



Global TeachNet

www.globalteachnet.org

Global Education Network News

November-December, 2001 National Peace Corps Association & Association for Supervision and Curriculum Development

New GTN Award:

NPCA announces new Peace Educator Award and extends deadline for Global Educator Award nominations

The Board of Directors of the National Peace Corps Association has established a new program to recognize outstanding efforts in educating for peace and international/intercultural understanding. Up to two "Peace Educator Award" winners will be named annually. Parents, students, administrators and community members are encouraged to nominate K-12 school-based educators. Winners will receive \$500 and national recognition.

In conjunction with that announcement, the NPCA has extended the postmark deadline for nominations for the Global Educator Awards.

For complete information on both awards, guidelines and the nomination process, please visit our website, www.globalteachnet.org and click on "Awards", or contact the Global TeachNet office at 202-293-7728, extension 11 or via e-mail at teachnet@rpcv.org. **Postmark deadline for nominations for both awards is December 1, 2001.**

Celebrate International Education Week 2001

Please join us in celebration of the second annual International Education Week, November 12-16, 2001; a partnership between the U.S. Department of Education and the U.S. Department of State

Secretary of State Colin Powell's endorsement of International Education Week, issued August 7, cited the importance of international education in promoting tolerance and in building friendship between the United States and future world leaders. "Following the events of September 11, it now is more critical than ever that we strive to reduce conflicts, support democratic development and increase understanding through international education and exchanges worldwide. During International Education Week 2001, we ask our colleagues and partners in this effort, across the United States and around the globe, to join with us in reaffirming a commitment to these goals.

International Education Week provides an opportunity to promote and celebrate the benefits of international education and exchange worldwide.

See *International Ed. Week*, page 5

Thank you, Susan, and Welcome, Anne

After two-and-a-half years at the National Peace Corps Association as the Global TeachNet Program Coordinator, Susan Linyear decided it was time to move on. We really appreciate her fine work, her contributions to global education and her dedication to teachers at all levels. She is now a Training Course Manager at the Pharmaceutical Education and Research Institute in Rosslyn, VA. Thank you for your support and dedication, Susan. We wish you well, but we will miss you.

We have the pleasure of welcoming the new Global TeachNet Program Coordinator, Anne Schleicher. In addition to three years teaching high school English, Anne has worked with Big Brothers Big Sisters and at the Erie (PA) Art Museum. She returned in August of this year from two years working with the Peace Corps as a TEFL Volunteer in Darkhan, Mongolia. She can be reached at the NPCA at 202-293-7728, extension 11 and teachnet@rpcv.org. We look forward to working with you, Anne!

In this Issue:

9-12 Corner: Lessons Using <i>WorldView</i>	2	Notes From Previous Award Winners	8
Arab Americans & Muslims	3	Book Reviews	9
Speaking of Afghanistan	4	Electronically Speaking	10
Reactions to Terrorist Attack	6	Global Education Resources	12
Curriculum to Address the Challenges	7		

WorldView Teachers' Guide Now Available; see page 11

9-12 Corner: Two Lesson Plans Using WorldView, Summer 2001

by Angene Wilson, University of Kentucky

Lesson Plan #1: What can ONE do?

Objective: Students will research a current world issue introduced by a short article in WorldView and prepare posters that define the issue, offer information about it, and actions students can take.

Materials: Three short articles in Lafayette Park section of Summer 2001 *World View* magazine.

Procedure:

Divide class in thirds (or in sixths for smaller groups). Give each third or sixth one of the three short articles: "Rapper on a Bike," "Rough Cut," and "Carpet Slaves" and ask individual students to read the article as an introduction to a world issue—deforestation,

blood or conflict diamonds, and child slavery.

Get students started on research by suggesting resources.

- For "Rapper on a Bike," students can find much more information about Mike Fay's 15-month, 1200 mile walk through central Africa in *National Geographic* articles.

- For "Rough Cut," students should check thomas.loc.gov for information on the Clean Diamond and the Conflict Diamond Acts in order to compare. Amnesty International is conducting a letter writing campaign for the Clean Diamond Act.

- For "Carpet Slaves," students could learn about Rugmark, a global, nonprofit organization working to end child labor and offer educational opportunities for children in India, Nepal, and Pakistan. Its website is www.rugmark.org.

Assessment: Students will develop posters and present them in class and perhaps post in the social studies hall in the school. The posters should include issue definition, important information with sources and pictures, and suggestions for solutions with specific actions student can take.

Lesson Plan #2: Globalization at the Grassroots I: Niepolomice, Poland

Objective: Over the year, students will learn what globalization means in three communities from articles written in *WorldView* and will consider the pros and cons of globalization.

Materials: Article in *WorldView*, Summer 2001 "Letter from Niepolomice: Poland's Reforms: What globalization does when a mayor gets excited" by Jan Stojaspal.

Procedures:

Ask students for a definition of globalization. Ask students to brainstorm the effects of globalization on their lives. They may come up with examples such as terrorism, cheap clothing made in other parts of the world, world music. Explain that over the year they will read three articles about the effect of globalization on communities in Poland, China, and Brazil and thinking about the pros and cons of globalization.

After all students have read the *WorldView* article, divide students into the following groups to quickly prepare to report on the article:

1. History of Poland: construct timeline of history mentioned in article.
2. Geography of Poland: draw a map of Poland, showing Niepolomice, Cracow, Warsaw.
3. Reforms in Poland: make a poster explaining reforms
4. Mayor of Niepolomice, Stanislaw Kracik: develop interview with two interviewers questioning Kracik
5. The winners: set up panel with Jan Machnicki, his son and family
6. The losers: set up panel with Jagla and Josepha

After reports, teacher can lead students in developing a table on the board that lists pros and cons of globalization from the viewpoint of Niepolomice. Or students could develop such a table as an individual homework assignment. The table

should be considered a work in progress which can be added to as students read the two subsequent articles on globalization in China and Brazil.

