



# Global TeachNet

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## Global Education Network News

National Peace Corps Association

November-December, 2002

in cooperation with the Association for Supervision and Curriculum Development and the International Studies Schools Association

### International Education Week: November 18-22, 2002

The U.S. Department of State, in partnership with the Department of Education, will lead the third annual observance of International Education Week, Nov. 18-22, 2002. The worldwide celebration offers a unique opportunity to reach out to young people in every nation, to develop a broader understanding of world cultures and languages, and to reiterate the conviction that enduring friendships and partnerships created through international education and exchange are important for a secure future for all countries.

"People-to-people diplomacy, created through international education and exchanges, is critical to our national interests. Americans who study abroad expand their global perspective and become more internationally engaged. Foreign students and individuals who participate in citizen exchanges return home with a greater knowledge of our democratic institutions, and America's enduring values," said Secretary of State Colin Powell in his International Education Week statement.

Included among the many programs being planned to foster global understanding are symposiums, conferences, panel discussions, workshops and Sister City linkages. Schools and civic organizations are extending invitations to Foreign Service officers, Peace Corps volunteers, Fulbright and other

exchange program alumni, and International Visitors to share their exchange program experiences. Overseas, embassies and educational advising centers are coordinating a wide range of scholarly and social events.

Individuals and organizations engaged in international education and exchange are encouraged to organize events, including schools, colleges, and universities, international organizations, embassies, businesses and associations, international program alumni, and the exchange network of citizen diplomats and constituencies.

To prepare for the event, the Bureau of Educational and Cultural Affairs of the U.S. Department of State has launched the International Education Week 2002 Web site at <http://exchanges.state.gov/iew/>.

We encourage you to visit the site which includes a list of suggested activities, a sample press release, logos for download, an Events Submission Form, and other information for promoting and celebrating the benefits of international education and exchange worldwide.

Material will continually be adding to the IEW site, so please check back regularly. Upcoming features include a list of events worldwide, international education resources, and other items, so check it out.

### Thank You and Good Luck, Annie!

Annie Schleicher, the Global TeachNet Program Coordinator for the past year, is moving on. She has an exciting new position as an associate editor with NewsHour Extra, the current events website ([www.pbs.org/newshour/extra/](http://www.pbs.org/newshour/extra/)) designed for high school students that is part of the nightly NewsHour on PBS, hosted by Jim Lehrer. Annie has been a tremendous asset to the GTN program and we will miss her. We hope that her new position offers her opportunities to continue her involvement with GTN in new and different ways as she works with students and teachers. Good luck, Annie!

### Matching with Returned Peace Corps Volunteer Speakers for the Classroom

Whether it is during International Education Week, for Peace Corps Day, or to augment a unit in one of your classes, Returned Peace Corps Volunteers (RPCVs) are eager to visit your class! Many of the geographic affiliate groups of the National Peace Corps Association coordinate Speakers Bureaus. To contact your nearest affiliate group, visit the "Affiliate Groups" section of the NPCA website at [www.rpcv.org/pages/groups.cfm](http://www.rpcv.org/pages/groups.cfm).

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# 9-12 Corner: What's Necessary for Peace After War?

By Angene Wilson, University of Kentucky

## Objective:

Students will learn about peacebuilding in Bosnia through a *WorldView* article and email exchange with someone who made nine trips to Bosnia in connection with elections and then develop a job advertisement for a "peacebuilder."

## Context:

"Bosnian Lessons" by Ray Jennings in *WorldView* Summer 2002 offers an opportunity for students to study the recent past in attempts at peacebuilding. Such a brief study might fit into a history class as a way to relate past to present as students learn about postwar activities such as the Marshall Plan after World War II.

## Procedures:

Teacher should begin by asking students what they think would be necessary to have peace after war in a country. After some brainstorming, the teacher can help students distinguish among peacemaking and enforcement, peacekeeping, and peacebuilding and then introduce Bosnia as a case study and the *WorldView* article.

Teacher and students might read the first page together aloud so all understand the background of the author and his purpose in writing the article. Looking at a map would also be helpful. Students can either read the entire article and then be divided into five groups to summarize the five lessons and report to the whole class or each base group can read one lesson and then report to a sharing group in the "jigsaw" method. In both cases, a chart of summaries of the lessons could be constructed.

