



Global TeachNet

Global Education Network News

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

www.globalteachnet.org
December-January-February, 2006-7

Ethiopia Shoes: A Personal Essay

by Jessica Penelope Sewell Gebhard, Washington International School

I came back from Ethiopia almost four months ago, and the time I spent there feels like a dream: I can remember everything, but the emotions behind a lot of it are gone, disappeared along with the dust on my clothes and blisters on my feet. But when I think I'm going to forget what it was like there, the things I saw and heard and felt, I drag out my sneakers. These sneakers, dark blue, New Balance size 10 4E were beat up when they arrived in the airport in Addis Ababa, but when they came back they were – are – covered in several different shades of mud and so stiff and heavy they could easily be used as paperweights.

These shoes were on my feet when we got bogged down in mud the second night we were there, the night it took us two hours to get back because the torrential rain had turned the already tricky sections of the dirt track into a quagmire. These shoes hiked up a mountain at five in the morning to see the sunrise, admired with me the rays of sun breaking through the clouds a tad south of true east, watched color slowly leech into the amazingly green countryside on the way back down. These shoes negotiated a small river, rocks, mud, horse and donkey droppings with equal aplomb, which is more than I can say about myself. These shoes helped me play Frisbee with a five year-old barely two feet tall, his growth stunted through malnutrition and poor healthcare, both remedied with the help of the organizations we were visiting. These shoes were with me as I tied simple bracelets on three hundred wrists, trying to give each recipient a few seconds of one of the visitor's undivided attention.

The three of us—myself and my shoes—learned some hard lessons in those two weeks: that it's impossible to help

See *Ethiopia Shoes*, page 7

International Alley 2006

The fifth annual International Alley at the National Council for the Social Studies conference on December 1-2 was the biggest and most successful yet! This year's International Alley featured exhibits by 34 globally-minded organizations. Exhibitors presented curriculum materials, websites and online forums, study abroad opportunities, and many other programs and resources that support teaching with a global perspective. The International Alley stood out in the DC Convention Center exhibit hall, with blue and green globe balloons decorating every booth. Each visitor received an International Alley Passport, and those who succeeded in getting their passports stamped by all the exhibitors were entered in daily prize drawings. Winners received such prizes as 1-year complimentary memberships to International Alley organizations, curriculum units, and a variety of books and gifts. All visitors came away with great global education resources for their schools and classrooms, and many walked out of the Alley weighed down with bags, boxes and suitcases full of materials! Thanks to everyone who participated in the International Alley this year,



Earth balloons mark the way as teachers browse in the International Alley.

See *International Alley*, page 6

In This Issue:

9-12 Corner: Two Lessons

1. Cross-cultural Friendship
2. Another Islam

K-8 Corner: Quilts Can Tell a Story

Creating Model Global Elementary Schools

2	The African Library Project	7
3	Help Your Students Tell the G8 What They Think	8
3	Global Ed. Opportunities	9
4-5	Electronically Speaking	10
6	Global Ed. Resources & Opportunities	11

See page 13 & 14 for more photos of the International Alley

9-12 Corner: Two Lessons

1. Cross-Cultural Friendship *by Angene Wilson*

In his book *Cosmopolitanism*, Kwame Anthony Appiah describes how we can engage with a particular stranger through interests that connect us, and then we can learn from each other. He concludes: "when the stranger is no longer imaginary, but real and present, sharing a human social life, you may like to dislike him, you may agree or disagree, but, if it is what you both want, you can make sense of each other in the end." Returned Peace Corps Volunteer Kris Holloway's book, *Monique and the Mango Rains: Two Years with a Midwife in Mali*, illustrates how such a human connection becomes a friendship across cultures.

While *Monique and the Mango Rains* is accessible to high school students for whom the following lesson plan is written, it would also be a good book club selection for adult readers. Where does this lesson fit in the curriculum? Perhaps in a Global Issues class or a Psychology or Sociology class that includes a global perspective or an English class that is reading fiction and nonfiction about friendship. Cross-cultural friendship won't be on the state tests or the SAT or ACT, but it is relevant for the survival of the world.

Objective:

Students will learn about a cross-cultural friendship between an American woman from Ohio and a Malian woman in Nampossela.

Materials:

Book *Monique and the Mango Rains* and interview of Holloway by John Coyne in the Peace Corps Writers November online issue at www.peacecorpswriters.org. Look at www.moniquemangorains.com for a reading guide with questions and "meet the author" information.

Procedure:

Before assigning the book to students, ask students to define what friendship means to them, either through general class brainstorming or by asking students to first complete a sentence starter such as "A friend is someone who. . ." Then ask: "How might cross-cultural friendship be different, at least to begin with?" List the following stages of a cross-cultural friendship: preconceptions, first contacts, regular contact, learning from each other, and friendship. For examples, draw on experiences of students who have come to this country as immigrants or exchange students or students who have lived outside the United States.

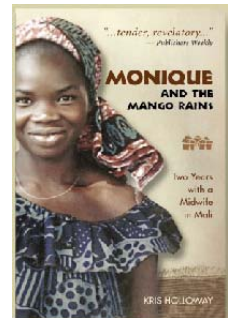
Then read to students what author Holloway says to interviewer John Coyne:

"This book is primarily about friendship—the power of friendship to transform us. When we met, Monique and I were both young women in our twenties. She was a rural African midwife seeking relief from her life of toil; I was a middle-class Peace Corps Volunteer, eager to make personal connections in my foreign assignment. We lived together in the remote village of Nampossela in Mali, and became as close as sisters, "same mother, same father," as Monique once said to me. We worked together, shared our innermost secrets, challenged each other's assumptions about work, life, and love, and stood by one another through sickness, birth, and tragedy. . . This book is the personal story of a remarkable African woman, told by a friend."

Using Holloway's words about the friendship, ask students to come to a discussion of the book with an example for working together, for sharing secrets, for challenging each other's assumptions, and for standing by one another.