Note: This is the first of a series on articles on globalization. David Arnold, WorldView editor, writes:

"In our own beyond-our-borders, grassroots way of looking at events in the developing world, WorldView is excited to bring you the first of our Ford Foundation-funded reporting on the effects of economic reforms in the changing world. If big business, private lenders, the International Monetary Fund and World Bank are driving globalization, we want to see what's happening at the community level as a result of those efforts. So, I invite you to read "Poland's Reforms," ... about a little town in southern Poland that has embraced the principles of economic reform and enjoys some of globalization's benefits. If you think these economic reforms are nothing but a plus, wait for the rest of the series as we report in future issues on China and Brazil."

National High School Essay Contest

The American Foreign Service Association is conducting a National High School Essay Contest, open to students in grades nine through 12. The first-place winner will receive a check for \$2,500.00, an all-expenses paid trip to Washington, D.C., and will be honored in an awards ceremony. Entries must be postmarked no later than March 1, 2002. For information on the topic, examples, resources, eligibility, prizes and essay guidelines, see their website at www.afsa.org/essaycontest/essay.html or contact AFSA at: 1-800-704-AFSA or 202-338-4045; Fax: 202-338-6820; email: member@afsa.org

Arab Americans and Muslims: Strong Threads in Our Nation's Fabric

by Jay Harris

*The educators and students killed on September 11 made a difference in the world.
In their memory, please share this article with students and colleagues.*

Some of our fellow citizens reacted to terrorism by becoming terrorists themselves. In the aftermath of the September 11 attack, American Muslims, Arab Americans, and international students have been the targets of vandalism, death threats, and violence. A carload of teenagers was seen on t.v. waving an American flag outside the home of yet another target, clearly an attempt to scare and intimidate. When asked by a reporter what they were doing, they responded by saying something like "We're just showing our love of flag and country."

Fortunately, most people understand such actions to be misguided and ignorant. It is at times like this that true patriots will discourage and prevent "citizen terrorists" from doing their thing. As is the case with other religions, only a small minority of Muslims are radical enough to support terrorism. Predominantly Muslim countries have joined the rapidly growing coalition against terrorism, and Muslim leaders worldwide have denounced the terrorists for what they did. American Muslims, Arab Americans, and international students studying here have voiced similar views.

Government leaders have outlined a mission to enhance our security and weaken the threat of terrorism worldwide. Educators have a mission of their own. The events of the past weeks have reminded us how important it is to inform Americans about ethnic groups within the U.S., cultures beyond our borders, and issues connecting us to them. The more we accomplish that mission, the more we will dispel and dilute prejudice, stereotyping, and ethnocentrism.

Arab Americans and American Muslims lost their lives in the Sep. 11 attack. Others helped with rescue efforts, and still more will assist with the rebuilding process and risk their lives in antiterrorist activities. They are citizens who care deeply about this country. We should wave Old Glory for and with them, not at them.

Info Bytes:

- Not all Arab Americans are Muslim, nor are all Muslims in this country Arab American. Of course, it's quite possible that people who may appear to be Muslim and/or Arab American are neither. One such person, an immigrant from India, was murdered by a citizen terrorist who struck with blind, unthinking rage.
- Islam is the fastest growing religion in the U.S., with nearly 2,000 Islamic schools, centers, and mosques nationwide. The White House hosts an annual celebration in recognition of the growing number of American Muslims (approximately 7 million, thousands of whom serve in our armed forces).
- American Muslims and Arab Americans are teachers, little league coaches, physicians, service club members, factory workers, and caring neighbors. They are Nobel and Pulitzer Prize winners and Congressional leaders.

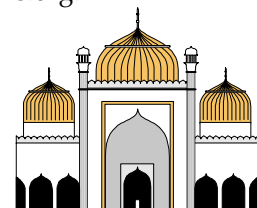
Some of the more famous Arab Americans, living or remembered, include: Heisman Trophy-winner Doug Flutie; race car driver Bobby Rahal; rock star Frank Zappa; Ford Motor Company president Jacques Nasser; consumer advocate Ralph Nader; music promoter Casey Kasem; former White House Chief of Staff John Sununu; U.S. National Chess Champion Yasser Seirawan; actors Danny Kaye and Jamie Farr; four-star General George Joulwan; teacher/astronaut Christa McAuliffe.

Some of the more famous American Muslims, living or remembered, include: basketball player Kareem Abdul Jabar; boxer Muhammad Ali; civil rights activist Malcolm X; jazz musician Art Blakely; author Michael Wolfe; Jordan's Queen Noor (also an Arab American).

Ideas:

Before you implement some of these, avoid awkward situations by clarifying your intentions with students, parents, and school administrators (i.e., none of the activities below are meant to promote Islam as a religion). To not understand Arab culture and Islam is to not understand a great number of our fellow citizens, friends worldwide and, yes, even our enemies. This concept has been emphasized by state and national leaders since Sep. 11.

- Incorporate college students from Arab countries as classroom resources.
- Invite a Muslim parent or community leader to speak to students about Islam in its true sense as compared to Islam as corrupted by radicals.
- Research the many contributions of Arab societies to our own culture and apply that information to your teaching of math, science, music, language arts, and so on. You will find plenty of content no matter what the discipline. We wouldn't be "us" without "them!"
- With the use of the many Internet tools available to you, develop classroom and school relationships with counterparts in an Arab or Islamic country.
- View world news through the perspectives of people in other countries, Arab and Islamic included. The Internet offers lots of media options. *World Press Review* magazine is known for its leadership along these lines.
- For comprehensive coverage of topics like Pakistan, the Taliban, and Osama bin Laden, access full text versions of *Foreign Affairs* magazine articles at www.foreignaffairs.org.



Speaking of Afghanistan:

Interview with Frances Hopkins Irwin and Will Irwin, Peace Corps Volunteers in Afghanistan from 1964-67, by their nephews, Devon, seventh-grade, and Teague Hopkins, high school senior, on September 23, 2001.

Devon: What's the geography of Afghanistan like, and the climate?

