

ODYSSEY



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A PUBLICATION OF FUND FOR TEACHERS



The site of Archduke Ferdinand's assassination in Sarajevo.



Nance begins fellowship to fight racism in all forms.

Never Again: Not for Jews, Bosniaks, Anyone

Nance Morris Adler, Jewish Day School of Metropolitan Seattle – Seattle, WA

As a teacher, I spend the year pouring knowledge into my students' heads; therefore, it is vital to my personal growth and continued inspiration that I spend the summer doing my own learning to "refill." Teaching the Holocaust is a passion of mine, so I designed an FFT fellowship to research the role World War I played in Nazism. Coinciding with the 100th anniversary of World War I last summer, I participated in Centropa's Summer Seminar in Vienna and Sarajevo. My goal was to meet survivors of two genocides – the Holocaust and the Bosnian War – and bring back stories of empathy, tolerance and activism for my middle school students.

Historians consider Sarajevo to be where the 20th century both began and ended – beginning in 1914 with the shooting of Franz Ferdinand and ending in 1994 with the Bosnian Muslim genocide. With 80 educators

from 15 countries, I toured museums, historical sites and cemeteries; heard presentations by top scholars on WWI, WWII and the Balkans; and walked the *Tunnel of Life*, dug under Sarajevo's airport, that brought life-sustaining supplies for those trapped in the war zone. As I witnessed Bosnia's scars – both physical and emotional – from 20 years of violence, I was struck by how important it is to relay these stories to students and create engaged world citizens who stand up to ethnic strife and genocidal intent.

Despite the United Nation's Dayton Accords designed to promote peace in post-war Bosnia, Serbs, Bosniaks and Croats reside in one country but as three separate populations. They don't learn together, play together or seek to build a future together. The teachers I met on my fellowship are heartbroken about this and want a better future for their students. I plan to bring several of these

teachers into my classroom through Skype so students hear their experiences and see the need for working toward greater peace and understanding among peoples. My class is partnering with the Lauder Jewish School in Budapest and exchanging student-made films about our communities' past. For the Hungarian students, this will include the roundup of Hungarian Jews and living under Communism – experiences totally foreign to my largely-sheltered students.

Continued on page 6

“Peace cannot be kept by force; it can only be achieved by understanding.”

- Albert Einstein

Mission in Motion

"Students in my classes are connecting with experts in ways that allow them to think of themselves as worthy of this knowledge and they are using the knowledge to make a difference in their communities."

- Beth Mowry

Brooklyn School for Collaborative Studies

Project Description

- Participated in a week-long teacher workshop at the Wyoming Dinosaur Center to learn about fossil collection and prep techniques
- Volunteered there for an additional week to deepen understanding of paleontological field and lab techniques

Fellowship Experiences

- Explored fossils present in rock outcrops
- Excavated fossils in a working dinosaur quarry
- Earned Basic Field Work and Basic Lab Preparation certifications
- Invited by the Big Horn Basin to return the following summer to help plan and implement a new teachers' program
- Asked to co-teach a graduate class for teachers at Brooklyn College

Classroom Impact

- Created year-long paleontology curriculum
- Only school in country the Wyoming Dinosaur Center granted authentic dinosaur bones for students' graduation requirement research projects
- Raised funds to take six high school students to the Wyoming Dinosaur Center for eight days where they worked in dinosaur fossil quarries and preparation labs
- Developed for students in the sister elementary school the after-school program "Brooklyn Urban Paleontologists" with sessions run by paleontology students
- Invited to speak to the *Society for Vertebrate Paleontologists* and the *Geological Society of America's* national conferences in 2010 on "Partnering with Science Museums to Provide Authentic Research Experience for High School Students."

Fund Facts: Beth expanded her teaching focus to climate change education, developing two full-year curricula and accompanying 40 students to the People's Climate March in New York City in September. This year, she was named her school's first science department chair and is the winner of Expeditionary Learning's 2014 Klingensteins Award for Teaching Excellence.

