



## 2009 APPLICATION PROPOSAL WRITING TIPS

Fund for Teachers seeks proposals that articulate creative, thoughtful summer activities or projects and demonstrate potential for teacher learning. The proposal's strength is in its clarity of ideas. Fund for Teachers honors the professionalism of dedicated teachers and respects their judgment as to what best impacts their practice.

Consider the following when writing your proposal:

- Strong evidence of a passion for teaching and for student learning
- Compelling rationale
- Deepens the expertise and knowledge of the teacher
- Stimulates creativity in instructional practice
- Emphasizes teacher as learner
- Demonstrates an opportunity for increased student learning
- Demonstrates potential to inspire others, develop role models
- Inspires innovation
- Builds cultural understanding, challenges cultural assumptions
- Develops new skills
- Increases commitment to teaching
- Evidence of thoughtful preparation and in-depth research
- Realistic expectations for possible outcomes given summer time constraints
- If a team project; evidence of commitment to collaboration

## PROPOSAL QUESTIONS

Applicants have four pages (approx 18,000 characters, which includes spaces and punctuation) to answer the following questions. Construct your proposal in a word processor first and cut and paste into the Fund for Teachers online application. Note: The online application does not feature spelling or grammar check.

- FELLOWSHIP RATIONALE AND PURPOSE: When thinking about your teaching practice, what would you like to learn? What are the key questions you want to explore? What challenge or passion inspires your proposed fellowship?
- PROJECT DESCRIPTION: Describe and outline in detail your proposed fellowship. What key activities will you pursue, and why are they important? What is the time frame for achieving the goals outlined in the rationale and purpose?
- TEACHER GROWTH AND LEARNING: How will your fellowship help you address your key questions and/or learning goals? How will this fellowship help you grow as a teacher?
- STUDENT GROWTH AND LEARNING: How will students benefit from your proposed fellowship? What meaningful additions will this experience bring to your classroom?
- BENEFITS TO SCHOOL COMMUNITY: How will your fellowship experience contribute to your school community's efforts to engage students and improve learning? How will you share the fellowship learning with colleagues?
- DOCUMENTATION OF LEARNING: How will you document or report on the impact of your summer experience to your students, your colleagues and your school community? Consider documentation methods that will show evidence of and reflection on your learning experience.
- PLAN FOR IMPLEMENTATION OF FELLOWSHIP LEARNING: Outline a plan for implementing learning from your proposed fellowship within your classroom or school. We are aware that unintended learning experiences may constitute powerful aspects of your fellowship, so that not all valuable learning and transfer can be predicted. We do feel, however, that planning clear structures for bringing fellowship learning back to students can contribute to a more focused and significant experience in the field.

Your implementation plan may be (1) an outline of a newly created or enhanced curricular unit/project; or (2) an action plan for new classroom or school-wide structures that you hope to implement.

(1) Curricular Unit/Project Outline: Focus on unit goals, student skills developed, general content covered, teaching methods, and assessment ideas.

(2) Action Plan: Focus on the goals, strategy, and outcomes for new classroom or school-wide structures.

- BUDGET NARRATIVE: Provide a brief narrative that shows evidence of thoughtful planning and research into your specific itinerary. The narrative should explain the rationale for the project's expenses. It is helpful to be precise; if final dates are not known then stipulate a time frame and approximate costs as specifically as possible. Please note that the total amount requested is not a factor for selection; costs should be sensible and realistic in relation to the proposed activities

scope. The selection committee reserves the right to increase or decrease the proposed budget as needed.

If your budget includes a technology expense, please specify: why the item is necessary for the fellowship's success, why you have chosen the specific brand/type, and whether you have prior experience using the technology.

**The following proposals are meant to serve as examples only.**

**The key to an award-winning proposal is to clearly answer all questions and allow your writing to reflect your passion and personality.**

## SAMPLE INDIVIDUAL PROPOSAL

### FELLOWSHIP RATIONALE AND PURPOSE:

- When thinking about your teaching practice, what would you like to learn?
- What are the key questions you want to explore?
- What challenge or passion inspires your proposed fellowship?

I have always had a deep personal interest in Vietnam. My father was drafted into the Vietnam War when he was 18. My parents adopted my sister To-nga from an orphanage when my father returned to the U.S. Because of my upbringing, this country across the world has always seemed very real to me. As a teacher, I want to see my students share my passion for this nation and its troubled history. I had a brief opportunity to do this when teaching a short story from The Things They Carried by Tim O'Brien. As an English teacher, I found it exciting to infuse history with my normal lesson plans. My students were also excited, listening eagerly and asking questions. I felt invigorated when one girl raised her hand and commented, "Miss, you should've been a history teacher!"

Although the Vietnam War was one of the most contentious events of the 20th Century, it is often glossed over in high school textbooks. Furthermore, the few pages given to it usually place its meaning within a context of Cold War politics, as though it had little relevance of its own. Teachers pressed for time to cover Regent's material often skip it entirely and as a result, many students graduate high school without any knowledge or interest in this tumultuous war.