Will: Thanks for starting with an easy question. It is a country of mountains and river valleys. We lived in the capital city, Kabul. We were taught to pronounce that "cobble." It is about a mile high, the same as Denver. There's a mountain range called the Hindu Kush that runs through the center of the country. Water runs off the mountains when the snow melts. The southwestern part of the country is mostly desert.

Fran: We didn't have snow often in Kabul itself except on the mountains. When it did snow, people hurried to shovel off their flat mud roofs so they wouldn't leak, and we took a day off from riding our bicycles to work. Occasionally, we would see camels in the snow.

Will: The country is about as big as Texas with perhaps 25 million people. It's landlocked doesn't have any ports on a sea or ocean. Pakistan is on its eastern and southern border, Iran on the west; when we were there the Soviet Union was across a river on the north. Now there are three former Soviet republics on the north: Turkmenistan, Uzbekistan, Tajikistan.

Devon: So many "stans?"

Will: Yes. It means the "place of" or "land of." Afghanistan is the land of the Afghans. Actually, its people come from many of the same ethnic groups that live in the other "stans." More than a third of the people living in Afghanistan belong to a group called the Pashtuns. Many people just over the border in Pakistan are also Pashtun. In the north, many are Tajiks, Hazara, and Uzbeks. One reason there are so many groups is that Afghanistan has long been on the route traveled by conquerors of different cultures:

Alexander the Great in the fourth century B.C., the Arabs in the 7th century A.D., and Genghis Khan in the 13th century.

Devon: What do Afghans like to eat?

Will: Tea and flat wheat bread, kebabs and rice are the most common food. We used to see kids your age bicycling home with a piece of bread shaped like the sole of a big shoe over their handlebars. They grow wonderful melons. After years of drought though, many people now don't have enough to eat.

Devon: How do kids spend their time? What kind of technology do they have?

Fran: Flying kites is one longtime sport in Afghanistan, but the Taliban have banned it. Boys your age probably know the technology of guns best—rather than computers and television. Only a few children are able to go to school.

Teague: Who are the Taliban, anyway?

Will: The Taliban came out of conservative religious schools just over the border in Pakistan. When they first gained some control in 1996, many Afghans welcomed their victory because they brought the promise of peace from years of fighting. The Soviet Union had invaded Afghanistan in 1979. With U.S. support, Afghans forced the Soviets to withdraw about ten years later. But by then, all the groups in Afghanistan were armed and they fought for control of the country for nearly another decade. The Taliban have imposed an extreme interpretation of Islam—forcing women out of schools and jobs and banning music—so opposition to their rule has grown.

Teague: What about Osama Bin Laden?

Fran: He is from Saudi Arabia, not Afghanistan. He first came to Afghanistan during the war with the Soviet Union. He came from a family that gained wealth in construction, and he helped in raising money and recruiting fighters. Back in Saudi Arabia in 1990 when Iraq invaded Kuwait, he strongly opposed Saudi Arabia's reliance on the United States in the Gulf War and the decision allowing U.S. forces to remain on Saudi Arabian soil. He went into exile in the Sudan and eventually returned to Afghanistan, where he has run training camps for Islamic fighters and built a terrorist network called Al Qaeda, or the "base."

Teague: What is the political situation in Afghanistan now?

Will: Changing almost daily after the September 11th attacks. The Taliban got most of their political support and much of their funding from Pakistan. Now, under U.S. pressure, the Pakistan government is withdrawing its support. The Taliban and their leader, Mullah Omar, have been closely allied to Bin Laden and rely on his funds and Arab fighters. However, none of the hijackers were Afghan. And there have always been groups opposed to the Taliban, and fighting them, particularly the Northern Alliance. Their leader, Massoud—known as the lion of the Panjshir Valley—was assassinated at about the same time as the attacks in the United States.

Fran: One complicating factor is that most Pashtuns—including the Taliban and Pakistanis—come from one branch of Islam, while much of the opposition—and Iran—come from another branch. The many factions in Afghanistan mirror differences among the many neighboring countries that offer support and are flooded with refugees, who have fled the constant fighting.

Afghanistan,

continued from page 4

Devon: What will happen to the refugees?

Fran: With the focus on Bin Laden and the likelihood of more fighting, many more Afghans are fleeing, and the Taliban have made it impossible for the relief services in the country to operate. It will take a long-term, major initiative to provide the refugees food and a chance for a better life. Americans must help.

Will: At dinner last Saturday with former Peace Corps Volunteers in Afghanistan, we got a copy of a letter written to President Bush by an Afghan who has traveled 17 times from the Washington area to Afghanistan to deliver humanitarian aid in the past nine years. She expresses her sorrow at the attacks here. She says Bin Laden is an unwanted "guest." She urges Americans to distinguish between the Afghan people, who are also victims of terror, and the perpetrators of the U.S. attacks. "For too long ours has been a forgotten nation—one that paid a heavy price by fighting a war for freedom against the invading Soviet Union, which benefited the United States and the world. Our small nation sacrificed over one million lives, had 5 million refugees, two million widows, over one million orphans, over 500,000 amputees."

Fran: When we lived in Kabul, it was a hopeful time. The availability of education was increasing for both girls and boys. Free elections were held. There was a free press, and we both worked on a newspaper. In 1964, some U.S. journalists used the term "Afghanism." By this, they meant writing a story about problems far away in order to avoid writing about problems at home. In 2001, Americans and citizens of countries around the world are realizing the problems of the Afghan people are their problems, too.

International Education Week, *continued from page 1*

This initiative is part of our effort to encourage policies and programs that prepare Americans for a global environment and attract future leaders from abroad to study in the United States. We welcome the participation of all individuals and institutions engaged in international education and exchange, including schools, colleges and universities, embassies, international organizations, businesses, and associations."