An aspect of peacebuilding not mentioned in this article is elections. As an extension of this lesson or as a job for a sixth group, students can learn about elections in Bosnia by emailing Dr. Billie Day, a global education consultant, retired teacher from the Washington DC Public Schools, and recent candidate for the "shadow" Senator in the District of Columbia. She made nine trips between 1996 and 2000 related to the Bosnia elections. Dr. Day's email is drbad1@hotmail.com.

Teacher should lead discussion after the article asking students to consider if and how any of these lessons could apply to Afghanistan, perhaps especially Lesson 5. What are ways in which Afghanistan is different?

## Assessment:

Create a job advertisement for a peacebuilder.

## A Comment on the Terrorism Video and Teaching Guide from the Office of Public Information of the Department of State.

Dear Secretary Powell:

On October 9 I received the terrorism video and teaching guide from the Office of Public Information of the Department of State. I am not impressed. It is a narrow and superficial package.

I would not use the video. It consists almost entirely of images of violence, most of which our students have already seen too many times. The final questions in the video and in the lesson plans in general ignore the larger context of terrorism and never raise the question why. One definition of terrorism is open to a broader interpretation of terrorism than the one given in the video, but the examples used in the video and lessons illustrate the narrower definition. Ironically, although the Reign of Terror by what was the French government at one period of the French Revolution is suggested as the origin of the concept of terrorism, there are no examples of

state-supported terrorism. The research is focused on terrorist groups and their results but there is no opportunity for student to consider how countries and the world in general might respond to terrorism.

A number of excellent materials are already available for teaching about terrorism. For example, the American Forum for Global Education published a special edition of its *Issues in Global Education* almost a year ago. One article puts terrorism in context, another deals with biological terrorism, still another with how other countries have dealt with terrorism. The *Issues* also included options for responses to terrorism: direct an expanded assault on terrorism, support UN leadership to fight terrorism, defend our homeland, and address the underlying causes of terrorism. Those options are presented substantively in *Responding to Terrorism: Challenges for*

*Democracy*, published last February by the Choices for the 21st Century Education Program of the Thomas J. Watson Jr. Institute for International Studies at Brown University. After a simulated Senate Foreign Relation Committee hearing, students are encouraged to develop their own options. *Rethinking Schools* also published a special edition of their newspaper on "War, Terrorism, and Our Classrooms" which includes a number of thought-provoking articles such as "Whose Terrorism?" and "Where does the Violence Come From?"

Mr. Secretary, I urge you to recognize that educators are already producing a wide range of excellent classroom materials. Please use your budget to upgrade security for our embassies abroad and to reinvent the United States Information Agency.

Sincerely,  
Angene H. Wilson

# K-8 Corner: Bringing Cuba to the Classroom: A GTN Trip Follow-up

by Angie Sauer, [asauer@stanleyfoundation.org](mailto:asauer@stanleyfoundation.org)

I traveled to Cuba in June of 2001 with the Global TeachNet/Friendship Force International group of educators. As a result of that trip, I was invited to present a lesson on Cuba to sixth grade classes in Muscatine, Iowa.

My main goal for the lesson was to introduce Cuba to the students and get them excited about learning more. I didn't have time in the class period to do very much in depth, so I wanted to make what I did do as authentic an experience as possible. While I was visiting Cuba, I had in mind that I wanted to be able to share my experience with students when I returned, so I tried to collect items and information that would be useful for that purpose.

The first thing I did with students was to use KWL format to learn what they already knew about Cuba and what questions they had. (I listed three columns on the board as the students did the same on paper. The first column is for things the students already know—the K, the second for things they want to know—the W, and the third for things they've learned—the L, to be filled in at the end of the lesson.) Most of what they knew already had to do with climate, because they had studied it in geography class. Their questions ranged from "What are their schools like?" to "Why are they mean to us?" – one question that made me wonder how students had gotten that impression. I started out reminding students of Cuba's location in the world and in reference to the US and Iowa. Then I wanted them to explore on their own a bit in small groups.