In light of my students' obvious engagement with the O'Brien lesson, I considered devoting a whole unit to the book, when it dawned on me: Why not create an interdisciplinary course centered on the Vietnam War? Students would link the history they are learning to the novels they are reading. They would critique media portrayal of the war, learn to build arguments for and against the war, study photographs, interview veterans, and visit the Vietnam Memorial in Washington, D.C. It was a great idea but it would require refreshing my knowledge of the war. There were gaps in my perspective that I would need to fill in order to effectively teach the course and garner student interest.

Visiting the country, talking to the people, and seeing the countryside with my own eyes would undoubtedly strengthen my knowledge base. I would need answers to the same key questions I'd be posing to my students: How has Vietnam changed since the war? What is the Vietnamese opinion of the war? How is the history of that era taught in Vietnamese schools? What is the Vietnamese opinion of Americans?

Some of my many research goals would be to conduct interviews, understand daily life from a variety of personal perspectives, gather and contextualize cultural artifacts, and tour the north and south to compare points of view. First-hand experience would allow me to create a course that would entice my students and cultivate their love of history. My passion for Vietnamese history runs deep, and instilling a similar passion in my students will be rewarding for me and for them.

### PROJECT DESCRIPTION:

- Describe and outline in detail your proposed fellowship.
- What key activities will you pursue, and why are they important?
- What is the time frame for achieving the goals outlined in the rationale and purpose?

In order to broaden my perspective on Vietnam and its history and gather first-hand material to bring back to my classroom, I propose to spend eight weeks in the country. The purpose of my trip will be two-fold: the first half will be spent volunteering in orphanages in DaNang where I can immerse myself in the daily life of local people. The second half will consist of a 24-day tour of Hanoi, Saigon, and many rural areas where I will interact and live with tribal villagers.

I will spend the first four weeks volunteering with the Global Volunteer Network in DaNang, a major port city with military significance in central Vietnam. I will work at a social support center as well as several different orphanages that house disabled children, abandoned street children, and infants. There I will teach English, arts and crafts, and sports to the older children, and assist in the caring of the infants. My work will provide the children with much needed nurturing and will develop their basic understanding of the English language. I will also teach English to adults at a local language center. At the University of DaNang I will interview teachers and students and observe classes. This will allow me to understand their approach to teaching English literature and the history of the Vietnam War. I will also visit local secondary schools to observe the teaching of reading and writing. If possible, I will share my knowledge of reading and writing workshops with teachers and help them develop a basic curriculum. Such workshops have worked well in my own classroom and I would be eager to help with a foreign adaptation. My research goals for this period center on gathering data about the Vietnamese educational system, both secondary and collegiate.

After one month with the volunteer program, I will take a 24-day tour of the country. The tour will begin in Hanoi, the capital of Vietnam and a city of great political significance. There I will visit the Ho Chi Minh Mausoleum and tour the remaining section of Hoa Lo Prison where South Vietnamese and American prisoners of war were kept. From there the tour will lead into the northern mountain regions where I will spend the night in villagers' homes. The tour will eventually turn south as I travel by train and by plane to various locales around the South China Sea, including China Beach, a popular rest stop for U.S. soldiers during the war. As part of the tour, I will visit the village of the Central Highlands where I can observe the daily life of the ethnic minorities of the region.

The tour then continues south, stopping periodically at numerous rural villages before arriving in Saigon, the capital of South Vietnam during the war. The tour will expose me to life in approximately fifteen cities and villages. Along the way, I will capture photographs of the countryside and video of the local people and their stories, in further service of my research goals.

In total, I will be in Vietnam from Sunday, July 1st, 2007 to Sunday, August 26th, 2007; two months of immersion into the daily life, history, and culture of Vietnam. I will be ready to share my experience and construct my course upon return to the U.S.

#### **TEACHER GROWTH AND LEARNING:**

- How will your fellowship help you address your key questions and/or learning goals?
- How will this fellowship help you grow as a teacher?

Immersing myself in Vietnamese culture will help me better understand the effects the war has had on the country, which will better equip me to design and teach a course about it. I have had the desire to teach a course on the Vietnam War for quite some time, but I have wanted to develop more insight into the war in order to create the most comprehensive and engaging course. My travels will provide a deeper perspective on the key questions guiding the class and will help me effectively communicate the different viewpoints of the Vietnamese people to my students.

As an English teacher, I know I can teach reading and writing; the evidence lies in my students' work and my successful lesson planning. Teaching an interdisciplinary course that fuses English with history requires some growth on my part. This growth will come from spending eight weeks in Vietnam conducting interviews, visiting historical sites, photographing the landscape, living the daily life, and seeing the country from the point of view of students, professionals, ethnic minorities, and veterans. These experiences will allow me to create rich lesson plans and field student inquiries. In addition to the confidence I will build, I will also expand the boundaries of my discipline, pushing myself to think outside the realm of English teaching and into the realm of history teaching, eventually combining the two. I will be challenged to create an exciting and thought-provoking course in a subject area students sometimes see as dry.