Events include a free conference entitled "Globalization and Education" on Wednesday, November 14, 2001, from 8:00 am to 3:00 pm at George Washington University School of Media and Public Affairs, 805 21st Street, NW, Washington, DC. The conference is presented by the American Forum for Global Education and the Elliott School for International Affairs, George Washington University, in cooperation with the Council of Chief State School Officers; the Association for Supervision and Curriculum Development; the National Council for the Social Studies; the National Peace Corps Association; and the World Affairs Council of Washington, DC. Anne Baker, Global Education Program Director, will be among the presenters. Although attendance is free, please contact the American Forum for Global Education if you would like to attend:

American Forum for
Global Education
120 Wall Street, Suite 2600,
NY, NY 10005
phone 212-937-9092
fax 212-937-9091

The website also includes a link to suggested activities, a list of events and activities from around the globe, Statements and Press Releases, Resources on International Education, Department of State links, and Department of Education links. We list a sample of suggested activities here; for a more complete list, see the International Education Week website at <http://exchanges.state.gov/iew2001/activities.htm>.

Suggested Activities: The following list is just a start. We encourage you to be creative in planning events for the week.

- Declare International Education Week at your institution or in your town, city or state, through municipal and state government channels.
- Submit articles and letters to the media, including industry trade journals, organization newsletters, and college and school newspapers.
- Survey offerings in your local schools to determine the schools' "international quotient."
- Build classroom-to-classroom connections between your local schools and an international school via the Internet.
- Partner with local business institutions, such as the Chamber of Commerce, to highlight global economic connections and international education.
- Arrange a museum tour and reception, with speakers linking museum holdings to a given country.
- Plan an environmental studies project that includes border or other international issues.
- Encourage foreign exchange visitors to share their traditions, foods and other aspects of their culture with their host families and friends during the week.
- Find a sister town/city overseas and carry out a joint activity during the week.
- Recruit local professionals with overseas experience to give career talks and serve as mentors to students and other professionals.
- Explore international aspects of the arts - music, film, theatre, visual arts, literature, dance - by creating performing or studying artworks with a foreign component.
- Organize a symposium on campus or in your community on an "international" theme which might include:
 - International exchange and study abroad opportunities;
 - Foreign language/cultural learning;
 - People-to-People exchanges;
 - The internationalization of higher education;
 - Global marketplace;
 - Distance learning

Responses to Terrorist Attacks

Flags and other Symbols

by Ed Gragert, PhD.

International Education and Resource Network - iEARN-USA (www.iearn.org)

My daughter and I watched last week's tragedy unfolding live on television as she was finishing packing for her now delayed student year abroad in Spain. Since then, we have joined in volunteer efforts to give blood, donate clothes and help with their distribution. We have stood in vigil with friends, holding candles in tribute to those whose lives were lost. All this while, I could not help but notice the growing number of American flags adorning shirt lapels, store windows and apartment buildings.

I recognize and share the strong desire to do something, anything, to demonstrate our concern, grief and solidarity at a moment like this. But, I am uneasy and in fact even saddened by this use of such a national symbol, which, while understandable, is an inadequate response to what are clearly international incidents and issues.

What happened last week was nothing less than an attack on humanity. It was directed against the World Trade Center, and it killed or injured hundreds of people from many different countries. If this horrendous act is portrayed as simply a strike against the United States, it obscures its larger dimensions.

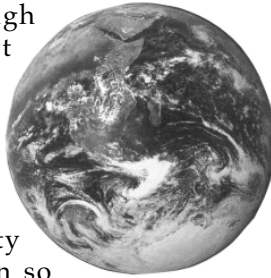
It occurred to me that the world has no international symbol of solidarity in the midst of a tragedy like this. Therefore, we are left with no choice but to memorialize such international

crimes through nationalist symbols. What we really need now is a symbol of the global humanity that has been so

terribly violated here. It would send a powerful statement to perpetrators of terror if millions of people, in hundreds of countries, displayed that same symbol in solidarity with the victims. It would demonstrate that the world's people are united in opposing heinous violence, that acts of terror, whether motivated by racial hatred or religious fervor, cannot be justified.

Perhaps the image of the borderless planet Earth suspended against a field of blue, familiar from space photographs, would find its appropriate use here. Flags or other objects bearing this symbol could be displayed in protest against terrorism and sold to help provide relief for its victims.

If something were to happen in Spain this coming year, I would love to be able to wear a pin of global solidarity and know that my daughter, her host family and thousands of other people in Spain and other countries around the world were wearing the same pin. I would like to send a truly global message of concern.



A High School Responds

Students at South Whidbey High School in Washington united and issued a challenge to all high school students across the US to sign the "Resolution for a United Nation." Students who sign the resolution will wear a gray ribbon that signifies the ashes and dust that settled over Manhattan. It also symbolizes the determination of the American people to rise out of the ashes and to build again, stronger than ever as a united people, by ending the causes of hatred. They issued a statement that further explains their actions and resolution. An excerpt follows:

"We send a challenge to all students across Washington State, the United States, and the world, to live your lives in a way that respects each and all individuals. This may be more difficult as the weeks and months go on. As the words of anger between countries may be exchanged, it will be harder not to hate and fear those people who are different from us. We need to turn our emotions of fear, grief, and hate to passionately strive to keep from becoming the terrorists we have seen."

In an effort to extend this challenge, they have sent this statement and pledge to all high schools in Washington, as well as the local and national media. They have also issued invitations to Washington's Congressional and Legislative delegations, as well as community and state leaders to join them at the assembly to show their support to end the hatred.

Pledge for a United Nation

As one person of a free country, I pledge to uphold the true essence of humanity, where all are free and respectful of one another. By signing this, I pledge that I will not participate in discriminatory behaviors nor will I tolerate discrimination or dehumanization of any form and will stand up for anyone being discriminated against. This is our country, by wearing this ribbon I am not only honoring those lives lost in this historical tragedy, but I am also an ambassador of peaceful and respectful coexistence.

Signature _____

Date _____

For further information please contact Maura Clevenger, South Whidbey High School, (360) 221-4300; e-mail mclevenger@sw.wednet.edu

Online Reactions:

Want to see how student groups around the country have responded to the situation? The website at www.peacefuljustice.cjb.net has a wealth of links to student responses, news, etc.

At www.pluralism.org, the website of the committee on the study of religion at Harvard, you will find a good collection of newspaper articles, statements of Muslims, Jews, and more.