To keep the momentum going,
donate at fundforteachers.org



Our Mission

Fund for Teachers enriches the personal and professional growth of teachers by recognizing and supporting them as they identify and pursue opportunities around the globe that will have the greatest impact on their practice, the academic lives of their students and on their school communities.



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From the Executive Director

It's happened again, the year has flown by. For Fund for Teachers, it has been another of continuing growth. We are in the midst of application season; teachers, vying to be part of our fifteenth class of Fellows, represent every state in the union. The political winds have shifted, but education policy is always a rough business where elbows get thrown with abandon. The learning loop is one constant: when teachers learn, students learn. The challenges are profound - our call to action more resonant.

New and expanded regionally located partnering organizations are busy holding Fellow Forums and information sessions. Collectively we develop and refine organizational structures to provide applicants with the resources and tools at the front end of the process to improve individual outcomes. We continue to work towards developing effective strategies to share the ideas, concepts and innovative content-rich curriculums produced by our Fellows. The learning experiences for students in an FFT Fellow's classroom and school are powerful and transformational. We believe that it is possible to exponentially increase the impact of our grants by offering a greater platform on which Fellows can share what they have developed and students have learned. The challenge to do so effectively and efficiently is one that we continue to grapple with.

Documenting some of that impact is the subject of our latest series of videos. Choosing the Fellows to highlight was difficult; we have an *embarrassment of riches*. Ultimately we selected several teachers who, along with their students, experienced significant shifts in learning and subsequently took community action. See your donations at work; visit our website to see the first in the series.

Strategically bridging the funding gap between requests of teachers seeking money to pay for the learning they need and those that Fund for Teachers is actually able to fund is constant. Apache Corporation, a steadfast supporter providing office space and services making it possible for us to direct virtually all charitable donations to mission, recently announced the intent to take the lead in a campaign to raise \$10MM to help bridge that gap. We're welcoming all comers.

Peace building is an active process. The stories in this issue highlight the creativity, intellectual stimulation and conviction that Fellows bring to students. Education remains the best mechanism for growth, prosperity and peace. My holiday wish for you is to open your hearts and minds to all that is possible.

Wage peace,

Karen K. Webb
Executive Director

2015 FFT Grant Applications due by January 29 at 5 pm
www.fundforteachers.org/apply.php

Kauffman Foundation
Los Angeles Education Partnership
Marcus Foster Education Fund
Math for America
Mayerson Academy
New Visions for Public Schools
Oklahoma Foundation for Excellence
Public Education Foundation - Chattanooga

Red Wing Public Schools Foundation
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Tulsa Community Foundation
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On a workshop break, Juli and Debra observed mosaics in Vatican City.

Incorporating Creativity to Instill Peace

Juli Evers and Debra Blondeau - Hospital Agencies, Minneapolis, MN

For our students, "school" offers a distraction from doctors and diagnoses. One hour a day, Monday through Friday, at either the University of Minnesota Masonic Children's Hospital or the nearby Ronald McDonald House, we teach individual students facing transplants and life-threatening diseases. Alongside child life specialists and medical teams, we greet our students and create curriculum based on their education level and medical condition. Customizing hundreds of lessons to ever-changing situations requires creativity. We didn't see ourselves as inherently creative, so we designed our Fund for Teachers fellowship to participate in the Creativity Workshop in Florence, Italy.

The workshop helped us see adventure in the creative process and taught us how to draw inspiration from ourselves, our experiences, relationships and, most importantly, our failures. We learned how to release the fear of failure and the anxiety of venturing into new dimensions. We recognized that we ARE actually creative!

These realizations and newly-developed ideas and skills translate directly to our students. In hospital rooms, we introduce projects that help students see themselves as huge risk-takers just showing up for treatment; or as mosaics to emphasize that one tile doesn't define the entire image, and an illness doesn't define their identity. We incorporate the tool of "whispering" in lessons to help students focus and engage, despite the constant chaos associated with a hospital stay. All of these are techniques learned on our fellowship. Not a day goes by that we aren't enriched by lessons learned in Italy.