In addition, the experiences with the fellowship that improve my learning will improve my teaching. When I was in high school, history was nothing more than a collection of names and dates; I was never able to extrapolate the important concepts. As an adult, I have pushed past this adolescent obstacle to forge a love of history. However, I have had to build my history skills (copious reading, rereading, and note-taking) over the years and I am aware this is a life-long process. I am always adding new skills to my toolbox and seeking ways to become a better learner. By visiting Vietnam and conducting interviews and viewing daily life, I will acquire a new set of history skills: the investigative kind. As a teacher, the skills I learn and use to help myself will then be passed down to my students. I will become a better teacher by constantly assessing my growth as a student.

Lastly, I will bring my experiences of being a foreigner back to the classroom. Many of my students are new arrivals to this country and have difficulty acclimating here. As a teacher who experienced sudden immersion into a culture completely unlike my own, I will be able to teach struggling students strategies for better integration.

### **STUDENT GROWTH AND LEARNING:**

- How will students benefit from your proposed fellowship?
- What meaningful additions will this experience bring to your classroom?

Following my fellowship experience, students will have the opportunity to take an exciting and vibrant humanities course that combines English and history. Students will strengthen their literary skills by reading novels about Vietnam and their history skills by reading primary source documents and examining the politics of the war. They will deepen their knowledge of American cultural history by examining the time period of the 1960's and the well-known images, films, and music relating to the Vietnam era. They will enhance their knowledge of current politics by drawing parallels between Vietnam and events today in Iraq, Afghanistan, and North Korea.

The experience I bring back with me will directly increase their understanding of these issues. The journal entries, interviews, and footage I gather will rescue Vietnam from the dusty pages of their history books. Students will see that history is always alive, that wars do not end with the signing of a cease-fire agreement, that reverberations are felt around the world for years afterward. This will awaken students to the importance of being involved and educated in current events and in civic actions such as voting.

Students will also see that true learning is spawned by exploration. For many New York City teenagers, life exists within the confines of their block. Many of my students rarely, if ever, leave their borough. This fellowship will show them that making great efforts to collect new and different information outside of their familiar surroundings can result in

tremendous enrichment. Perhaps my journey to pursue a subject of personal passion will inspire students to do the same.

Lastly, since history was a difficult subject for me to master, I have a habit of reflecting on my own methods of learning in order to strengthen my students' learning. When planning this course on the Vietnam War, I will be acutely aware of what barriers I faced in successfully learning history. My goal will be to create a more user-friendly course that invites all students to participate in high-end learning, not just the students who are already engaged.

### **BENEFITS TO SCHOOL COMMUNITY:**

- How will your fellowship experience contribute to your school community's efforts to engage students and improve learning?
- How will you share the fellowship learning with colleagues?

Creating an interdisciplinary course from a variety of source material including the authentic artifacts from my fellowship will create an atmosphere of student excitement and enthusiasm. Such enthusiasm is contagious. Students will take what they learn from this cross disciplinary course to their other classes. The literary aspect of the course, particularly the reading of several novels, will deepen their skills in every subject, especially English. The history skills they learn will cross over to their Global History course or U.S History I and II, as students begin to make connections and see that subjects are not isolated from one another.

Another advantage to cross disciplinary teaching is that it strengthens the communication between teachers of different departments and fosters a sharing of resources. I plan to share my experiences and my resources with the rest of the staff, and I am eager to work with history teachers to share ideas about what works best in the classrooms.

In addition, I want to see my students giving back to their communities. I will model this for my students by giving back to the community that gave me my sister. She was a gift from Vietnam, and one way I can give thanks for her is to volunteer in her homeland, caring for children in an orphanage the same way she was cared for, and paying homage to the country by traversing it.

All the curricular material will be reproduced and put into two different binders that document the course, including sample student work and any copies of cultural artifacts used in the class. One binder will be for me to keep and revise, and the other will be added to the school's curriculum library.

In addition, I would like to have at least two other teachers critique the course and offer suggestions. I would also like to share the teaching of the class with my colleagues by inviting them to observe the course and team-teach some lessons. If I come across issues that raise questions, I will eagerly use the history department as a resource.

### **DOCUMENTATION OF LEARNING:**

- How will you document or report on the impact of your summer experience to your students, your colleagues and your school community?
- Consider documentation methods that will show evidence of and reflection on your learning experience.

One of the ways I will document my experience is with a written journal. Travel can be life changing, and documenting my emotions and observations will be key. Just as I take notes while reading historical texts, I will take notes on this journey and the interviews I conduct, the information I learn on my 24-day tour, and other observations of daily life. These journal entries will be used as a primary source during my class.

Photographs and videotape will also be used as documentation. The interviews of local students, teachers, children, and villagers will be videotaped and the landscape photographed, to be later used in the creation of the course.