Idealist reports that they have received thousands of supportive emails from users of Idealist all over the world. They have posted some of them on their website at www.idealism.org/response.html.

Curriculum to Address the Challenges

Beyond Blame

Education Development Center (EDC) has mobilized in response to the 9/11 tragedy, and subsequent attacks on Arab-Americans, by creating a mini-curriculum, *Beyond Blame: Reacting to the Terrorist Attack*. The 3-lesson, 25-page curriculum, for middle and high school students, focuses on issues of justice, fairness, and mislaid blame. It is available for free on the EDC website at [www.edc.org/spotlight/](http://www.edc.org/spotlight/schools/beyondblame.htm)

[schools/beyondblame.htm](http://www.edc.org/spotlight/schools/beyondblame.htm). The curriculum, which is co-sponsored by The Justice Project and the Vietnam Veterans of America Foundation (VVAFA), was designed by a team of EDC researchers and curriculum writers who were concerned that the terrorist attacks have created a hostile climate for Arab-Americans—much like the climate Japanese-Americans faced following the attack on Pearl Harbor.

New “Choices” Curriculum

In mid-September the Choices for the 21st Century Education Project (www.choices.edu) at Brown University posted several resources to its web site designed to help teachers (primarily high school) raise the issues surrounding the Sept 11 attacks in a constructive context and promote open dialogue about future policy direction. Those materials were framed for use during the time when as a nation we were considering how to respond to the September 11 attacks on the World Trade Center and the Pentagon.

With the start of the military campaign in Afghanistan and the escalation of terrorist scares in this country, the questions have changed. They have posted new material to address the current situation at www.choices.edu/Sept11/top.html. The materials include:

Policy Options:

The format of alternative policy directions that appears at the heart of every Choices curriculum unit is designed to help students think about divergent policy alternatives, each driven by different underlying values, each with pros and cons, risks and tradeoffs. We have applied this approach to the current crisis. The Options provided were developed with input from the research

staff at the Institute. Also included on this site is a suggested lesson plan.

Interviews:

Choices is a program of the Watson Institute for International Studies at Brown University. This is an international research institution with research staff working on a wide range of international issues. We have asked several of these researchers to respond to a series of questions. They include:

- Why is there seemingly so much resentment against the United States?
- How do you see these events in relation to the Middle East peace process?
- How should we think about this event in the context of American history?
- How do you think the decisions we make in the coming days and weeks will affect the way we are perceived by and interact with the world in the future?

These interviews provide very useful background for your students as they consider the options. You may also find the questions useful as a focus for discussion in your classroom.

Please feel free to use these materials with your students and pass the URL along to others whom you think would appreciate it.

Curriculum on Afghanistan

Oxfam-America has prepared a kit entitled *All About Afghanistan for Kids and Teachers*. The kit is designed for teachers who want to teach about Afghanistan. You can find it at www.oxfamamerica.org/kids_and_teachers/activities.html

Resources for Understanding Cultural Diversity

Promoting Cultural Understanding in the Classroom and Community: a resource for educators and community members

In light of the recent tragedy, the National Clearinghouse for Bilingual Education, whose mission aligns with efforts to promote understanding and respect for cultural diversity, has compiled a list of resources to assist educators in this difficult time. These resources can assist educators and others in preventing cross cultural misunderstanding and persecution within schools and communities as well as promote healing and respect for differences. Broken down into three categories, the list includes resources on:

- 1) The Middle East, Islam and Arab Americans
- 2) Talking to children and helping them cope with violence and death
- 3) Challenging stereotypes, intolerance and racism, including lesson plans on community building and respect for diversity

This site will grow and develop as we add links and lesson plans. If you have suggestions for additions to this resource list, please email Christy Loop. Please continue to check this web site, as many resources and lesson plans will be updated weekly. www.ncbe.gwu.edu/library/tolerance.htm

Drawing Together: Kids against Terrorism

In recognition of how profoundly the events of September 11, 2001 have affected kids throughout the world, Artsonia—the world’s largest student art museum on the Internet—is creating a special art collection on the theme “Drawing Together: Kids against Terrorism.” This collection features artwork from K-12 students from all over the world expressing their anguish, horror, fear, sadness, and most of all, their hope for a peaceful future. The collection is dedicated to the victims of the tragedy. Artsonia invites K-12 teachers everywhere to help grow the collection and participate in this project. To see student artwork from many countries and to submit student work, visit www.artsonia.com.

Notes From Previous GTN Award Winners

Revisiting the Ibans of Sarawak: A Journey to the Rainforests of Malaysia

by Barry Sprague, 1999 Global Educator Award Winner; IBAN@aol.com

The summer of 2001 found me traveling to Sarawak, East Malaysia, visiting my Iban friends in the town of Saratok. I first visited this area in 1965 as a PCV for two years, teaching science at a government boarding high school. The wonderful memories as a volunteer came back to me as I drove to the town and revisited the school. As a volunteer, I had many opportunities to visit the local rainforests, visiting parents of my students and participating in their cultural events.

My first year in Sarawak, I was adopted by an Iban family and later ended up teaching five members of this family. Since 1966, I have maintained a close communication with the family members, even though they are now living in many parts of Malaysia.

This past July, I visited the area of Sekolah Kebangsaan Ng. Grenjang, a primary school located about 55 miles from the bazaar of Saratok. This area is special for me, as the headmaster of the school, Mr. Anthony Adang Liban, is my former student and eldest son of the family that adopted me back in 1966.

The trip to the school can be quite challenging. The road from Saratok to Ng. Grenjang is basically a dirt road, with a lot of potholes. My journey to the school area included a number of stops, to meet old and new friends. I went to a number of longhouses (traditional homes for the Ibans) and enjoyed their warm Asian hospitality.

Ng. Grenjang School is a boarding school for about 66 primary students. All of the students wear uniforms and the entire teaching environment is a formal one, even though it located in the middle of a rainforest. There is a school dormitory for students, dining area and a large football field for sports activities.