Our students often feel defeated, angry or confused – their illnesses don't make sense to them. With our new "creativity tool box," we teach them in ways that make life less traumatizing. Guided by Samuel Beckett's quote, "Fail, fail again, fail better," we teach our students "Don't give up. Try again. Maybe you're sick today, but tomorrow it could get better."



Juli works with a student hospitalized for a bone marrow transplant.

Fund Facts: Juli taught students with special needs when her college-aged daughter was diagnosed with osteosarcoma. Walking the halls during her daughter's treatment, she discovered a hospital classroom to which she ultimately returned as lead teacher. Juli and Debra taught together briefly 20 years ago and reunited in this capacity to become colleagues, close friends and FFT Fellows. After "failing" on their first attempt at an FFT fellowship, they were awarded this year.



“This is Our Cry. This is Our Prayer. Peace on Earth.”

Rosemary Barilla

Minnie Mars Jamieson Elementary School - Chicago, IL

In February 2013, I was especially saddened to hear of the Chicago Lyric Opera actor who caught on fire doing a pyrotechnic stunt during an open dress rehearsal. But when I saw the name of the actor, Wesley Daniel, my heart sank because he was once my fifth grade student at Sauganash Elementary. I remembered Wes particularly because years ago, after reading *Sadako and the Thousand Paper Cranes* to his class and teaching them origami, Wes ran with it. He wouldn't stop folding. In fact, I "confiscated" several pieces from him when he wasn't following along with our class work.

So, I sent a get well card, tucking in a paper crane and short note about the

fact that I happened to go to Japan this past summer on a Fund for Teachers' fellowship and visited Sadako's statue in Hiroshima. Wes sent me a Facebook message thanking me for the card and surprising me by saying, "We were both in Japan, in the same city, at the same ceremony, this past summer Ms. Barilla... all because of that book you read with us."

We messaged a bit and he let me know his dad, Clifton, really wanted to speak with me. I always knew the lore that Wes was the great-grandson of President Truman who authorized the atomic bombing of Japan, but I cared for him just like every other student at the end of the day. During an ensuing

conversation with Clifton, I learned that he (Truman's grandson), recalls reading *Sadako* with Wes at home. A few years later in an effort to honor his grandfather's legacy, Clifton volunteered with a Japanese organization in New York City supporting atomic bomb survivors. Through this endeavor, he met Sadako's older brother, who placed one of the last cranes she folded into his hands and invited him to attend Peace Day ceremonies in Hiroshima. Wes accompanied him.

It's pretty serendipitous that all three of us ended up at the same Peace Day ceremony in the shadow of Sadako's memorial on the other side of the world – and that it was set all in motion by the

Thousands of paper cranes sent by schoolchildren hang outside the memorial.



simple act of a teacher sharing a meaningful book. I decided to celebrate by reading aloud the first chapter of *Sadako and the Thousand Paper Cranes* to my students.

Fund Facts: *Sadako and the Thousand Paper Cranes* is a children's book based on the true story of Sadako Sasaki, a young girl who lived one mile from Ground Zero in Hiroshima and was subsequently diagnosed with leukemia. Inspired by the Japanese legend that one who folds 1,000 origami cranes would be cured by the gods, Sadako spent the months before her death on that endeavor. Decades later, school children continue to send paper cranes to be placed at the foot of Sadako's statue in the Hiroshima Peace Park by a plaque that reads "This is our cry. This is our prayer. Peace on Earth."



Three 2014 Fellows also used their FFT grants to research in Japan World War II and the bombings of Hiroshima and Nagasaki. Read their blogs to learn more.



Pia DeLeon
River Oaks Elementary
Houston, TX
<http://bit.ly/FFTDeleon>



Gary Malone & Amber Malone
Daniel Carter Beard Junior High School
Flushing, NY
<http://bit.ly/FFTMalones>



Carolyn Sauer
Burbank Elementary
Chicago, IL

YOU ARE NOW ENTERING FREE DERRY



First painted in 1969, this wall marks the entrance to a nationalist area of Northern Ireland.