I had divided up artifacts I collected on my trip, as well as photos I'd taken, into five different sets. Among these items were musical instruments, prints of art, examples of money, brochures, newspapers (both written in Spanish and written in English for a foreign audience), books (examples of books that kids might use in schools and books for the tourist trade), a school notebook (from a peso store), *tarjetas de huésped* (hospitality cards) from our hotel, and city and country maps. Each group received one set of artifacts and photos. The photos had captions to explain them.

The groups looked through their materials to see what they could discover and what they had questions about. While they were exploring the materials, I played Cuban music in the background. After a few minutes of exploration, each group shared some things they found interesting and questions they had that needed more information. I answered questions and also corrected misinterpretations.

I showed a clip of Cuban sixth grade students from a video one of the other trip participants had taken at a primary school we visited. During and after the video we talked about what they saw. I also brought some Cuban foods for them to try. I had asked one of my Cuban hosts how to make *plátanos fritos* (fried plantains), so I made that and *congrí* (also known as *moros y cristianos*). The *congrí* was from a packaged rice and beans mixture that I felt was fairly authentic. I also brought guava paste and cheese – a dessert. I was able to find all the food items at my local grocery store in the Latin American foods section, including the tin of guava paste.

As a conclusion to the lesson, we listed things they had learned to fill out the KWL format. We looked back at their questions to see if we had answered all of them. I answered the ones I could. We also listed new questions they had that they would like to explore another time.

In one of the classes I had two class periods to work with, so I also introduced the embargo and its impact. Without mentioning the embargo, I gave students a list of items (see below) and told them to imagine that they were moving. In their new home, none of the

items on the list would be available, and they could only take ten of the things along. They decided which ten items they'd choose and why. Then they wrote down what changes they would have to make in their lives in order to get along without the items they didn't choose. Small groups shared their responses with the whole class.

I told them that all of the items on the list are things Cubans have a hard time getting and often have to live without. We talked about the embargo—what it means, why it was put in place, and the reasons for and against it. Generally, it was hard for students to imagine not being able to obtain items. Some of them couldn't accept that people weren't able to just go to the store and buy whatever they needed.

Because I had such limited time with the students, I also left resources with the teachers that they could use to extend the lesson. Two excellent books I recommend are listed below. This was a fun lesson to put together and was a good way for me to focus my exploration as I toured Cuba. This format could be used for collecting materials and putting together a presentation on any country.

- *Resistance in Paradise: Rethinking 100 Years of U.S. Involvement in the Caribbean and the Pacific*. Edited by Deborah Wei and Rachel Kamel. American Friends Service Committee, Philadelphia, 1998.
- *Children of Cuba*. Written and Photographed by Frank Staub. Carolrhoda Books, Inc., Minneapolis, 1996.

## Items Not Easily Available to Cubans

House Paint  
Construction materials  
Tools  
Batteries  
Light bulbs  
Wheat flour  
Toilet paper  
Meat  
Soap  
Shampoo  
Computer parts

Books  
Paper  
Pencils  
Pens  
Aspirin / pain killer medications  
Band aids  
Penicillin / antibiotics  
Latex gloves  
Pocket knife  
Replacement parts for cars  
Vitamins

# History Class Puts Current Events on the Map

By Seth Stern, Staff writer of *The Christian Science Monitor*

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For seventh-graders in Michael Yell's world history class, Desert Storm might seem as ancient as the land of Mesopotamia. They, after all, were born in the year of the conflict. But with a new confrontation brewing with Iraq, Mr. Yell says the land between the Tigris and Euphrates rivers is drawing new interest from students at his Hudson, Wisc., middle school. So a lesson about ancient Mesopotamia begins with a discussion of modern-day Iraq.

It's just one way social-studies teachers are adjusting their classes to incorporate the Iraqi conflict. Whatever the grade level or geographic focus, current events are giving many routine history classes more relevance. As a result, just as after the Sept. 11 attacks, teachers are searching for ways to teach students without heightening their fears.

"They really want kids to understand both the immediacy of this and the long-term American interests, and how this fits in with actions other countries may take," says Merry Merryfield, a professor at The Ohio State University in Columbus, who instructs social-studies teachers.

In some courses, the conflict may be used to illustrate concepts already in the curriculum. US history classes, for example might compare President Bush's new foreign policy approach with the Monroe Doctrine. A civics-class discussion about Congress's power to declare war has a new urgency.