A social studies class might also discuss Holloway's answer to the interviewer's question about cultural imperialism. The reading guide re-

ferred to in "Materials" has good questions as well about weather and the land and rituals in Mali and about universal human rights. An English class might also discuss Holloway's answers to the interviewer's questions about how she wrote the book.



Assessment and Finale:

Ask each student to create a question for the author and arrange an interview over speaker phone with the author (see "meet the author" on the [moniquemangorains](http://moniquemangorains.com) website).

Follow-up:

Give students an opportunity to make connections across cultures through participation in a Correspondence Match with a currently serving volunteer, available through www.peacecorps.gov under "teachers and students."

Studies Abroad for Global Education

The SAGE Program offers high school students in grades 10-12 from the US, Canada and Europe the unique opportunity to spend an academic semester or year in India at one of two top-rated international schools. Woodstock School is set in the foothills of the Himalayan mountains in North India, and Kodaikanal International School sits in the tropical Palani Hills of South India. *Because of the schools' exceptional international curriculum, students receive full credit for all courses and don't have to interrupt their college or university preparation.*

The SAGE Program also offers two exciting 3-week summer service and learning adventures in India for high school students. Check out their website at www.sageprogram.org

2. Another Islam: Art, Music, and History

By Angene Wilson

Here is an opportunity for Arts and Humanities teachers, as well as World History teachers. This lesson might be part of a unit on world religions or a stand-alone lesson to help students who understand Islam narrowly to learn about “another Islam.” I had such fun looking for more information on current art and music as well as the history associated with the exhibit of “Saint in the City: Sufi Arts of Urban Senegal” that I think I will use some of what I have learned in the History of Africa course I teach in the spring.

Objective:

Students will be introduced to Sheikh Amadou Bamba of Senegal and the Sufi movement called the Mouride Way and the work of living artists who honor him. After reading the *WorldView* article “Another Islam” and discussing it, they will research art, music, or history and share what they have learned in power point presentations.

Materials:

“Another Islam” article in *World View* magazine (Winter 2006, Vol. 19, No. 4) and various websites.

Procedure:

Begin by asking students to list words they associate with Islam and Muslims as a brainstorming exercise.

Then ask them to read David Taylor’s “Another Islam” and to individually list words (probably quite different ones from those they listed earlier) that he uses to describe his experience with Islam when he lived near the Senegal River as a Peace

Corps volunteer in Mauritania. Words such as “peace,” “hospitality,” “hard work,” and “tolerance” ought to be mentioned and written on board next to the first list as students share. Ask for stories from the article that illustrate these words.

Show a picture of Amadou Bamba from accompanying article or from the Dakar U.S. Embassy website noted below. Then challenge students to learn more about Bamba, about the Mouride Way, and about the art and music inspired by this saint in today’s Senegal.

Divide students into three research groups: art, music, and history. Then give each group a series of topics and websites and other materials to divide up larger group into pairs to research. (There are more sites than I list.) Those topics should be put together in power point presentations to the class.

Art:

Purpose: show kinds of art and examples.

- Pictures in *WorldView*: Restaurant doors, Moussa Tine’s *La Famille*, and Fall’s painting.
- Pictures and description of exhibit at www.international.ucla.edu/article.asp?parentid=4579
- Pictures and explanation at usembassy.state.gov/Dakar/wwwhartn.html
- Other pictures at www.aloivelyworld.com/webseneg and www.rockhurst.edu/academic/foreign/africa_gallery



Music:

Purpose: describe three musicians mentioned in article and play their music (google names – each has a website with music)

- Toure Kunda
- Baaba Maal
- Youssou N’Dour

History:

Purpose: construct a biography of Bamba, describe the Mourides and explain the Mouride Way, describe Bamba and resistance to French colonialism, and describe the mosque at Touba.

- Amadou Bamba’s life and beliefs – use UCLA and Dakar embassy sites
- Senegalese Sufi movement—the Mouride Way (use www.sacredsites.com/africa/senegal/touba.html) to begin research
- Bamba and resistance to French colonialism – use UCLA and Dakar sites
- Mosque of Touba, Senegal – look at www.sacredsites.com/africa/senegal/touba.html

Other ideas:

- Involve a French class since there are sources in French on Amadou Bamba.
- Make posters instead of power point presentations and do an exhibit in the hall so other students can learn about “Another Islam.”



K-8: Quilts Can Tell a Story *by Susan Neyer*

Recently, I had the wonderful experience of seeing “The Quilts of Gee’s Bend” exhibited in a local museum. This collection of unique quilts by African American women in a very isolated town in Alabama, and the stories and interviews of the quiltmakers, has inspired me to think about quilts, how they developed and what they have meant to people over the years.



Here are two website that have more about the quilts of Gee’s Bend:

- www.auburn.edu/academic/other/geesbend/explore/catalog/index.htm - the Quilts of Gees Bend Catalog, has nice photos of a lot, if not all, of the quilts in the exhibit—as well as some history.
- www.quiltsofgeesbend.com/history/ features the quiltmakers

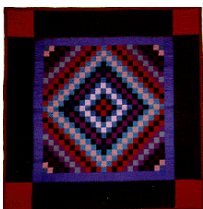
What is a quilt?

The dictionary defines a quilt as a coverlet or blanket made of two layers of fabric with a layer of cotton, wool, feathers, or down in between, all stitched firmly together, or a thick protective cover similar to or suggestive of a quilt. To quilt is to make into a quilt by stitching (layers of fabric) together or to pad and stitch ornamentally.

This was, indeed, the historical quilt: two layers of fabric with filling sewn together for warmth, and sometimes for padded protection. The idea of quilting is definitely not new! Quilts go back to early Egypt and China. The International Quilt Study Center (www.quiltstudy.org/resources/timeline.html) has a timeline that dates quilts back more than 2000 years.