During my visits to the University of DaNang and local secondary schools, I will acquire copies of student work, sample lesson plans, handouts, and course catalogs, as well as photographs of the classrooms and students. I also plan to collect the addresses of local schools and student rosters in order to foster international communication between the Vietnamese students and my own students. Establishing such a program will bring the experience home to my students and carry it further.

I will ultimately create a book that collects all of my documentation. The book will contain my journals, photographs, museum literature, cultural artifacts, and other records of my journey. This scrapbook can be centrally displayed for the benefit of administrators, teachers, students, and visitors.

I will also compile a lecture and presentation for my colleagues, in which I will discuss my grant proposal and my Vietnam experience. The curricular outline I plan will also be available.

To document the impact of my experience on my students, I plan to take student surveys before and after the course. This way I can assess the state of their knowledge at both times and how much they learned, as well as how their feelings about history may have changed. Students will also keep a portfolio of work done in the course, and parents, teachers, and administrators will be invited to attend a portfolio review at the middle and end of the year.

#### **PLAN FOR IMPLEMENTATION OF FELLOWSHIP LEARNING:**

- Outline a plan for implementing learning from your proposed fellowship within your classroom or school.
- Your implementation plan may be (1) an outline of a newly created or enhanced curricular unit/project; or (2) an action plan for new classroom or school-wide structures that you hope to implement.

(1) Curricular Unit/Project Outline: Focus on unit goals, student skills developed, general content covered, teaching methods, and assessment ideas.

(2) Action Plan: Focus on the goals, strategy, and outcomes for new classroom or school-wide structures.

My implementation plan is to design a course, focused on the war's causes and effects.

These are some of the key questions that will guide it:

- What are the causes of the Vietnam War?
- Who won? Who lost? What evidence supports this?
- What effects have the war had on Vietnam? On the United States?

- How is the war viewed from various Vietnamese perspectives? How was it viewed by students? Farmers? Urbanites? Rich? Poor? Ethnic minorities? What were these perspectives during the war, and what are they now?
- How was the war viewed from various American perspectives? The public? The political right? The political left?
- Is it possible to solve political problems without military intervention?
- At what point should people use violence to protect themselves and their freedom?
- What is the best approach to conflict resolution in international relations?
- What is the fate of communism and the countries that currently practice it?
- How did the Western view of the East impact the war? How do cultural differences shape public opinion about foreign policy?
- What role did religion play in the war?
- What parallels can be drawn between the Vietnam War and the wars being waged in Iraq and Afghanistan today?
- Does history repeat itself?

Materials that will be used in the course include:

- Photographs taken during my journey
- Videotaped interviews of Vietnamese citizens taken during my journey
- Journal entries of my experience
- Cultural artifacts collected during my experience
- Letters written by my father to my mother during the war
- Selected excerpts from non-fiction readings such as The Vietnam Wars by Marilyn Young, Major Problems in the History of the Vietnam War: Documents and Essays, The Vietnam War for Dummies, and My Lai: A Brief History with Documents by James Olsen and Randy Roberts
- Selected novels including The Things They Carried and If I Die in a Combat Zone, Box Me Up and Ship Me Home by Tim O'Brien, Where the Rivers Ran Backward by William E. Merrit, and excerpts from *American Pastoral* by Philip Roth
- Selected Hollywood films including *Apocalypse Now*, *Born on the Fourth of July*, *The Deer Hunter*, *Full Metal Jacket*, *Good Morning Vietnam* and *Platoon* (Some films will need to be edited due to content)
- Documentaries including "Hearts and Minds" and "Regret to Inform"
- Images from the war

The course will also include guest speakers such as veterans and survivors of the war. At the end of the semester, the class will culminate with a field trip to Washington D.C. to see the Vietnam Memorial. Prior to visiting, students would research a name on the wall and attempt correspondence with a living relative.

The day to day structure of the course will be based on the timeline of the war. Whereas some history courses often sacrifice depth for breadth, this course will provide a nuanced exploration. Mondays and Wednesdays will be devoted to studying the timeline and the progress of the war. Specific content will include the political motivations behind the war, the military approaches of both sides, an examination of communism, and an analysis of public opinion about the war.

On Tuesdays and Thursdays, students will link the history they are learning to the novels they are reading, strengthening their ability to connect literature to history. On Fridays, students will augment their learning by viewing films, examining images from the era, organizing and participating in debates, corresponding to fellow students in Vietnam, listening to and interviewing guest speakers, analyzing artifacts such as letters written by soldiers, educational materials obtained at local schools during my trip, and photographs and footage of my experience. Students will also read my journal entries while creating their own as they document their learning process during the course. These different

elements together will create a deep and broad understanding of the war, giving students multiple ways to access the material.

As an English teacher who utilizes the workshop model, my goal is to have students actively working during class, rather than being lectured to for the majority of class time. For this reason, I plan to give my students the opportunity to tackle the material before I review it with them. Each night for homework, the students will be assigned reading about the war and take notes. The following day in class, students will spend the first ten minutes reviewing their notes independently. Then they will work in groups to review the reading and pose questions to each other. Key questions and concepts will guide their discussions each day. Then, I will review the material with the class, having students fill in the information for me when they can. As students take ownership of the material, teaching and learning becomes the group's responsibility, not just the teacher's.