Students in Deborah Twyman's civics and government class in North Kansas City, Mo., compared the Iraqi standoff to prior instances of conflict, including the Cuban missile crisis and President Truman's decision to drop the atomic bomb on Japan. The question that recurs, says Ms. Twyman, is whether the US has the right to take preemptive military action. "One student asked, 'Isn't it like punishing me for being late tomorrow when I haven't been late yet?'" Twyman says.

Other teachers are using the situation to organize entire courses that address international conflicts. In Raytown, Mo., for example, Lorelei

Hays's course on global conflicts will culminate in a Middle East summit in which students will assume the roles of envoys from countries including the US and Iraq. Each team of four students is researching its country's demographics, religion, and military while studying different options for ending conflicts, such as third-party resolution and appeasement. If conflict breaks out before the summit begins, that will be incorporated into the simulation, Ms. Hays says. She notes that her situation brings even more immediacy to wartime decisionmaking for students: Her husband was sent overseas with the military for 10 months after Sept. 11.

Similarly, Sandy Crawford's world crises course at the Lincoln-Sudbury Regional High School in Massachusetts is focused on Iraq as well as the war on terror. Ms. Crawford plans to discuss Iraq's history back to the collapse of the Ottoman Empire, Saddam Hussein's emergence, the Iran-Iraq War, and the Gulf War. Crawford also will address the challenges of nation-building — how well it's worked so far in Afghanistan and what might happen in Iraq under a new regime.

"My interest is in helping kids understand the Iraqi situation in historical and geopolitical perspective," Crawford says. "They'll have the ability to weigh our policy options in a pretty complete way."

Even in courses focused on ancient history, teachers say they are setting aside more time for current events. "It's something that seems to be forgotten," says Carl Schwaber, a social-studies teacher at Derby Academy in Hingham, Mass. "When we talk about things going on in the news, a lot of them don't have the history and basic tenets of society right close at hand," Mr. Schwaber says. In between units on Assyria or Persia, his ninth-grade ancient-civilizations students spend a few days discussing current events.

Schwaber also connects the ancient and modern Middle East by having students identify the current countries associated with lands on an an-

cient map of the region. "Kids figure out and retain where those borders are today," Schwaber says.

The demands of keeping up with state-mandated curriculums make it difficult to veer off the established course for too long. And some teachers are wary about possibly increasing fear in students — already shaken by the Sept. 11 attacks and the first recession — by devoting whole class periods to speculation about what might happen next.

"If we dwell on what could be, it becomes a very fearful thing for our kids," says Michelle Karofil, social-studies coordinator in Raytown. Instead, Ms. Karofil says they use current events to reinforce what's already being taught.

If military action begins, many teachers say they'll devote more class time to the conflict. During the 1991 Gulf War, for example, Twyman put a human face on the conflict by having students correspond with alumni involved in the military action.

That war, in fact, may have had a lasting impact on social-studies teachers. Over the past decade, Professor Merryfield has found that teachers are better informed about the Middle East and more interested in including non-American perspectives.

And the Internet and e-mail allow for faster access to a broad range of primary sources and viewpoints. Merryfield says students in Columbus, Ohio, social-studies classes exchange e-mails with students in the Middle East and read local newspapers from Egypt and Turkey.

## How Are You Addressing the Iraq Situation with Your Class?

We'd like to hear from our Global TeachNet teachers. Please share what you're doing to teach your students about the Iraq situation. We'll do an article in the January-February newsletter. Send your ideas to SusanNeyer@aol.com or Susan Neyer, 1701 Lilac Drive, Walnut Creek, CA 94595.

# Wisconsin Launches New International Education Curriculum Guide

By Madeline Ura-neck, International Education Consultant, Wisconsin Dept. of Public Instruction

Wisconsin is one of the first state departments of education to have tackled international education with a comprehensive look at curriculum.

*Planning Curriculum in International Education*, just released this fall, is a 340-page volume of use to K-12 teachers, curriculum supervisors, principals and administrators interested in "internationalizing" their schools, teacher trainers in schools of education, and for parents wondering why their local schools aren't more globally connected.