But the quilt has taken on a new element of “patchwork” in U. S. Out of necessity, pieces of cloth, usually scraps of worn clothing, were cut and

pieced together to form patterns. Some of the patterns used by African Americans may have been based on patterns in traditional Afri-



can cloth, such as Kente Cloth, strip weaving and applique. Patterns were created by women related to something in their experience, in nature, or to tell a story.

But not everyone followed the patterns. Crazy Quilts were a variation, not following any sort of a pattern but rather piecing together brightly colored scraps in seemingly random order. (Among the women of Gee’s Bend, the goal is not to follow a pattern exactly but to “break the pattern.”)

Quilting Bees, a cooperative effort of women, working together on a project, socializing, perhaps singing, could ease the isolation felt by the difficulties of life. In Gee’s Bend, as in other rural communities, there is a season for quilting during the slow time in the fields.

Ideas for Classroom Activities

- Have students look a traditional patterns and guess how they got their names (or match names to patterns).
- Have students, individually or as a small group, design a quilt block pattern and name it.
- As a math activity, students can figure out how to make one or more of the traditional quilt blocks with squares, rectangles and triangles.
- Ask students to bring in scraps of cloth from old clothing and plan how they might go together to make a patchwork quilt (*this may need some advance notice to parents*).
- Make a class quilt; with students working individually or in small groups.
- Discuss:
Why do people make quilts?
Have you ever had a quilt? Where did it come from?
Do you have anything (clothing, etc.) that is quilted?

Resources

There are a great many children’s books about quilts; here are a few sorted by themes:

Remembrance / Tradition (*you will notice that a grandmother is featured prominently in many of these stories*)

- In *The Patchwork Quilt* by Valerie Flournoy (Dial Books for Young Readers, 1985), a family learns the value of a handmade quilt and helps Grandma finish one when she becomes ill.
- In *The Quilt Story* by Tony Johnston (G.P. Putnam’s Sons, 1985) a simple quilt travels with a family over several generations.
- In *Oma’s Quilt* by Paulette Bourgeois (Kids Can Press, 2001), a girl makes a special quilt to help her grandmother adjust to life in a retirement home.
- *The Canada Geese Quilt* by Natalie Kinsey-Warnock (Cobblehill Books, 1989) is a chapter book for middle and upper elementary students. It tells of a girl on a farm, her design for a quilt, and changes in the family.
- *The Keeping Quilt* by Patricia Polacco (Simon & Schuster, 1998) is the author’s story of a special quilt and its many uses as it has passed down through the generations in her family.
- *The Quilting Bee* by Gail Gibbons (HarperCollins, 2004) tells how a group of people get together to plan and create a quilt.
- In *The Name Quilt* by Phyllis Root (Farrar, Straus and Giroux, 2003), a new quilt is created when a beloved old one is lost.

The AIDS quilt (patchwork; technically not quilted fabric)

- *A Name on the Quilt: A Story of Remembrance* by Jeannine Atkins (Atheneum Books for Young Readers, 1999) tells a story of a girl and her family making a quilt block for a beloved uncle who has died.
- *The Quilt: Stories from the NAMES Project* by Cindy Ruskin (Simon & Schuster, 1988) has stories for older students and over 100 photos of squares in the AIDS quilt. The inside cover has a photo of the quilt laid out on the National Mall.

Historical Background

- *The Quilt-block History of Pioneer Days* by Mary Cobb (Millbrook Press, 1995) tells a story of how quilts and quilt patterns developed in the pioneer days of the U. S. (for elementary level).

See Quilts, Page 5

Quilts, continued from page 4

- *Eight Hands Round: A Patchwork Alphabet* by Ann Whitford Paul (Harper Collins, 1991) has a colorful illustration of a traditional quilt pattern and a story for each letter of the alphabet. (I have used some of these simple patterns for students to make paper patterns - a fun math and art project.)
- *When Silver Needles Swam* by James Rumford (Manoa Press, 1998) tells the story of a special quilt made when Hawaii was annexed by the U. S.
- Set during the Civil War, *The Promise Quilt* by Candice Ransom (Walker & Co., 1999) tells the story of a family struggling to survive after the father goes off to war, and how a making a quilt gives them a chance at a better life.
- *Selina and the Bear Paw Quilt* by Barbara Smucker (Crown Publishers, 1996) tells the story of a Mennonite family forced off their farm during the Civil War, a quilting bee and a grandmother's quilt.



Underground Railroad

(There are a number of popular books that relate to slavery and the role quilts have been said to play in helping slaves to escape to freedom via the "underground railroad" —quilts hung on safe houses, patterns made to show the way to Canada, etc. While this connection is questioned by many historians, the stories can be appealing if the students understand that some parts may not be factual. Here are a few:)

- *Barefoot: Escape on the Underground Railroad* by Pamela Edwards (Harper Collins, 1997) is a poetic and beautifully illustrated story of a slave's journey through the wilderness and how the animals helped him.
- *The Patchwork Path: a Quilt Map to Freedom* by Bettye Stroud (Candlewick Press, 2005) tells the story of a special quilt with patterns that gave clues or directions to guide the slaves on their flight to freedom.
- Two books by Deborah Hopkinson, *Sweet Clara and the Freedom Quilt* (Alfred A. Knopf, 1993) and *Under the Quilt of Night* (Atheneum Books for Young Readers, 2002) also tell stories of how quilts guided runaway slaves to freedom.

A Special International Quilt:

- *The Quilt of Belonging: Stitching Together the Stories of a Nation* by Janice Weaver (Maple Tree Press, 2006). From Albania to Zimbabwe, every nation of the world is represented in Canada's Quilt of Belonging. Each block symbolizes one country and was created by someone originally from that place. Check out their website at www.invitationproject.ca/ for the making of the quilt and an up close look at each block with information about the country it represents.

Just for Fun/Fantasy

- *The Quiltmaker's Gift* (Pfeiffer-Hamilton, 2000) and *The Quiltmaker's Journey* (Orchard Books, 2005) by Jeff Brumbeau (illustrated by Gail de Marcken) are sort of fairy tales, with stunningly beautiful illustrations, and include many colorful quilt block patterns.