**BUDGET NARRATIVE:**

- Provide a brief narrative that shows evidence of thoughtful planning and research into your specific itinerary. The narrative should explain the rationale for the project's expenses.
- It is helpful to be precise; if final dates are not known then stipulate a time frame and approximate costs as specifically as possible.

The bulk of my eight-week fellowship cost comes from airfare and program fees. Roundtrip airfare between Saigon and New York will cost approximately \$1612, and airfare between Saigon, Hanoi and DaNang for the Volunteer program will cost about \$280. Total Transportation Costs: \$1892

While both the program and the tour cover some meals, not all are included, and therefore \$30/week will be allotted for food and bottled water, totaling \$240 for my entire eight-week stay.

One month in the Global Volunteer Network costs \$690, and the 24-day tour is \$1650. Total Participation Costs: \$2340.

Prior to traveling, I'll need to obtain a visa (\$60) as well as several immunizations including Hepatitis A, Hepatitis B, Typhoid, Malaria, Diphtheria, and Tetanus (\$200). \$150 will be spent on travel insurance. Total Other Fees: \$410

I will spend \$100 on cultural artifacts to be brought back to the classroom. I will absorb the cost of any film and film development. This brings the final cost of my fellowship to \$4982.

**Itemized Budget Sheet**

Destination City	DaNang	
Destination State/Province	Vietnam	
Primary Destination Country	Vietnam	
Destination Continent	Asia	
Transportation Type	Airplane	\$ 1,892.00
Lodging Type		\$ 0.00
Food Allowance		\$ 240.00
Participation Costs	Course/Program Tuition, Registration Costs, Tour Fees	\$ 2,340.00
Material Type	Reference Materials, Souvenirs	\$ 100.00
Equipment Fees		\$ 0.00
Other Fees	Travel Insurance/Visa/Immunizations	\$ 410.00
<b>Total Cost of Project</b>		<b>\$ 4,982.00</b>

## **SAMPLE TEAM PROPOSAL**

### **FELLOWSHIP RATIONALE AND PURPOSE:**

- When thinking about your teaching practice, what would you like to learn?
- What are the key questions you want to explore?
- What challenge or passion inspires your proposed fellowship?

As Global Studies and Earth Science teachers in Brooklyn, we both noticed the need on our campus for interdisciplinary units between history/geography and the sciences. As we investigated our individual curriculum and standards for possible areas of overlap, the idea of visiting Iceland emerged as an ideal point of entry for designing a unit on the scarcity of natural resources in the world and creative solutions to this ever-worsening issue. The unit could present environmental concerns such as global warming and the possible benefits from increased reliance on naturally occurring energy sources.

Iceland was formed from a series of volcanic eruptions about 20 million years ago and the island continues to be one of the world's most active hotspots. As a result, scientists learned to harness the energy under Iceland in the form of steam or hot water such that today more than 86% of homes in Iceland are heated with geothermal energy rather than fossil fuels. Throughout the island are numerous plants that transform the naturally occurring energy into a usable form that has allowed Iceland's dependence on oil to decrease significantly.

The world's dependence on oil has created a myriad of conflicts both past and present, which are studied extensively during 10th Grade Global History and Geography. Additionally, Earth Science students study plate tectonics, energy sources, and other environmental issues during the course. By traveling to Iceland, we hope to design an interdisciplinary unit of study that awakens students to the possibility of alternate energy sources. If oil were not as desperately needed, perhaps the conflicts surrounding it might find a respite.

### **PROJECT DESCRIPTION:**

- Describe and outline in detail your proposed fellowship.
- What key activities will you pursue, and why are they important?
- What is the time frame for achieving the goals outlined in the rationale and purpose?

In order to design this unit we intend to visit geothermal fields and numerous power plants in northern Iceland and the southwest in order to understand how a geothermal system works. We would also like to visit homes, schools, and businesses that are heated from geothermal sources to observe and learn how the energy impacts the lives of typical Icelandic citizens. Day trips to areas of geothermal activity such as geysers, volcanic craters, hot springs, and boiling mud pits will allow us to document for our students how this energy naturally manifests itself. Furthermore, we would like to visit different landscapes across the diverse island including fjords, coastline, mountains, glaciers, waterfalls, and barren desert. This diverse geography has played a role in the discovery and usage of alternate energy sources. Finally, we hope to examine how geothermal energy has affected and shaped Icelandic culture through visits to museums and cultural sites as well as interviews with citizens.

We would also like to investigate how scientists came to pursue geothermal energy as a viable alternate to fossil fuels. Was it a desire to decrease oil dependence that motivated research? Were fossil fuels readily available enough to be a cost effective option? Did fears about global warming provoke citizens to support the research and development of

these resources? Could this type of energy harnessing be replicated elsewhere? To that end, we have made contact with Einar Gunnlaugsson, Manager of Geothermal Research at Reykjavik Energy, the largest geothermal district heating utility in the world. He has agreed to assist us in this quest and escort us to several of the power plants he is affiliated with.