The strength of the volume is that it does not relegate global studies only to social studies, or student travel merely to organizations like AFS and Rotary. The guide, written by an International Education Task Force of teachers and practitioners, argues that all subjects taught in the K-12 schools, including mathematics, science, art and design, music, and agricultural education, can and should have global connections. In a 100-page section in the center of the guide, teachers have contributed valuable linkages to 18 different subject areas. These are especially useful to educators who like to work with colleagues and integrate subjects and projects across the curriculum.

The guide is a strong proponent of beginning world language (note, not "foreign language") study at an early age, and offers suggestions to school districts for implementing such programs. In Chapter 5, Building International Programs in Our Schools, local school boards, teacher training institutions, teacher unions, and administrators are all examined for their roles in supporting, or not supporting, international education at the local level. A check-list is included to inspire discussion and to help identify priorities for improvement.

Teachers will enjoy Chapter 3, Teaching International Education: Strategies and Check-Lists, for its practical, hand-on guide to dealing with controversial issues in the classroom, hosting teachers from abroad,

exploring the cultures of students in their classroom, and making every classroom a place more reflective of global cultures.

Those who have been a fan of the work of global studies educators H. Thomas Collins, Frederick R. Czarra, and Andrew F. Smith will be pleased to see that a state agency has adopted their inspired "Guidelines for International Education: Challenges, Cultures, and Connections" to clarify what teachers need to achieve with their students. Two of their 44 guidelines in Chapter 2 include, "Students will be able to state a concern, position or value from another culture without distorting it, in a way that would satisfy a member of that culture," or "Students will approach global issues, problems, and challenges with neither undue optimism nor unwarranted pessimism."

Throughout the guide, the task force authors argue that "international" and "multicultural" are superficial divisions in rhetoric and programs affecting students. In advocating to bring these two areas together,

the guide makes a strong contribution to schools in 21st century America.

Only the model programs section in Chapter 6 and a handful of pages in the excellent "Resources" section in Chapter 7 focus specifically on Wisconsin. Otherwise, this guide will be welcomed by global education enthusiasts throughout the US and other countries.

To order, send \$45 for the guide, \$49.95 for the CD-ROM, or \$69.95 for Book & CD-Rom together, to Publication Sales, Wisconsin Department of Public Instruction, 125 S. Webster St., Madison WI 53707-7841, or call 1-(800) 243-8782 between 8 a.m. and 4 p.m. CST. The complete publications catalogue at [www.dpi.state.wi.us/pubsales](http://www.dpi.state.wi.us/pubsales) also includes the agency's newest curriculum guides for social studies and world languages.

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## Nobel Prize Winner Jimmy Carter Talks Peace with Kids

The awarding of the Nobel Prize for Peace is a good opportunity to share Jimmy Carter's book, *Talking Peace: A Vision for the Next Generation* (Puffin Books, 1995). Written from his personal experience for middle and high school students, it provides a glimpse into the mind of a remarkable man who has been tireless in his peacebuilding efforts.

He begins with some historical background on the Middle East and a description of his efforts at Camp David. Although that peace agreement ultimately fell apart, his narration of the daily events in working out a deal with Anwar Sadat and Menachem Begin will give readers a very personal picture



of Carter as a mediator. He goes on to cover the reasons for some wars in "Centuries of Conflict" and "A Snapshot of a World at War," and then looks at basic issues of food, shelter, health care, human rights, the environment, and children's rights. A section on elections shows his experience monitoring elections; he ends with "What You Can Do." I encourage you to share this book with your students and your children, and enjoy it yourself.

Susan Neyer

# Seeing Through Maps: The Power of Images to Shape our World View

By Ward L. Kaiser and Denis Wood, ODT Incorporated, PO Box 134, Amherst, MA 01004, 1-800-736-1293  
[www.diversophy.com/products/publication/peters\\_map.htm](http://www.diversophy.com/products/publication/peters_map.htm) Reviewed by Douglas G. Schermer

## Maps Reflect Our World View

When visiting with students about China, I like to post a large map of the world that I purchased on a trip to China. "What is wrong with this map?" I challenge the students. After a bit, someone notices that China is in the center of the map, not North America or Africa, our typical views on world maps. After explaining that "China" in Chinese means "Middle Kingdom," I try to make the point that there is nothing wrong with the map, it is simply drawn from a different perspective.

Kaiser and Wood note that many cultures place themselves at the center of their universe. The Chinese map is one example of the power of images to shape our worldview. But the authors make a bigger point, one that emphasizes there really is something wrong with my Chinese map — it is drawn using the Mercator projection.