I have been associated with the Young Astronaut Council for over 12 years. This organization has chapters worldwide and their aim is to promote space science activities. The schools join the organization each school year and receive curriculum and space science related materials and resources to be used in the classroom by the students. This school year I have provided the Young Astronaut materials for the

school and have asked the headmaster to allow the teachers to work with the students on space science activities.

There is no electricity at the school for technology resources to be utilized but I made arrangements for a computer with internet access to be made available to the school through the headmaster. Mr. Jalin Liban, son of the headmaster, is helping me to provide space science resources to the school from Saratok and acting as my liaison to the

school. I also have a student studying in West Malaysia to provide additional resources via technology to the school.

The Young Astronaut program (www.youngastronauts.com/yac) is great in helping students become aware of advances in space science, to foster their self esteem, and to promote careers in the sciences. I am hopeful that through my association with the school, students will have an interest not only in space science but science in general.

Visiting a Partner School in Australia

by Josephine Dervan, 1999 Global Educator Award Winner, dervan@marsd.k12.nj.us

In 1997, our school began a mascot exchange program with Lalor East Primary school in Victoria, Australia. Each school sent the other a stuffed animal, class photos, books and local souvenirs. Each day a student from a grade in each school took the stuffed animal, its diary and a disposable camera home. The students were asked to record their adventures in a diary from the perspective of the stuffed animal. The weekly diary entries were exchanged by e-mail by the students. The photographs were kept with the diary to be returned by mail at the end of the project. Digital photos of students and school activities were also exchanged by e-mail during the course of the project. It was a popular activity, augmented by books, photos and online information about Australia and Melbourne, the city closest to Lalor.

Each year a new activity was added to the exchange, including a Vegemite tasting and the collaborative study of popular books from each country. Eventually other classes from Strathmore and Lalor exchanged stuffed animals and collaborated on activities via e-mail.

While studying the geography, culture, flora and fauna of Australia, I became fascinated and decided to visit one day. This summer, my husband I, armed with two returning mascots, left NJ on July 1, 2001. We visited Sydney and Cairns before ending the 2 week trip with 4 days in Melbourne.

Since it was winter in Australia, school was in session. I had developed an online friendship with the contact teacher in Australia, Linda Richards,

who met me at our hotel and transported me to the school. I spent an enjoyable afternoon with the children as well as members of the teaching staff. The children were very excited about my trip half way across the world to visit them. I brought along the mascots, a musical kookaburra and a platypus, as well as the diaries, pictures and books from our kids in New Jersey. The Lalor students had many questions about America and New Jersey.

The teachers were also eager to hear about our school and school system. I had many questions for them as well. I learned about elementary schools and education throughout the state of Victoria. While I found many differences—uniforms worn by all public school students, multi-age classes, school choice, and state rather than local control, I discovered that schools in Australia and the US share similar problems such as budget restraints, rising enrollments and teacher shortages.

I was able to fill my suitcases with many souvenirs and photos to share with my family and students. The most memorable part of the trip was to actually meet people who had been sharing ideas with me across the miles for so long. I'm sure that my students will be very enthusiastic when we begin our 5th year of mascot exchange with Lalor East in February, 2002. I am also looking forward to another trip Down Under sometime in the future; I'd like to see New Zealand and the rest of Australia.

Book Reviews

A New Religious America: How a "Christian Country" Has Become the World's Most Religiously Diverse Nation (Harper/Collins, 2001) Reviewed by Angene Wilson

A New Religious America is an especially timely and helpful book. Diana Eck, Professor of Comparative Religion and Indian Studies and Director of the Pluralism Project at Harvard University, introduces us to a new multireligious America and challenges us to see our motto, *E Pluribus Unum*, as "an ideal that Americans must continue to claim."

The descriptions and facts may be startling to some. I have seen the mosque with his huge white dome and minarets rising out of cornfields just outside Toledo, Ohio — it is noted in the first sentence of her book. I learned that there are more Muslims than members of the Presbyterian Church USA and as many Muslims as Jews — about six million.

After describing three possible reactions to our America historically and now (exclusivism or go home; assimilation or the melting pot of difference; and her choice, pluralism or the symphony of difference), Eck writes three

extensive and fascinating chapters on American Hindus, American Buddhists, and American Muslims. Through these chapters, the reader learns about tenets of faith, people, and history and adaptation of these religions in American soil.

In the final chapters, "Afraid of Ourselves" and "Bridge Building," Eck first deals with problems ranging from discrimination against visible difference such as Muslim women wearing the head scarf to workplace issues such as accommodating Muslim cab drivers' need to pray. Then she reminds us of "silver linings," telling the story, for instance, of a mosque and a Methodist church building and working side by side in Fremont, California. However, her report about the withdrawal in 1999 of a Muslim leader nominee for a national commission to review strategy for preventing and responding to terrorism is discouraging in light of September 11, 2001.

Global Project-Based learning with Technology: A Leader's Manual, By Kiyomi Hutchings and Mark Standley; Visions Technology in Education, ISBN # 1-57369-744-3; www.toolsforteachers.com

Reviewed by Dany M. Ray, Teacher, Washington Middle School, Cairo, Georgia

From soup to nuts is the best way to describe this book's approach to technology based projects with a global theme. Authors Hutchings and Standley begin with the big picture of what a global project is, then provide examples as to how technology enhances any classrooms global projects. Are you unclear as to what a global technology based project is? Think collaboration, problem solving, teaching kids to value diversity and community involvement, and there you have the components of a global project. Now insert a communication tool, Internet, e-mail, and/or video. This is global project-based learning with technology.

The graphic organizers and step by step procedures for developing and building a project are easy to follow. The charts and diagrams are especially useful for educators who are engaged in teacher training. There are even templates for weekly follow-ups and checklist for getting started.

Chapter two illustrates global projects that are up and running and how educators can hook- into existing or newly emerging global projects such as African Journey (www.africanedventure.org) a site for students and teachers to use primary sources, and post their own wild adventures. Or School Link, (www.schoollink.org) a web site for Japanese and American teachers to communicate as well as an interactive site for students.