Civil Rights in Northern Ireland and Southern United States

Lauren Burney, Alexandria Elementary - Alexandria, AL, & Richard Wright, Ohatchee High School - Ohatchee, AL

Last summer, Lauren and I researched the ongoing struggle for civil rights in Northern Ireland. As educators, incorporating diversity immersion and social justice into our instructional delivery is a constant priority. We work hard to use literacy as a vehicle to teach lessons about the American Civil Rights Movement, the Holocaust and other major human rights movements. We've witnessed positive results, but like many teachers, are always looking to improve. We discovered Fund for Teachers and what a life changing moment it was.

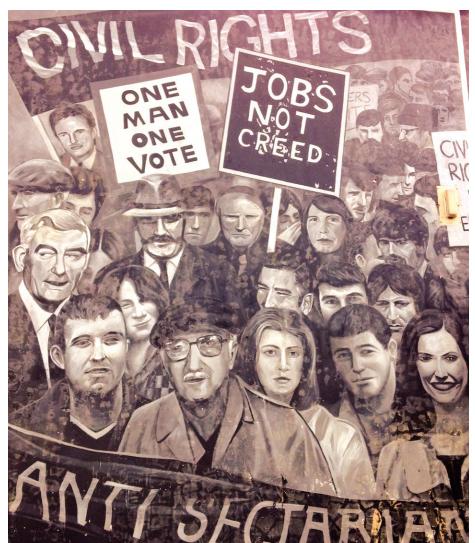
When developing our grant proposal, we sought ways to supplement and strengthen our classroom curriculum. How could we connect the Holocaust to America's Civil Rights Movement? Our answer was Ireland. While visiting Ireland and Northern Ireland in particular, we immersed ourselves in a politically and religiously divided society. Northern Ireland has come a long way since their most violent civil rights struggles in the 1960's and 1970's, but we still witnessed the stark realities of intolerance. Ninety-three percent of schools in Northern Ireland remain segregated according

...we are teaching them to not consider equality as only a white and black issue.

to religion. Cities are still divided by walls into religious sections and neighborhoods. Political flags fly high and neighborhoods proudly display their red, white, and blue or green, orange and white colors.

In our classrooms we now share these personal experiences (the sights we saw and the people we met) to teach students that we still have a long way to go before achieving peace and equality. More importantly, we are teaching them to not consider equality as only a white and black issue. Unless we teach our students to appreciate what makes us each unique, they will not be prepared to thrive and succeed in our ever changing multicultural society. We incorporated several pieces of Irish literature into existing lessons, as well as interviews with locals who lived through "The Troubles." Add that to our American

Civil Rights trips to Montgomery and Birmingham, and our wonderful selection of Holocaust and Civil Rights novels, and we feel more optimistic than ever about what our students are learning and achieving.



Signs of the struggle for human rights remain in Northern Ireland.



Modeling Peace Among the Nations

Chris Hightower, Midland High School - Midland, TX

The Organization of American States (OAS) is the premier political forum in the Western Hemisphere, comprised of 35 independent countries of the Americas and designed to support regional democracy, human rights, security and development. The Model OAS is a simulation exercise where students represent diplomats and political officials of the Member States once a year in Washington, D.C. to learn more about both organizations and how my students could benefit, I designed my FFT fellowship to attend the annual OAS meeting in Asunción, Paraguay.

After receiving my credentials, I went from session to session, eager to learn more about the process. I met with many diplomats and OAS officials along the way. Afterwards, I flew to our nation's capital to meet with the team that runs the Model OAS program. I visited the US State Department, met department officials and learned how to create a stronger on-campus organization where students can learn about their assigned country, parliamentary procedure and the peace process promoted through issues on the Inter-American Agenda.