Other Stories dealing with cloth/stitching:

- *The Whispering Cloth: a Refugee's Story* by Pegi Deitz Shea (Boyd's Mill Press, 1995)

- *Nine-in-one, Grr! Grr! Grr!: a Folktale from the Hmong People of Laos* by Bliia Xiong (Children's Book Press, 1993)
- *Dia's Story Cloth* by Dia Cha (Lee & Low Books, 1998)
- *Tonight is Carnival* by Arthur Dorros (1991 illustrated with *arpilleras*—Peruvian applied cloth pictures).

Websites:

- www.u.arizona.edu/~jgyoder/quiltwebsites.html is a useful site for all sorts of quilt history.
- <http://xroads.virginia.edu/~UG97/quilt/atrads.html> highlights African American quilting traditions with colorful examples. You can also get to a section on European quilting traditions from this site.
- www.womenfolk.com/historyofquilts/lesson_plans.htm has a lot on America's quilting history
- http://infohost.nmt.edu/~breynold/quiltfiction_kids.html has an extensive bibliography of quilts, quilters, quilting, and patchwork in fiction for children and young adults.
- www.ncrel.org/engage/resource/stories/quilt.htm has information and a video on quilt math with a 1st grade class.

Kids Around the World

Kids Around the World, the National Peace Corps Association's website for elementary school-age kids, now includes audio and video to accompany the interviews with children in Mozambique, Haiti and China. Listen to kids talk in their native languages about their lives, their homes their families and what they do every day. The profiles also include transcripts of the interviews in English, pictures of the kids interviewed, and an extensive list of links to help you learn more about each country. This website is easy to navigate, fun to explore, and encourages children in the United States to ask questions and find out more about other parts of the world and the people who live there. Visit www.katw.org.



We are always looking to add more countries and child profiles to *Kids Around the World*. If you will be traveling to a developing country, please consider interviewing a child. More information is available at www.katw.org/pages/get_involved.cfm, or you can e-mail Ellen Frierson at teachnet@rpcv.org.

As we continue to develop and add to this website, we value your input. If you have used *Kids Around the World* with students, we invite you to take a survey and let us know how you've been using the website. Your answers will help us make *Kids Around The World* more useful and beneficial for educators and students all over the world.

The survey is available at www.rpcv.org/pages/survey.cfm?id=12. Thank you for your feedback!

International Alley

continued from page 1

and we hope to see you next year at the NCSS conference in San Diego.

- The Choices Program—www.choices.edu
- National Peace Corps Association—www.peacecorpsconnect.org/globaled
- United Nations CyberSchoolBus—www.cyberschoolbus.un.org
- Center for Teaching International Relations—www.ctir.org
- Heifer International—www.heifer.org
- NetAid—www.netaid.org
- Korea Foundation—www.kf.or.kr:8080/eng
- Population & Development Prog., Hampshire College—www.populationinperspective.org
- SAGE Study Abroad—www.sage.edu
- Peace Corps—Coverdell World Wise Schools—www.peacecorps.gov/wws
- (iEARN) International Education & Resource Network—www.us.iearn.org
- Goethe Institute—www.goethe.de/top
- AMIDEAST—www.amideast.org/
- German Information Center—www.germany.info
- National Consortium for Teaching about Asia—www.NCTAsia.org
- Keizai Koho Center—www.kkc-usa.org
- Genocide Education Project—www.GenocideEducation.org
- Taking IT Global—www.takingitglobal.org/
- Klett-Perthes International—www.klett.de
- Outreach World—www.outreachworld.org
- International Debate Education Association—www.idebate.org
- Center for the Study of Canada at Plattsburgh State—web.plattsburgh.edu/offices/academic/cesca/
- UNA-USA—www.unausa.org
- United Nations High Commissioner for Refugees—www.unhcr.org
- United States Institute of Peace—www.usip.org
- Global Scholar Program—www.globalscholar.org/
- NewsHour with Jim Lehrer—www.pbs.org/newshour/extra
- ChinaSprout, Inc.—www.chinasprout.com
- Population Reference Bureau—www.prb.org
- World Affairs Council & Foreign Policy Association—www.worldaffairscouncils.org
- Earth Foundation—www.earthfound.com
- Institute for International Education—www.iiie.org
- Center for Social Studies and International Education at Indiana University—www.indiana.edu/~ssdc/
- U.S. Department of State—www.state.gov

Creating Model Global Elementary Schools

A year-long program focusing on global education at the elementary level culminated in a session at the National Council for the Social Studies (NCSS) conference on Saturday, December 2. The **Model Global Elementary Schools** program, a collaboration between District of Columbia Public Schools and the National Peace Corps Association, began in November 2005 when teams of teachers from six Washington, DC elementary schools took part in a workshop and developed comprehensive plans for implementing global education programs in their schools. Over the course of the 2005-2006 school year, this dedicated and creative group of educators explored ways to effectively teach about international issues and promote global awareness, and demonstrated what “model” global elementary schools can look like.

At the NCSS session, two of these teachers spoke about their experiences and discussed their unique approaches to global education in their schools. Susan Norris, a teacher at Aiton Elementary, spoke about how her students became engaged in crosscultural communication through e-mail exchanges with students in China, and how a school-wide focus on China proved to be an exciting and eye-opening

experience for students and teachers alike. h’Enri Whitseyjohnson, who taught at Bunker Hill Elementary last year and now teaches at King Elementary, brought a variety of artifacts to the session and demonstrated how global education can be integrated into subjects across the curriculum, including math, science and history.

A report highlighting the work of three of the Model Global Elementary Schools is available online. This report gives an overview of the participating schools and features many creative ideas and insights from teachers. To download the report, please visit www.rpcv.org/globaled/ModelGlobalElementarySchools.pdf



Participants talk with presenting teachers at the global model schools workshop.