What most teachers and educators will find useful are the book's bulleted steps to building a global relationship from the ground up. How do you establish trust, ownership of a project and troubleshoot, before, during and at the conclusion of a global project? The authors have covered it all!

So to complete your professional library for yourself or your organization, add this title. You will refer to it time and time again. I know I have!

Because of September 11, I have deliberately chosen Muslim examples from Eck's book, but it is rich in Hindu and Buddhist examples as well. Read it for a better understanding of our religiously pluralistic nation.

Contact Info. for Resource

GTN recently received this letter from the publisher of a book we reviewed:

"I was delighted to read the review of our *Educators Guide to Free Multicultural Materials* in your September-October, 2001 edition. We appreciate the kind remarks about our publication. However, I noted that no information about how and where to get the guide is included. Would it be possible to include something in the next edition that might tell your readers more about how to obtain the guide? As you can see from my signature line, we have a web site and, of course, a toll-free number."

Kathy Nehmer, Publisher
Educators Progress Service, Inc.
Guides to Free Materials
214 Center Street
Randolph, WI 53956
888-951-4469
www.freeteachingaids.com

School Leaders Needed

Do you have what it takes to start and lead a great school?

KIPP, the Knowledge is Power Program, provides educationally underserved students with the knowledge, skills and character they need to succeed in top quality high schools, colleges and the competitive world beyond. Excellent schools require strong, capable leaders to be effective. KIPP trains outstanding educators to open and run exemplary schools.

If you possess the extraordinary desire, discipline and dedication necessary to start and run a KIPP school, apply to the 2002 Fisher School Leadership Program. For more information and an online application, please visit www.kipp.org. To request a paper-based application or if you have questions, please call toll free (866) 345-5477 or email apply@kipp.org.

Electronically Speaking

UN Wire

Do you wish you had access to more international news? Published by the United Nations Foundation, UN Wire is a FREE, daily, on-line news service covering the United Nations, global affairs and key international issues. UN Wire — delivered directly to your email in-box — provides subscribers the easiest and most effective way to stay in touch with global issues and covers a variety of topics, including: UN Affairs; Health; the Environment; Economics; Science and Culture; Humanitarian Aid and Food Security; Human Rights, Justice and Democracy; and Peacekeeping and Security. UN Wire also provides more international coverage than major daily newspapers and links to a large number of original sources. Subscribe now at www.unwire.org/?pc

Model UN

Many teachers and professors are interested in learning how teachers K-12 and college professors incorporate Model United Nations into their lessons. Therefore, UNA-USA will be posting lesson plans on their web site, so that educators will have greater access to materials and will broaden the scope of Model U.N. in the classroom.

If you are interested in having your lesson plan or syllabus posted on the web site for others to read, please email modelun@unausa.org. If you would like your contact information not to be posted, please tell them in the email and it will be deleted.

UNA - USA is also looking to compile articles about Model U.N. for future endeavors and get more educators involved. If you have a news article about your MUN group, please feel free to send it to:

UNA - USA
C/O Melissa Yahre
Model UN Program Administrator
801 Second Ave.
New York, NY 10017

Idealist.org—A Great Resource

Idealist.org, a project of Action Without Borders, has created a new website for teachers, kids and teens. The teachers page, at www.idealists.org/kat/teachers.html has information about using Idealist in your classroom, along with links to recommended online educational resources and curriculums (over 23,000 nonprofit organizations from around the world maintain profiles of their work on Idealist). On this site, you will find countless opportunities for supplementing and enhancing your lesson plans, finding help for your students, and involving them in their community. Links abound with resources on human rights, environment, poverty, and the arts as well as project ideas, funding resources, information on community organizing, and a section on service learning. You can also subscribe to their teacher newsletter from the site.

African Books Collective

African Books Collective is pleased to announce the launch of its new Web site. Please visit www.africanbookscollective.com for new titles, author profiles—in October, Helon Habila, winner of the Caine Prize for African Writing 2001—and African publishing highlights and news. More features and resources will be announced. The site has secure on-line ordering and comprehensive search facilities.

Help Peace Corps Partnership

Corcoran High School in Syracuse, NY has participated in the Peace Corps Partnership Program annually since 1983-84. Each year they fund a Partnership with a Peace Corps Volunteer in the field. They raise their funds through the sale of student drawn note cards and Peace theme T-shirts. Their products and more information about their activities can be seen at: www.corcoranpeacecorpspartnership.com

Help the Afghan Children

Help the Afghan Children, Inc., (HTACI) is US-based, grassroots, non-profit, non-partisan organization, dedicated to helping Afghan children. HTACI has been able to establish and operate several primary health care clinics, as well as educational and vocational training centers and home-based education programs in Afghanistan. In addition, HTACI participate actively in delivering humanitarian emergency aid to different cities of Afghanistan. Check out their web site at www.htaci.com

Afghanistan Online

For lots more information and links concerning Afghanistan, see www.afghan-web.com. Dedicated to "The Friendliest Country in the World, Possibly the Universe," Afghanistan Online is a private web site operated from within the United States. They are not a government run web site and "do not support any act of terrorism; we condemn it in all its forms."

The extensive links on their site include news and basic information about the country (culture, economy, languages, politics, history, geography, flags, etc.), a photo gallery and the Kabul Museum, plus links to sites on Afghan women, Islam, and forums. They also have an online shop and bookstore, as well as a chat room.

On the page dedicated to the plight of the Afghan Woman (www.afghan-web.com/woman), you will find:

- * A poem dedicated to Afghan women
- * Women's Position, Role, & Rights In Islam
- * Afghan Women's Health (several links)
- * Photographs of Afghan Women
- * Women's Alliance for Peace and Human Rights in Afghanistan (WAPHA)
- * US State Dept: Women & Girls in Afghanistan
- * Amnesty International: Women in Afghanistan: the Violations Continue
- * Afghan Women and Education
- * The Revolutionary Association of the Women of Afghanistan (RAWA)
- * The Afghan Women's Mission

Join GLOBALED-L!!!