After witnessing leadership at a global level, I'm able to help lead my Social Studies department and help my students and school strive for excellence. I am also helping surrounding schools charter Model OAS programs so their students can also foster the development of leadership skills in the areas of negotiation, teamwork and problem solving. This December, I'll take a group of sophomores, juniors and seniors on a week-long trip to Washington, D.C., where they will each assume the role of a diplomat working with other student diplomats from around the hemisphere.

My life has been forever changed by what I experienced. This fellowship has boosted my confidence level with the subject matter, but more than that, it reinvigorated my teaching career. I want students and teachers alike to understand that there is an amazing world out there, beyond the borders of our city, state and nation. A better way to put this is that I now have a more robust world view and I am deeply thankful for it.

Fund Facts: Chris is the first teacher to ever attend an OAS general assembly. He teaches AP US Government, AP Comparative Politics, chairs the Social Studies department and sponsors the Model OAS group at Midland High School.

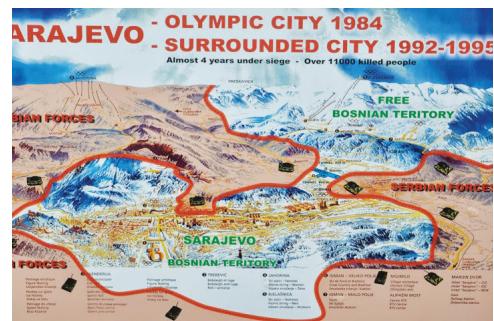


Outside the US State Department.

Never Again: Not for Jews, Bosniaks, Anyone

(Continued)

If I am going to help students care about genocide and prejudice – things they have not personally experienced – I need to give them a real connection to someone who has. Speaking to peers who face anti-Jewish laws daily will help them see the need for vigilance about anti-Semitism and racism in all forms. Human faces and real experiences will go further to impact these young people than just stories, instilling in them the drive to make the future more humane and accepting. I am constantly amazed at what my students can do when they "get it" and thank Fund for Teachers for giving me the opportunity to increase my impact.



Map at the Sarajevo War Tunnel.

Fund Facts: Nance is a Fellow with the Pardes Institute for Jewish Studies in Jerusalem, as well as a Museum Teacher Fellow at the Holocaust Museum in Washington, D.C. You can learn more about her fellowship experiences at nancesea.wordpress.com.

Thank you to the following individuals for honoring friends and loved ones by investing in teachers:

- Stephanie Nady in honor of Rosalie Wick
- Ted E. Roseen in honor of the Red Wing Central High School Class of 1994
- Melanie C. Pane in memory of Cheryl Schreiber's mother
- Jennifer Robbins in memory of Diana Faulkner
- Tom and Aggie Perkins in memory of Debby Jannotta



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"The most valuable lessons we can learn are the ones we learn firsthand." - Brandon Tucker, OK

"After 15 years of teaching, I risk becoming stagnant. This fellowship renewed my adventurous spirit. I worried less and relished challenges... I hope my example spurs students to take adventurous risks in their learning." - Shana Steinhardt, Houston, TX

"Our fellowship taught us much more than we could have anticipated, about both the world and ourselves." - Megan McDill, Lookout Mountain, GA

"This experience has made me a more skilled and knowledgeable teacher, and energized me as I reenter the classroom for my tenth year!" - Leon Sultan, San Francisco

"My Kenyan experience was such a gift of learning that will never forget learning towards my and will carry students." - Emily Kjesbo-Johnson, Saint Paul, MN

- Patty Gardner, Chicago, IL

"This has been an amazing gift and I'm so honored that Fund for Teachers valued my learning." - Candice Fukumoto-Dunham, Oakland, CA

- Julie Gloss, Washington, D.C.

"Every day of my fellowship, I washed the dust of daily life off of my soul." - Vic Rook, Moore, OK

"I am excited to present to my community the amazing career changing experience that I had during my fellowship. I think that I have made a switch from a "closed/fixed" mindset to a more "growth/free" mindset." - Jesse Pryor, Chicago, IL