several of its individual standards and, at the same time, addresses subject matter specifically in one of the standards.

Certification is organized by discipline. Social studies teachers and scholars, not someone else, wrote the social studies standards. Social studies teachers, not someone else, judge the work of other social studies teachers. This is also true for subjects such as math, science, and English. Math teachers wrote the standards for math and

PLEASE SEE PAGE 4▶

HEADQUARTERS NEWS

Susan Griffin Appointed NCSS Acting Executive Director

Susan Griffin, NCSS Director of Membership Marketing and Council Services, has been appointed Acting Executive Director of NCSS. Her appointment follows the resignation of former Executive Director Martharose Laffey on February 3, 2000.

Susan Griffin is a senior staff member who joined NCSS in 1980 and whose work has brought her into contact with many NCSS mem-

bers. She will work with the officers and board to ensure continuity in the council's leadership and direction.

On behalf of NCSS and its Board of Directors, NCSS President Richard Theisen expressed appreciation for the work performed by Ms. Laffey on behalf of NCSS since becoming Executive Director in 1993, and wished her success in all future endeavors. ☐

IN THIS ISSUE

1999 Awards Hall of
Fame Highlights

6

NCSS Special Projects

8

PRESIDENT'S
MESSAGE

3

STUDENT NEWS
& VIEWS

13

LOCAL & REGIONAL
COUNCIL MEETINGS

14

PROFESSIONAL
DEVELOPMENT

16

PEOPLE
IN THE NEWS

18

NEW
RESOURCES

21

FEDERAL SCENE
UPDATE

23

MEDIA
WATCH

24

Henderson scholar reports on fellowship trip to Korea



COURTESY PHOTO

The Spring Fellowship of Korea Society recently sent Linda Miller, Ph.D., to Korea for her second time as she looked further into the Asian nation's economics, history, art and more.

Linda Miller, Ph.D., has accomplished an incredible feat that most people only dream of. Last April she spent 10 days in Korea on a fellowship specifically for teachers, learning about Korean economics, history, and art among other things.

Though thousands applied, only 10 were selected to partake in this once in a lifetime experience. "I went because it was a place I had not been to," Miller said. "I was teaching about the Korean War at the time, but I'd only been to China and Japan."

This was Miller's second trip to Korea with the fellowship, her first being in 2000. The program was put on by the Korea Society.

"It is an organization that helps promote educational info about Korea for American teachers," Miller said.

Half of the program was spent on the Academic rest of the time was spent on field trips to nearby villages and historical sites.

Miller also spent one night doing a home stay, where she lived with a Korean family for one night, sleeping and eating on their hardwood floor, learning Korean culture firsthand.

"In some places people still live in historical villages with straw roofs to help preserve their history," she said.

According to Miller, her first trip to Korea was a different experience entirely. "2000 was a very different mood," she said. "The general people were very friendly."

This year Korea experienced the impeachment of its president and eventual overthrow of that decision. "I was surprised at the political turmoil during this trip," she said, noting she did not know if she would be returning to the country again.

"I don't have plans to," Miller said. "It is a possibility, but I just don't know right now."

After teaching world history for 32 years, Miller retired in Henderson in 2002 after receiving a World History Teaching Prize in 2001 for her lesson plan on Korea as well as the coveted National Peace Corps Educator Award in 2001.

She is currently working on a book about Korea with UCLA. To fulfill her commitment of professional development, a requirement of the fellowship, Miller will host a workshop Saturday. "I feel like I still have something to contribute on Korea." She will be discussing the project she submitted in order to win the fellowship with an emphasis on the Japanese occupation of Korea from 1910 to 1945.

There will also be a presentation by Mary Connor on her experiences in Korea and by Bill McWilliams on the Korean War.

Afterward, expect a lunch at the Shilla Korean Bar-B-Q and a guided tour of Asian art at the Las Vegas Museum.

The workshop is from 8:15 a.m. to 3 p.m. at the Community College of Southern Nevada Henderson Campus.

Miller escorted students from her school to Moscow and St. Petersburg for three weeks, followed by a group of Russian students traveling to Fairfax for a three-week immersion into American culture. She was named the 2001 Peace Educator by the National Peace Corps Association and Global TeachNet Program for her work.

In addition, she received the World History Association's 2002 Teaching Prize for her lesson on Japan in Korea between 1910 and 1945.

Although Miller retired from teaching after 24 years, she has kept busy writing three books and enjoying the Sun City lifestyle.

"I was looking for a good golfing area. This is perfect," she said.

The Revere at Anthem Golf