Our intent is to spend just over a week in Reykjavik and the surrounding areas to visit geothermal fields, power plants, cultural sites, geographic features, and places heated geothermally. We would also like to drive across the island to view its diverse landscape en route to Akureri, which is in the northern part of the island. Akureri also has numerous power plants and geographic destinations such as fjords and geysers that we hope to visit, research, and document. Photos, digital video footage, interviews, journals, and artifacts will capture this experience and allow an exciting unit of study connecting Global Studies and Earth Science to be developed.

#### **TEACHER GROWTH AND LEARNING:**

- How will your fellowship help you address your key questions and/or learning goals?
- How will this fellowship help you grow as a teacher?

Our school prides itself on requiring students to complete and master two high-standard projects for each core course during any given marking period. Although we feel this is a worthy endeavor, we are both of the opinion that many of these projects are given in complete isolation of other subjects. With the rare exception of an English/History dual project, interdisciplinary coursework is severely lacking in our school. To create a course or unit of study that unites Global and Earth Science is a goal we have both long held.

This course would introduce students to current conflicts and issues around the world related to scarcity of fossil fuels as well as the environmental repercussions of being dependent upon them. As students are confronted with these conflicts, we hope to introduce them to the idea of alternate energy sources with a focus on Iceland's situation. A lab recreating and demonstrating how geothermal energy is utilized will be developed alongside lessons that explain the process and the inner workings of a geothermal power plant. Furthermore, we hope to infuse the unit with Icelandic culture, which is greatly impacted by Iceland's creative harnessing of the earth's energy.

Alongside achieving this interdisciplinary unit goal is a keen personal interest in how the world will survive the global shortage of fossil fuels. As attempts to use less alleviate the problem temporarily, it has become clear that a viable alternative to oil must be pursued. The fact that almost 90% of homes in Iceland are heated geothermally is an environmental anomaly. As we read about geothermal energy and its ability to decrease oil dependence, we longed to find out how this could be recreated elsewhere. Perhaps this type of energy is available everywhere if you blast deep enough into the earth? This question and others will be asked as we tour power plants and talk with engineers working on these projects.

Besides decreasing fossil fuel dependence, geothermal energy does not damage the earth or ozone when it is utilized. As we experience a winter with temperatures repeatedly above 60 degrees, one has to wonder if global warming is responsible. Geothermal energy presents an option that would not release toxic gases when transformed to usable forms. Iceland captures carbon dioxide naturally escaping from the earth to be used in various energies such as dry ice and carbonated beverages. This further reduces the greenhouse gases released from Iceland. In educating ourselves in Iceland about the application of geothermal energy, we hope to inspire our students to think critically about environmental issues. We believe that an understanding of Iceland's

situation can be used as a starting point for designing creative solutions to the current world energy crisis.

### **STUDENT GROWTH AND LEARNING:**

- How will students benefit from your proposed fellowship?
- What meaningful additions will this experience bring to your classroom?

Through our experiences in Iceland, students will have the opportunity to learn firsthand how a developed country has creatively shifted their dependence on oil to alternate sources of energy. We will document geothermal activity and geothermal power plants through digital video footage, digital photos, journals, artifacts, and scale models. This research will be translated into a unit of study that presents environmental problems alongside a viable solution.

Students will participate in labs and demonstrations designed to show how geothermal energy works and why it is able to heat so many homes and businesses. Furthermore, students will realize that geothermal energy is also used to heat swimming pools, melt icy sidewalks, and for many other purposes. Within the context of our world as a fragile place, students will be exposed to a country that maintains a high standard of living without total dependence on fossil fuels or contributing to global warming.

As a result of our visit to Iceland, students will be able to view photos and video footage of a geographically diverse land including glaciers, fjords, geysers, volcanoes, and hot springs. They will also be able to study and examine rocks collected at various sites during our travels as well as other artifacts. These are geographic features many of our students have never seen and will aid them in understanding how geography impacts the way people adapt to their surroundings.

It is this adaptation to geography that will also connect students to Iceland's distinct culture, as much of their national identity is tied up in being environmentally conscious. The question of how geography impacts culture is repeatedly investigated in the Global History and Geography course. This unit of study based around Iceland will reinforce earlier concepts and present a unique example of people using their surroundings in a positive way.

### **BENEFITS TO SCHOOL COMMUNITY:**

- How will your fellowship experience contribute to your school community's efforts to engage students and improve learning?
- How will you share the fellowship learning with colleagues?

Although our initial plan is to develop a unit of study between Global Studies and Earth Science, we also have a long-term goal of creating a semester-long elective about current environmental issues. Much of our research and artifacts could be infused into that course, as alternate sources of energy and the case of Iceland would certainly play a large part. Our school's Community Service Department could also utilize our unit during their study of quality of life issues.