US Institute for Peace

National Peace Essay Contest

For nineteen years, the National Peace Essay Contest has promoted civic education on international peace and conflict resolution. The topic for 2006-2007 is *Youth and Violent Conflict*. The Contest winners from each state earn money for their college or university studies. For the 2006-2007 contest, first-place state winners will receive college scholarships of \$1,000. First-place state winners will also compete for national awards of \$10,000, \$5,000, and \$2,500 for first, second, and third place respectively (national awards include state award amounts). All first-place state winners are invited to attend an all-expenses-paid awards program in Washington, D.C. in June 2007. *The postmark deadline for the 2006-2007 Contest is February 1, 2007.* For information, see www.usip.org/ed/npec/index.html

Summer Institute for Secondary School Teachers

The USIP 2007 Summer Institute for secondary school social studies teachers, *International Peace, Security and Conflict Management*, will be held in Washington, D.C. from July 29-August 3, 2007. *The deadline for receipt of applications is February 7, 2007.* For information and to apply, go to www.usip.org/summerinstitute/index.html

Your Students Can Start an African Library



The African Library Project is an all-volunteer nonprofit organization that partners with US schools and African communities to establish small sustainable libraries in Sub-Saharan Africa. Our unique model educates on both sides of the Atlantic. US students learn about Africa while collecting gently used books to send to the continent, and African students gain access to a world of information through donated books.

Why Start a Library in Africa?

- Africa has a literacy rate of less than 60 percent.
- Books are scarce in most of Sub-Saharan Africa.
- Most African children grow up without books, while many of us load our landfills with used books.
- Rural African teachers often have few books at their disposal and must teach by what they can remember.

Here's How It Works:

In Africa, we partner with Peace Corps Volunteers and community leaders to set up and organize a library. We provide a technical library manual to support our new librarians. In the U.S., the African Library Project offers American children an opportunity to achieve something very important and real while, at the same time, increasing their global awareness.

Since 2004, our grassroots approach has accomplished:

- 36 community and school libraries established in Africa
- 25 partnerships with schools & other organizations in the U.S.
- 22,000 books donated



How Do We Get Involved?

- **Contact ALP to volunteer to run a book drive.** ALP will partner you with a selected African community or school.
- **Commit** to collecting, sorting, packing and shipping 1,000 books (enough to start a small library).
- **Use** the book drive as a springboard for your students to learn about where your books are going. ALP's website has teaching resources.
- **Ship** the books directly to your African partner using money you have raised (about \$400 for 1,000 paperbacks).

Visit www.africanlibraryproject.org for complete instructions on how to participate. For further questions please contact Chris Bradshaw, (650)851-3640.

Your Students Can Start an African Library

Ethiopia Shoes, *continued from page 1*

everyone, because there are so many people in need that no matter how much you give, it is never enough. We struggle not to give up on human nature, because no matter how you try, someone is going to take what isn't theirs, and it's all very well to think that they should be thankful that we're coming to help them—and many were—but others are bitter, or greedy, or grasping. We try so hard not to be hardened to the suffering, to get used to seeing thin faces dressed in rags, to ponder cynically that all the children seemed to know two words in English: "hello" and "money."

These shoes have, in short, been through a lot. They're sitting in my room now, in a bag from the "Haile Selassie Gift Shop." I'm not sure what will happen to them. Maybe they will be thrown out in one of my mad room-cleaning rushes. Maybe they will be relegated to a scrapbook, just one more thing to be pulled out when someone asks me about my trip. Or maybe they will stay in the corner, reminding me of my trip, of all the fun I had, the lessons I learned,

and of how much mud I trudged through on my way up that mountain.

Jessica Gebhard was a participant in a two-week immersion program for teachers and students called LearnServe Ethiopia (LSE). This program is organized by the Center for International Education at Washington International School in partnership with Share Our Strength. By learning first hand about the challenges Ethiopia faces, LSE's purpose is to inspire teachers and students to apply what they learn to their classrooms and school community.

School teams made up of teachers and students from eight public, private and charter high schools in the DC area met beginning in February 2006 to train, learn and plan their visit. Departing June 19, the LSE team traveled to Ethiopia to live and work with two development projects in the rural countryside of Ethiopia. One NGA is international, Save the Children, and the other is local to Ethiopia, called

Project Mercy. While at the project sites, students and teachers tutored children and youth and engaged in community service projects. During the two week service trip, there was a visit the capital city and some sight-seeing.

LSE's mission is: to expose teachers and their students to a country of remarkable people and beauty, yet a country that is ranked among the poorest in the world. We want the participants to come to understand how lasting change is introduced into a country by studying two different models of development assistance. We expect the school teams to report back to their schools and to invest time in curriculum development and explore how their school can make a difference. Thus, the founders of LSE expect the trip will be a beginning not an end to a transforming experience, not only for the trip participants, but also for the school as a whole. More information is available by contacting the Founding Director, Hugh Riddleberger, or by viewing the website at <http://cie-wis.org>.

Help your students tell the G8 what they think

Could your students come up with a new way of approaching the most important global issues of our time? How would they feel being given the chance to address eight of the world's most powerful leaders? With J8 they can!

What is J8?

J8 is a collaboration between Morgan Stanley, UNICEF and the country with the presidency of the G8. J8 is the official youth programme of the G8 and the two summits take place in parallel. It is designed for young people aged 13 to 17.

J8 helps young people to get informed about global issues and gives them an opportunity to have their voices heard on an international stage. The overall aim of the programme is to inspire young people to be responsible global citizens.

J8 is a fully international programme involving young people from over 15 countries. Last year at the J8 Summit in Russia young people from each of the G8 countries had a 45 minute audience with all the G8 country leaders. President Putin told the young people, "This G8 will go down in history as the one in which you participated in our joint work. What you have discussed with your peers (...) will have a big impact on the outcome of our work." We are expecting to J8 to make just as big an impression at G8 2007!