## Maps Shape Our World View

One of the major themes of their book is that map projections always involve compromises based on the intended use of the map. They point out that the Mercator projection was developed to help navigators set their compass as they sailed from one city to another. As we know, it distorts Greenland, Europe, and North America by making them appear larger than they really are. Kaiser and Wood argue that it also distorts our worldview by making Europe and North America appear more important than the rest of the world. While they do not advocate removing Mercator projection maps from classrooms, they do stress the need for providing world maps based on different projections.

Kaiser and Wood recommend the Peters Projection, which seeks to present land areas accurately. They see the Peters Projection World Map as one of the most stimulating images of the world. When this map was first introduced by historian and cartographer Dr. Arno Peters at a Press Conference in Germany in 1974, it generated much discussion because the countries in the northern

hemisphere appear "smaller" than on the Mercator Projection.

They advocate use of the Peters Projection in America's classrooms for these reasons:

- The Peters Map is an equal area map. This new map shows all areas - whether countries, continents or oceans - according to their actual size. Accurate comparisons become possible.
- The Peters Map is an equal axis map. All North-South lines run vertical on this map. Thus, geographic points can be seen in their precise directional relationship.
- The Peters Map shows equal positions. All East-West Lines run parallel. Thus the relationship of any point on the map to its distance from the equator or the angle of the sun can readily be determined.
- In the complex and interdependent world in which nations now live, the people of the world deserve and need an accurate portrayal of the world.
- Many faith-based, social justice organizations, including Oxfam, the National Council of Churches, and the Mennonite Central Committee, support the Peters map as being more accurate and, more-importantly, fair to all peoples.
- The Peters map has been widely adopted elsewhere, but remains a curiosity in the United States.

You can see the Peters map at [www.petersmap.com/](http://www.petersmap.com/). You can compare the Mercator and Peters projections at [www.petersmap.com/page2.html](http://www.petersmap.com/page2.html).

## What's Up? South!

Middle school and secondary level teachers will find this book an excellent professional development resource to

enhance their understanding of the psychological affects of different map projections and the need to be sensitive to the hidden messages in maps. *Seeing Through Maps* challenges teachers to modify geography lessons to address the issue of how maps impact their students' worldview. An excellent supplemental teaching resource is the Griten projection map that asks, "What's up?" with the answer, "South!"

The "What's Up? South!" World Map makes an exciting attention grabber to start a unit on maps and map projections. It challenges basic notions of "up" and "down." On this map Australia is on top with the poles reversed and prompts students (and adults) to question their assumptions. You can see it at [www.petersmap.com/stores/partnowuslm.asp](http://www.petersmap.com/stores/partnowuslm.asp). Additional map projections and teaching resources are available at [www.odt.org/NewMaps.htm](http://www.odt.org/NewMaps.htm). For a view of North America as seen by Santa Claus, you can surf to [www.odt.org/Pictures/PanLenz.jpg](http://www.odt.org/Pictures/PanLenz.jpg).

Although Kaiser and Wood do an excellent job of calling our attention to these issues and help sensitize us to the unconscious effects of images on our worldview, I felt they belabored the point, especially at the beginning of the book. Nevertheless, it was an easy read that will expand your knowledge about maps, map projections, and the psychological impact of differing map projections.

## New Map Projection

An alternative view of the world was unveiled at the National Council for Geographic Education conference on October 16-19, 2002. The new Hobo-Dyer map is on-line at [www.odt.org](http://www.odt.org) (click on "New Map Resources").

While the purpose of most maps is to pursue some sort of an agenda, the purpose of the new Hobo-Dyer is to inform the public that every map *has* a hidden agenda. The Hobo-Dyer is an Equal-Area map, like the Peters map which flips the world upside-down, putting south on top.

The Hobo-Dyer map does this one better! Not only is south on top, but the map is centered on the Pacific Ocean. The Hobo-Dyer map is printed on both sides: It is south-up with Australia in the center on one side, with the more traditional north-up (and Africa-centered) on the other. Both images are exactly the same, but side-by-side you can hardly believe it! Check it out and expand your perspective.