We would also like to work with other teachers on creating units of study that connect the humanities and the sciences. Research continually shows that when students see the big picture of their studies rather than isolated units, they find more meaning within the knowledge and are able to make much deeper connections with the material. We

see our experience in Iceland as a catalyst to increased curriculum development between content areas.

Additionally, our administration is always interested in new courses with an interdisciplinary focus. For example, a physical science class could include a unit on alternate energy and environmental issues. Materials and artifacts we collect could be used by several different courses and toward the development of new classes. This experience will allow us to train colleagues who may be interested in teaching or developing new interdisciplinary courses or science classes with an environmental issues component.

We will share our experience in Iceland in the following ways:

1. We will post a copy of our unit's individual lesson plans on our school website. This will include the lab demonstrating how geothermal energy is transformed into electricity, information about current environmental and social issues related to dependence on fossil fuels. A second lesson plan will show how Iceland has adapted to their unique geography and how these adaptations have shaped their national identity and culture.
2. We will collaborate with faculty and staff in order to design a physical science course with our unit of study as part of the course. Our artifacts, photos, video footage, and all research will be presented and available for staff members to infuse their courses with aspects they find relevant.
3. A service-learning project will be designed whereupon completion of our unit of study, students could present their knowledge and findings to members of the community in the form of brochures and power point presentations.
4. We will also aid senior students who would like to utilize information about Iceland's environmental situation in their "Quality of Life" senior community service projects.

#### **DOCUMENTATION OF LEARNING:**

- How will you document or report on the impact of your summer experience to your students, your colleagues and your school community?
- Consider documentation methods that will show evidence of and reflection on your learning experience.

We will document our experience in Iceland for our students and colleagues in the following ways:

1. Reflecting on all experiences and research through daily activity journals.
2. Capturing areas of geothermal activity, geographic features, and cultural elements through digital photos and videos.
3. Recording interviews with cultural specialists, geothermal engineers, and citizens.
4. Mapping areas of geothermal activity and the areas of which they supply energy.
5. Purchasing and collecting scientific artifacts such as rocks, models, posters, maps, books, DVDs, and brochures for use in classroom activities and labs.
6. Purchasing Icelandic novels, picture books, cultural artifacts such as postcards of Icelandic art, and other supplementary materials to support the humanities aspect of our studies.

## **PLAN FOR IMPLEMENTATION OF FELLOWSHIP LEARNING:**

- Outline a plan for implementing learning from your proposed fellowship within your classroom or school.
- Your implementation plan may be (1) an outline of a newly created or enhanced curricular unit/project; or (2) an action plan for new classroom or school-wide structures that you hope to implement.

(1) Curricular Unit/Project Outline: Focus on unit goals, student skills developed, general content covered, teaching methods, and assessment ideas.

(2) Action Plan: Focus on the goals, strategy, and outcomes for new classroom or school-wide structures.

Part I: Introductory Lesson: Students are divided into groups of four. Each group is given articles and guiding questions about a world energy/environmental crisis within modern history and then will present their information to the class. Energy/environmental crises to be covered include:

1. Oil Crisis of 1970s
2. Chernobyl Nuclear Disaster 1986
3. Exxon-Valdez Oil Spill 1989
4. Construction of Narmada Dam in India 1980s-1990s
5. London Coal-Burning Smog Crisis 1952
6. Destruction of the Aral Sea due to nuclear weapons testing
7. Belo Monte Dam in Brazil 1980s-1990s
8. The Continual Depletion of Arctic Ice Masses as a result of Global Warming

Part II: Iceland: The Possibility of Safe, Alternative Energy – activities to include:

1. PowerPoint presenting Iceland's geographic diversity
2. Class demonstration of how geothermal energy works
3. Student lab showing how geothermal energy works
4. Students view video footage of geothermal power plants and geothermal activity
5. Activity stations with photos of geothermal activity sites – students view photos, answer questions, and draw conclusions on a graphic organizer
6. Label and compare a traditional power plant and a geothermal power plant

Part III: The Impact of Geothermal Energy on Iceland's National Identity and Culture

1. Artifact analysis lesson – students visit stations around the room and examine cultural artifacts such as interviews, photos, stories, and art. Students record findings on a graphic organizer and draw a sketch representing each object.
2. Geothermal energy and Icelandic identity – students design bumper stickers and t-shirts they imagine Icelandic citizens would buy that represent national ideals regarding the environment and their use of geothermal energy.

Part IV: Sharing the Experience of Iceland

1. Students develop their choice of a brochure, travel guide, PowerPoint presentation, or newspaper front page about Iceland's use of geothermal energy and its impact on life and culture

2. Students share their products and teach others in the school and community about Iceland and alternate energy.

**BUDGET NARRATIVE:**

- Provide a brief narrative that shows evidence of thoughtful planning and research into your specific itinerary. The narrative should explain the rationale for the project's expenses.
- It is helpful to be precise; if final dates are not known then stipulate a time frame and approximate costs as specifically as possible.

In order to achieve our stated goals in Iceland, we will need funding for airfare, food, housing, transportation, entrance fees, tours, artifacts and materials, and equipment. All expenses are listed in U.S. dollars and are estimates for the total cost of our two-person team.