How can I get my students involved?

There are three parts to the J8 programme you can get involved in:

1. Education Programme

The J8 website provides free educational resources to help you teach your students about the major issues facing the world today. There are fact sheets, opinion pieces and exercises and games covering everything from poverty reduction to infectious diseases to climate change. There are also lesson plans with individual and group exercises and opportunities for whole class discussion.

2. J8 Competition

By entering the J8 competition students from G8 countries can develop their own solutions to global problems, and win the chance to take them to the leaders of the G8.

To enter the competition, teams put forward their ideas on the topics discussed by the G8 that year in a G8-style communiqué. Topics for J8 2007 are likely to include poverty reduction in Africa and climate change. You can read last year's winning entries on the J8 website.

Each school can enter as many teams as they like so long as each student is only in one team. The competition will open in early January 2007 and close on 31st March 2007. Please check the website for more details.

3. J8 Summit

The J8 Summit happens directly before the G8, which in 2007 will be held in Heiligendamm, Germany. Over the course of several days winning delegates meet to take part in workshops, round table discussions and exercises to help them think through each of the issues on the agenda.

At the end of their discussions, the J8 delegates write a joint address outlining what they think should be done about the global issues on the agenda. This document is then presented to the G8 leaders before they begin their own discussions.

You can read about previous summits, find out about the winning teams and use the resources by visiting www.j8summit.com

Outreach World

Outreach World (www.outreachworld.org) is a growing online community of educators dedicated to showcasing the achievements of its members and strengthening vital links across the education spectrum, and between the US and the world. At the core of Outreach World are 120 federally-funded National Resource Centers (NRCs) based at 146 universities, focusing on Africa, Asia, Canada, Europe, Latin America, the Middle East, the Pacific Islands and International Studies, and 42 Language Resource Centers (LRCs) and Centers for International Business and Education Research (CIBERs) based at 44 universities and dedicated to promoting foreign language study and international business.

With the support of their host universities and the International Education Programs Service section of the US Department of Education, these National Resource Centers have forged working relationships with thousands of precollegiate schools nationwide in an effort to enrich teaching and learning about vital global regions and thus promote the national interest. The results of this collaboration can be seen in the outstanding professional development programs available annually to K-12 educators; exemplary curricular and instructional materials produced by teachers and scholars; DOE-sponsored overseas visits by some 500 teachers to 30 countries last year; and the creation of outreach councils that represent the Centers and other academic institutions and professional organizations committed to the outreach mission.

On the site, you will find sample instructional materials and several articles about the Middle East and related outreach activities. Their goal in the coming year is to populate Outreach World with educational materials across all global regions, grade levels, themes and disciplines, along with recommended resources, a calendar of events and professional development opportunities, links to organizations and agencies, best practices and user feedback.



J8 makes history as eight delegates meet the leaders of the G8. From left to right, President Chirac and Xavier from France, President Putin and Tania from Russia, and President Bush and Diana from the United States.

Global Ed Opportunities

Toyota International Teacher Program to Japan

Open to teachers of all disciplines in grades 9-12, nationwide, the Toyota International Teacher Program offers a fully-funded, 12-day professional development experience in Japan. Sponsored by Toyota Motor Sales, USA, the program will take place June 22-July 7, 2007 and provide 40 educators with an opportunity to bring ancient and modern Japan back to their classrooms. Participants will travel through Tokyo, Nagoya, Kyoto and surrounding rural areas examining the history, education system, environment and industry of Japan. To apply online, visit www.iie.org/toyota The application deadline is January 8, 2007.

Language, Technology, Math, & Science Exchange Program

The Teachers to Teachers: Language, Technology, Math, and Science Exchange Program, funded by the U.S. State Department's Bureau of Educational Affairs (ECA) and administered by American Councils for International Education: ACTR/ACCELS, was established this year to recognize the achievements of a select group of award winning U.S. teachers, while providing them with the opportunity to utilize their talents and expertise to improve the quality of secondary education in Russia.

This year, eight U.S. middle school and high school teachers of EFL, history, social studies, math, hard sciences, or informational technology will be invited to participate in an exchange program. A three-day crosscultural conference will be held at a U.S. university site with Russian teachers of comparable disciplines in May 2007 for English, EFL, social studies, and history teachers and in October 2007 for math, science, and informational technology teachers. In addition, the finalists will travel to Russia for two or three weeks in March 2008 to visit schools and communities of their winning Russian counterparts, stay in their homes, and participate in teacher education programs, methodological seminars, classroom teaching, cultural exchange programs, and a variety of professional development activities.

Teacher applications can be received by emailing Ben Dunbar at teachers@americancouncils.org.

ISSA Conference in Portland

Looking for new ways to bring the WORLD into your classroom? Attend the International Studies Schools Association (ISSA) Conference January 25-27, 2007 in Portland, OR. The Conference will provide you with two full days of networking with colleagues who are dedicated to educating students about the rest of the world.

Highlights include: using video conferencing technology to connect your students with their peers around the world, various exhibitors and professional development workshops, and opportunities to visit local Portland schools with established international programs.

The registration deadline is **December 22**. Please visit www.intlschools.org for more conference information and to register.

Crossing Cultures Senegal

Crossing Cultures offers a stimulating travel and educational program focused on the French-speaking Republic of Senegal, West Africa. The program dates for the 2007 Crossing Cultures program are June 25 - July 10. Led by two former Peace Corps volunteers, this well-established program appeals to people in and out of academia. It works well for those who want to experience family life and community projects in the rural areas of this diverse nation, and for those with special interests in dance and music training, environment, government, agriculture, language or education and health projects.

The Crossing Cultures group is small, no more than five, allowing the leaders to tailor activities to participants' interests. Reasonable cost. Extended stays for volunteer work or field study can be facilitated. For more information, contact:

Janet L. Ghattas, General Director
Intercultural Dimensions, Inc.
617- 864-8442
janet.ghattas@gmail.com
www.interculturaldimensions.org

Apply Now to Become an Urban Public School Principal

New Leaders for New Schools promotes high academic achievement for every child by attracting, preparing and supporting the next generation of outstanding leaders for our nation's urban public schools.