# Electronically Speaking

## Online Resources for Teaching World Cultures and Global Issues

If you are interested in Africa, East Asia, Latin America, the Middle East or Slavic and Eastern Europe, you will enjoy the 3000 plus resources now available through Ohio State's Social Studies and Global Education Program. The online modules provide teachers with easy access to high quality scholarship, primary sources, and web-based connections to media, organizations and schools in these five regions. The resources reviewed in the modules are recommended by Title VI national resource centers. Point your browser to <http://www.coe.ohio-state.edu/mmerryfield/> and click on online modules for global educators.

## Ask an Ambassador

The United Nations Cyber School Bus has created a new feature—Ask an Ambassador! Ask an Ambassador at the U.N. about global issues, foreign policy, or what it's like to address the General Assembly. Email a new ambassador every month, at [www.un.org/cyberschoolbus/modelun/email.html](http://www.un.org/cyberschoolbus/modelun/email.html).

## Oxfam Fast for a World Harvest, Nov. 21

On November 21, join a nationwide movement of concerned people taking action against poverty and social injustice. For information and materials, see their website at [www.oxfamamerica.org](http://www.oxfamamerica.org)

## Amity Institute Friendship Poster Contest

Students from kindergarten to university level are invited to participate in several poster competitions on the theme of "Growing Friendships Through International Education." The deadline is December 21, 2002. More information is available at [www.amity.org/events/poster2002.html](http://www.amity.org/events/poster2002.html).

## www.americaholland.com

This new educational web site is a bilateral project between the USA and The Netherlands. The content produced is meant for students Grade 6-8 or Grade 9-12.

In due time this web site is meant to be a platform for intercultural exchange of information and a web based tool to communicate between schools, teachers and students in the USA and The Netherlands.

The initiators of the project, here in The Netherlands, hope that this new project will be challenging and that it will also help to "Build Bridges" across The Atlantic!

## 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](mailto: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.

## **Educational Leadership highlights "The World in the Classroom"**

ASCD Global Education Network (GEN) members will be happy to read the October 2002 issue of *Educational Leadership*. This theme issue on "The World in the Classroom" featured a number of articles by members of both Global TeachNet (GTN) and the ASCD GEN. In "Web Wonders" (pp. 94-96), Global TeachNet was featured as "a good starting point for educators" to "learn more about how to teach globally." "ASCD Community in Action" (pp. 92-93) highlighted the Global Education Network, including this newsletter. 1998 GTN Disseminator Grant winner Jan West (RPCV/Afghanistan) wrote about "Afghanistan Day" in the "Having Your Say" section (pp. 82-83). Merry Merryfield (RPCV/Liberia) of Ohio State University described "The Difference a Global Educator Can Make" (pp. 18-21). You will also want to read Andrew F. Smith's article on "How Global is the Curriculum?" (pp. 38-41) and Cerylle A. Moffett's piece on "Voices from the Field: Using Peace Corps Literature" (pp. 26-30). Read the entire issue for more thought-provoking articles!

## **The Coverdell Award for Excellence**

*From Peace Corps Coverdell World Wise Schools*

The 2003 Coverdell Award will recognize exemplary educators who have used the Coverdell World Wise Schools publication, "Voices from the Field." The book is the first language arts curriculum that CWWS has created for educators. It uses published stories by Peace Corps Volunteers to teach cultural awareness, reading comprehension, and writing skills. World Wise Schools is looking for teachers who have developed creative ways to integrate the lesson plans into their teaching. If you have designed, adapted, and conducted such

lessons, keep the Coverdell Award for Excellence in mind.

Educators receiving the award will be recognized in a ceremony at Peace Corps headquarters, in Washington, D.C., in the spring of 2003. The Peace Corps will provide travel and lodging expenses. We invite you to review the application materials and encourage you to apply. You will find the application online at [www.peacecorps.gov/wws/coverdell/index.html](http://www.peacecorps.gov/wws/coverdell/index.html)

***Applications must be postmarked no later than January 15, 2003.***

## **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 [teachnet@rpcv.org](mailto:teachnet@rpcv.org) with your e-mail address.**

*Global TeachNet is a bimonthly teacher resource from the global education networks of the National Peace Corps Association, the Association for Supervision and Curriculum Development, and the International Studies Schools Association. 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, ASCD, or ISSA.*

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