Roundtrip airfare from New York to Reykjavik is estimated at \$2000 for the team according to [expedia.com](http://expedia.com). The cost of the Airtrain to and from JFK Airport would be \$80 for the team. Transportation to and from the Kreflavik Airport in Reykjavik is estimated at \$70 for both members. We would like to rent a car for a week out of our stay in order to visit the glacier, hot spring filled iced caves, and iceberg filled lagoons of Skaftafell National Park and to reach the northern city of Akureri including the Krafla Power Plant. For a two-door economy car, the cost for a week will be around \$700. This includes insurance and unlimited mileage (according to [budget.com](http://budget.com)). Allowing \$.445 per mile for gas, the cost of a 950-mile trip will be about \$420. Total Transportation Costs: \$3270

The cost of a budget hostel or guesthouse in Reykjavik for eleven nights will cost around \$1400 ([hostelbookers.com](http://hostelbookers.com)). Prices for housing during this time of year in Reykjavik are extremely high, even for budget hostels where we will have a shared bathroom with other guests. A guesthouse or hostel in Akureri for three nights will cost around \$240 ([hostelbookers.com](http://hostelbookers.com)). Total Lodging Costs: \$1640

Our daily allowance of food will be \$100 per day for fourteen days, for a total of \$1400.

Admission to Perlan and Saga Museum in Reykjavik, which features dioramas of key moments in Icelandic history, will cost \$22 for the team. The Institute of Natural History in Reykjavik will cost \$8 for team admission. Also, the Reykjavik Art Museum will cost \$14 total. The Reykjavik Tourist Card, which includes bus fare, admission to additional museums, and tourist attractions will cost \$60 total.

Admission and tours for Reykjanes and Svartsengi Geothermal Power Plants near Reykjavik are free. The cost of visiting the Blue Lagoon, which is a pool naturally heated by Svartsengi Power Plant, is \$80 total, including bus fare to the power plants and admission to the Lagoon. Visiting and soaking in the mineral-rich waters of a geothermal pool such as the Blue Lagoon is a common Icelandic pastime that shows a social application of geothermal energy and its byproducts. In Akureri, admission and tours of the Krafla Power Plant are free. The lecture and workshop "Energy from the Bowels of the Earth," run by the Reykjavik Tourism Bureau will cost \$80.

The Golden Circle Tour from Reykjavik, which takes us to the most famous geyser in Iceland, the waterfall Gullfoss, and Pingvellir (the original Icelandic Parliament Building), will cost \$170, including transportation and admission to the three sites. While on the Golden Circle Tour, we would like to visit nearby Nesjavellir Geothermal Plant (the largest in Iceland) which has free admission and is within walking distance of Pingvellir. We would also like to take a five hour Jeep Tour called "Hot and Cold," which would allow us to see and document volcanoes, lava fields, boiling hot springs, bubbling mud pools, black sand beaches, and more. The cost of this tour for the team would be \$446.

Visiting Skaftafell National Park en route to Akureiri is free of admission charges. Total Participation Costs: \$880

We already have access to a digital video recorder, digital camera, computers with software for slideshows and photo/video editing, overhead projectors, and a digital projector. The equipment we will need includes a memory card for our digital camera at \$25 and batteries for the camera at \$25. We will also need an Iceland guidebook and driving map for \$30 total. We would also like to budget \$20 for digital video recorder tapes and \$40 for color printer cartridges in order to print digital photos for lesson plans. Finally, we would like to spend \$170 on classroom artifacts and souvenirs. Total Material Costs: \$310

All of the above brings our total funding need to \$7500.

### Itemized Budget Sheet

Destination City	Reykjavik	
Destination State/Province	Reykjavik and Northwest Iceland	
Primary Destination Country	Iceland	
Destination Continent	Europe	
Transportation Type	Airplane, Bus, Rental Car, Subway	\$ 3,270.00
Lodging Type	Hotel, Hostel	\$ 1,640.00
Food Allowance		\$ 1,400.00
Participation Costs	Registration Costs, Tour Fees	\$ 880.00
Materials	Books, Consumables, Reference Materials, Souvenirs, Other	\$ 310.00
Equipment Fees		\$ 0.00
Other Fees		\$ 0.00
<b>Total Cost of Project</b>		<b>\$ 7,500.00</b>

# CHECKLIST

Is your proposal:

- ✓ As descriptive and thorough as possible
- ✓ A reflection of your personality and passion for teaching
- ✓ Free of spelling and grammar errors
- ✓ Free of educational and technical jargon or undefined acronyms
- ✓ Void of any identifying factors (school district, school, principal name, etc)

For assistance with navigating the online application, read “Navigating the Online Application”. [http://www.fundforteachers.org/apply/help/online\\_app/index.html](http://www.fundforteachers.org/apply/help/online_app/index.html)

For additional assistance with your online application, e-mail [onlineapp@fundforteachers.org](mailto:onlineapp@fundforteachers.org).