This year we are seeking over 130 highly motivated individuals nationwide to become New Leaders in Baltimore, California's Bay Area, Chicago, Memphis, Milwaukee, New York City, and Washington, D.C. Successful applicants have a record of success in leading adults, K-12 teaching experience, a relentless drive to lead an excellent urban school, and most importantly, an *unyielding belief in the potential of all children to achieve academically at high levels.*

New Leaders for New Schools' online application is now available. **Final deadline is March 1, 2007! All applications must be submitted online at www.nlins.org.** If you have any questions please email us at info@nlins.org or call 646-792-1070.

Apply Online Now for Goldman Sachs Foundation Prizes for Excellence in International Education

Applications are now being accepted online for the 2006-07 Goldman Sachs Foundation Prizes for Excellence in International Education in the elementary/middle, high school, media/technology, and state categories. The prize program was created in 2003 to raise awareness of the growing importance of international knowledge and skills for U.S. students and annually awards prizes totaling \$25,000 in each category. **The deadline for submissions for the four categories listed above is January 12, 2007.** For more information, please visit: www.internationalead.org/prizes.

Electronically Speaking

Global Ed Yellow Pages

The Global Ed Yellow Pages, a directory of global education resources for k-12 teachers, is now on-line at www.globaledyellowpages.org. It contains approximately 1,000 entries, many of which link to additional sources. The directory is organized into categories such as area studies, the arts, business and economics education, civic education, environmental education, foreign language, global education, human rights, peace studies, sustainability education, world history, and many more. Featured are teaching materials, technology, travel and exchange programs, and information on conferences and publications. There is a special section that describes actual global education programs in primary, middle, and high schools.

The directory will be updated semiannually. If you want to add or delete an entry or if you wish to update or change an entry, contact Ken Tye at ktye@chapman.edu

Peace Corps at the National Archives

Teachers and students can now access the history of the Peace Corps and a number of documents that deal with its founding online at www.archives.gov/education/lessons/peace-corps/. On this site, you will also find background, several photos, lesson resources and teaching activities.



GlobaLink-Africa Online Curriculum

The UCLA Globalization Research Center-Africa (GRCA) has launched the GlobaLink-Africa Online Curriculum, a high school resource for thinking critically about globalization and its relationship to Africa, Africans and United States-Africa policy. The GlobaLink-Africa curriculum is a free online resource, available to students and teachers of World History, English-Language Arts or Globalization Studies.

GRCA conducts research on the dynamics and effects of globalization, with particular emphasis on Africa. The overall aim of the Center is to discover the ways in which global forces impact upon African societies, and the ways in which African societies have an impact upon the globalization process. Along with this goal, GRCA strives to educate the populace about globalization and Africa.

To link to the GlobaLink-Africa Online Curriculum, go to: www.globalization-africa.org/CurrProj/intro.html. Please register to gain access to the website

Contact: Nickie Johnson 310-267-4054
grcacp@international.ucla.edu

Meet the World: Flags Campaign

Check out this project from Grande Reportagem, a Portuguese news magazine that is recognized for its investigative reports and excellent photojournalism. The "Flags Campaign" focuses on the concept of "Meet the World." The creative team for this project used the colors on flags to transmit statistics about social and political issues relevant to various countries. The statistics were thoroughly researched and come from information given by the United Nations, Amnesty International, and other national institutions.

To see all eight flags, visit: www.brazilianartists.net/home/flags/

World Peace Emerging

For a look at people and activities promoting peace, check out <http://worldpeaceemerging.com/main.php>

Their Goals:

- To Tell the Stories of ordinary people boldly making positive change in their own backyard and yours!
- To encourage our readers to participate, to get involved...through donating, volunteering, joining in on projects, or starting projects of your own.
- To network people taking action with each other and with resources.
- To promote green enterprise and create good paying green jobs, both in the WPE offices and the projects we are in service to.

World Ecosystems Beyond Borders

Global Studies at the University of Wisconsin has developed World Ecosystems Beyond Borders (WEBB). This free web-based curriculum seeks to help teachers bring global environmental issues to their science and social studies classrooms. Through engaging students in a dynamic study of local and global issues, the WEBB curriculum prepares them for citizenship in an increasingly interconnected world. Check out their website at <http://global.wisc.edu/outreach/k-12/webb/>

Smithsonian Displays Photographic Work of African Youth

A program of the Academy for Educational Development, "Visual Griots" placed cameras in the hands of youth from Mali. Following an educational workshop with Malian and U.S. photographers, 22 sixth graders set out to document their community and express their voices through images. The works of the youth will be on display in the Smithsonian National Museum of Natural History until the spring of 2007. To learn more, visit www.aed.org/VisualGriots.cfm

Global Ed. Resources

America-Middle East Educational and Training Services, Inc.



(AMIDEAST) is a private, nonprofit organization that strengthens mutual understanding and cooperation between Americans and the peoples of the Middle East and North Africa. Every year, AMIDEAST provides English language and professional skills training, educational advising, and testing services to hundreds of thousands of students and professionals in the Middle East and North Africa; supports numerous institutional development projects in the region; and administers educational exchange programs.

On their website at www.amideast.org, you will find many resources, including some free resources, information about training, student exchanges in several countries, and more. Clicking on "Young Voices" takes you to *What's it like to be a teenager in the Arab world* with interviews with young people from several countries.

A video entitled *Young Voices from the Arab World: The Lives and Times of Five Teenagers* is also available on the website.