Want to get global ed. information hot off the wires? Sign up for the Global TeachNet listserv (free, weekly, announcement-only). It's easy; just contact Anne Baker at globaled@rpcv.org with your e-mail address.

Viewing the World through *WorldView*: An Educators' Guide to *WorldView* magazine

In 2001, the National Peace Corps Association (NPCA) celebrates the 40th anniversary of the Peace Corps and the 5th anniversary of Global TeachNet. In honor of those two events, the NPCA is publishing a special Educators' Guide, *Viewing the World through WorldView*. For more than 12 years, the NPCA has published *WorldView*, a respected quarterly magazine of news and commentary about the people and communities of the developing world.

After an opening lesson on "What Kind of World?", the teacher guide lessons are grouped in three sections: *Rich Cultures*, *Human Issues* and *What Can We Do?* The 12 lessons feature past articles from 17 different countries in Africa,

Asia, Europe, Latin America and the Middle East. The lessons and articles are ready for immediate use. While this is a stand-alone teachers guide, this publication coincides with a new program area for Global TeachNet, with regular lesson plans appearing on the NPCA website to accompany each new issue of *WorldView* magazine.

Members of Global TeachNet can get copies of the Teachers Guide upon request. The lesson plans for the guide correspond to the reading level of the magazine, which is appropriate for high school level and higher.

The author, Angene Wilson, is a Professor in the Department of Curriculum and Instruction at the University of Ken-

tucky. Her research and publications have focused on the impact of international experience on students, teachers, and schools. She was a Peace Corps Volunteer teacher in Liberia (1962-64) and a teacher educator in Sierra Leone (1964-66) and in Fiji (1970-72). In 1997 she was a Fulbright Scholar in Ghana. Currently, she serves on the NPCA board and chairs the Global Education committee.

For further information on the Educators' Guide, contact Anne Baker, Global Education Director, NPCA, 1900 L Street NW, Suite 205, Washington, DC 20036; phone: 202-293-7728, ext. 12; e-mail: gloaled@rpcv.org. To read *WorldView* magazine online, go to www.worldviewmagazine.com.

Peace Corps' 40th Anniversary Celebrations postponed until Spring 2002

The National Peace Corps Association and the RPCVs of Washington reluctantly postponed the Peace Corps' 40th Anniversary celebrations in light of the terrorist acts of September 11, 2001. The conference and gala, originally scheduled for the weekend of September 20-23, 2001 in Washington, DC, are rescheduled for June 20-23, 2002. For the most up-to-date information on the conference, please check the NPCA website at www.rpcv.org.

The NPCA expects the rescheduled conference to include many of the key features of the original, including the keynote speaker, Alejandro Toledo, President of Peru, and such events as Advocacy Day, the Global Challenge, panel presentations, country updates, country of service reunions and more. Stay tuned!

Membership/Renewal Form

(Check expiration date on mailing label.)

To join/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 205, Washington, DC 20036

phone: (202) 293-7728, ext. 11, fax: (202) 293-7554 e-mail: teachnet@rpcv.org

Now you can also join online at <https://secure.schoolyard.com/rpcv/gnjoin.cfm>
and pay with a credit card in a secure environment.

____ I would like to join/renew NPCA at \$40/yr (includes GTN and 1 affiliate group _____)

____ I would like to join/renew Global TeachNet at \$25/year.

____ I want to help keep Global TeachNet going strong. Here is my donation of \$ _____

Name: _____

Phone: _____

Address: _____

E-mail: _____

____ Please sign me up for the GTN listserv

Grade/Subject if a teacher: _____ School: _____

____ 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.

Global Education Resources

Heifer International's Read to Feed Program

Heifer International's Read to Feed program motivates K-6 children to read books so they can help impoverished, struggling people around the world. Students are not only inspired to read books for pleasure; at the same time they are introduced to important global issues and given a tool to use to help end world hunger and improve the environment. Read to Feed challenges children to become global citizens by taking action to solve some of the world's most urgent problems.

To implement Read to Feed now, call for free classroom resources at 800-422-0474. The packet includes a leader's guide and video. Also, visit www.heifer.org/giving_prog/read_feed.htm for more information. To correspond with the program coordinator, please e-mail terry.bumgardner@heifer.org.

New from Peace Corps World Wise Schools

Resources for RPCV Speakers

In light of recent events and the rising incidence of hate crimes, the Peace Corps World Wise Schools program (WWS) has created a special section of their Web site providing ideas and resources to help RPCVs speak in classrooms about cross-cultural communication. Please visit www.peacecorps.gov/speak.

Special Page for Teachers

They have also created a similar "special page" for teachers highlighting the WWS resources most relevant to the issues at hand, those being cultural understanding and tolerance. That site is www.peacecorps.gov/wws/educators/resources/.

New: Service Learning Site

Service-Learning: Make a Difference—a new Peace Corps CWWS Web-based service-learning module—gives educators and students the tools and resources to plan, develop, create, perform, and evaluate a service-learning project. This new section of the CWWS Web site features service-learning project ideas, lesson plans, guides to standards, stories and tips from returned Peace Corps Volunteers, and links and resources to prominent service-learning sites all designed to help you teach and inspire students to make a difference in your school and community. You can find it at www.peacecorps.gov/wws/service

P.S. You are invited to visit the new World Wise Schools website at: www.peacecorps.gov/wws and join their monthly e-mail news list. It's a great way to keep up with new materials, programs and events.

Global TeachNet is a bimonthly 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@aol.com; Anne Baker, GTN, NPCA 1900 L Street, NW, Suite 205, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: globaled@rpcv.org; or Jay Harris, ASCD, 1161 Cardinal St., De Pere, WI 54115 (920) 983-9290, e-mail: globaljay@aol.com.

Next deadline November 25 for January-February issue

Thanks to the Stanley Foundation for their generous support of this newsletter.



*Global
TeachNet
News*

*National Peace Corps Association
1900 L Street, NW, Suite 205
Washington, DC 20036-5002
www.globalteachnet.org*

Address Service Requested

NON-PROFIT
U.S. POSTAGE
PAID
Dulles, VA
Permit No. 056