Visit Access Islam, a pioneering new tool from Thirteen/WNET New York. Designed to support the study of Islam in grades 4-8, the site contains over 100 minutes of downloadable video drawn from Religion & Ethics Newsweekly and covering topics such as Muslim Prayer, Ramadan Observance, Zakaat, Hajj, Islamic Art, Muslims in America, and more. Also find 10 standards-based lesson plans, a timeline, glossary, background on Islam, and resources to support teaching about religion in the classroom. Go to www.thirteen.org/edonline/accessislam

New Resources from Teaching for Change

Check out the new teaching resources offered in the *Teaching for Change* catalog. These items can be ordered on our on-line shopping cart. Or you can place your order by phone, mail or fax. Below are just a few of the new titles in the Teaching for Change catalog.

A Little Piece of Ground

An engaging chapter book about a 12-year-old Palestinian boy who has cleared "a little piece of ground" to play soccer with his friends. Dealing with issues of family life, education, politics, class and the occupation, this publication is ideal for middle and high school students.

Teaching about Asian Pacific Americans: Effective Activities, Strategies, and Assignments for Classrooms and Communities

The best comprehensive curriculum and collection of field-tested lessons to teach about Asian Pacific Americans drawn from educators from around the country.

Troubled Water: Saints, Sinners, Truths and Lies about the Global Water Crisis

Through images and data, sobering facts about the importance of water, corporate control of it, and how people are fighting back can be understood from upper elementary to adult.

To view these and other titles, visit the Teaching for Change catalogue online at www.teachingforchange.org/publications/online_catalog.html.

EarthCurrent News Digest

Get the news that National Geographic explorers, researchers, and writers use to keep current on the world. Compiled by the National Geographic Society Libraries and Information Services, EarthCurrent is available exclusively for Geographic staff—and, now, EdNet members.

The twice-weekly, bite-size digest contains links to global news stories on classroom-perfect topics such as archaeology and paleontology, exploration and adventure, weather, peoples and cultures, plants and animals, science and technology, and much more. Simply scan the organized list for articles you can use in your teaching—and bring a National Geographic touch to your classroom. To view a sample edition of EarthCurrent and get this exclusive classroom resource twice a week, visit <http://ngsednet.org/news/sample.cfm> and join EdNet. *It's free, easy and invaluable for educators.*

Peace Corps Correspondence Match

The Peace Corps has a dynamic exchange program for U.S. teachers and Peace Corps Volunteers serving overseas—an exchange of letters, stories, pictures, souvenirs, artifacts. The program enriches classrooms enormously and touches the hearts of students and teachers alike. If you or other teachers in your school would like to participate, contact Amy Clark (aclark@peacecorps.gov). Teachers can also apply to be matched online, at www.peacecorps.gov/wws/correspond.

Join GlobalEdNews

Get global education information hot off the wires! Sign up for the Global TeachNet listserv (free, weekly, announcement-only). Visit <http://smtp.rpcv.org/mailman/listinfo/globalednewsSMTP.rpcv.org> to subscribe, edit your account or access the archives. You can also subscribe by sending an email to teachnet@rpcv.org with your email address in the body of the message and "subscribe globalednews" in the subject line.

Global TeachNet's Global Education Gateway

The Global Education Gateway has recently been updated with new links to global education resources and opportunities for you to use in your school! The three sections of the Global Education Gateway will guide you in your search for classroom resources, travel opportunities, and much more.

On the "Global Education Links" page, you'll find links to all kinds of global education programs, projects and online resources for teachers and students, including resources for the classroom, networking and professional development opportunities, programs for students, and exchange and hosting opportunities. The "Global Issues Toolbox" contains links to online resources where you can find up-to-date information about issues of global importance, such as the environment, refugees, globalization, hunger and poverty. And on the "Global Education Policies and Practices" page, you'll find information about legislation, state programs, and some more general information about the field of global education.

To visit the Global Education Gateway, visit www.rpcv.org/pages/sitepage.cfm?id=61. If you know of additional resources that you'd like us to add to this website, e-mail Ellen Frierson at teachnet@rpcv.org.



Global
TeachNet
News

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

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@astound.net or Anne Baker, NPCA 1900 L Street, NW, Suite 205, Washington, DC 20036-5002 (202) 293-7728, ext. 12, e-mail: globaled@rpcv.org.

Next deadline: February 10 for
March-April-May Issue

This newsletter is now distributed electronically. Log in to our database now to be sure we have your correct email address. Go to <https://www.npcaonline.org/npcassa>. If you are logging in for the first time, follow the link on that page for hints. Otherwise, after you log in, click on "profile update" to enter and/or confirm your current email address.

Membership/Renewal Form

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. 12 fax: (202) 293-7554 e-mail: teachnet@rpcv.org

Now you can also join online at www.globalteachnet.org (click on "Join GTN" in the membership box) and pay with a credit card in a secure environment.

_____ I would like to join/renew NPCA at \$50/yr (includes GTN and 1 affiliate group _____)

(For multiple year or family membership options, go to www.peacecorpsconnect.org and click on "join.")

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

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

Name: _____

Phone: _____

Address: _____

E-mail: _____

_____ Please sign me up for the GTN listserv

Grade/Subject if a teacher: _____ School: _____

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

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

Card number _____ Expiration Date: _____

Signature _____

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



Getting Ready: Earth Balloons are tied and distributed; passports are stamped



International Alley at NCSS Conference November 30- December 2, 2006



Open for Business: Ben Sander & Angene Wilson talk with teachers at the Global TeachNet booth.

Exploring the International Alley



UN High Commission on Refugees



A teacher stops at the Goethe Institute booth.



Caroline Starbird talks with a colleague at the booth of the Center For Teaching International Relations.



GTN's Anne Baker visits with Natalie Wooller in the NetAid booth



The CHOICES booth is a busy place as staff display and discuss their materials.



Natalie discusses the NetAid program



iEARN staff are ready for visitors



Peace Corps World Wise Schools



Susan Neyer and Ben Sander take a break during a quiet time in the Global TeachNet booth.



Susan Neyer and Angene Wilson swap ideas in the Global TeachNet booth