



## **2010 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) to answer the following questions. Construct your proposal in a word processor first and cut and paste into the Fund for Teachers online application. Each of the following bulleted sections is entered into a separate textbox within the online application. You will be required to insert your answers for each section separately.

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?
- 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) Curricular Unit/Project Outline: Focus on unit goals, student skills developed, general content covered, teaching methods, and assessment ideas or (2) Action Plan: Clear goals, strategy and outcomes for 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 PROPOSALS**

**INDIVIDUAL AND TEAM SAMPLE PROPOSALS ARE LISTED FOR EACH DIFFERENT SECTION**

### **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?

#### INDIVIDUAL

Motivation:

My father and aunt were Hidden Children in Italy during World War II. Protected from the Nazis by the secrecy of the nuns and priests to whom they were entrusted, they survived the war in Catholic orphanages, despite the deportations to concentration camps, the bombings, and the German occupation of the North. The rest of my family was not so fortunate. Only a handful of members survived. My grandmother and great-grandmother were deported from Northern Italy to Auschwitz-Birkenau in 1944 and died there. The absolute horror of their deaths has long haunted my family.

My research goal would be a simple one: I want to trace my family's history during our most painful years; from Genoa to Paris to Berlin, and then to Auschwitz. These are the central cities that formed my family's identity. In each city, I would visit the houses, convents, and important sites that have personal as well as historical significance, and I would gather ideas, photos, and interviews with locals to inspire my own writing.

Teaching Practice:

How are writers developed? As a middle school English teacher who uses the Writer's Workshop model that is the one question I continually ask myself. Each day in the classroom I seek to guide my students into making important connections with their own histories and to help them avoid the easier, more superficial topics at hand. To aid in this process, I would take all of the research material collected from my travels and use it to build a strong Memoir Writing Unit based on one thematic structure: Family Roots. Family, above all, is the seat of identity for the students I teach. Many of them, like me, are first generation Americans; many are adopted. My students continue to write about their struggles to understand parents and siblings and to find their own identity within their families. In this unit, it would be my challenge as a teacher to integrate examples of my own seed ideas, drafts, and polished pieces into my class—all based on my experiences abroad. My students feel much more energized when I am a fellow writer rather than just an instructor. A living model of the way the writing process works by their own teacher with examples of a piece at each crucial stage would be an important classroom contribution. I would like to be the kind of passionate and connected writer in the classroom that I am seeking to create.

#### TEAM

As teachers in self-contained ESL and Bilingual elementary classrooms, we have struggled with the task of successfully teaching Earth Science. Not that it's any less fascinating or engaging than any other area of science, it's just that many times, our students' experiences are so limited they have trouble connecting their learning to something they already know. As teachers, that's our job to make learning personal; to hook that unfamiliar and often unfathomable information to something they already know. On the surface, Earth Science would seem easy to

connect to, yet years of experience and test results show that this area of study remains the weakest link in science education. This is true not just for our kids, but also for students in our school districts and across the state.

Terms such as adaptation, landforms, erosion, deposition, destructive and constructive forces float in their heads like unanchored ships. We do hands on investigations to explore the creation of landforms, and the students always ask such great questions. We read, watch and study. They are curious and full of wonder over the supposed immenseness of these things, yet disconnected from them because they have no real tie to those mountains or glaciers or fjords. Despite all of our researching, we too find ourselves unable to deeply absorb the processes that created these landforms – concepts so far from our hot, humid climate and flat landscape. We have not seen mountains like those of which we teach. We've never heard the cracking and moaning of glacial ice. So we wonder, as curious as children, what it would be like to see it with our own eyes; not the streaming video or picture taken by a great adventurer elsewhere but the real sights and sounds and stories that one never loses.

When the students inquire about where these great landforms are located, we walk to the map and explain that they are found in many parts of the world, but Alaska has an abundance of them in one place. We can watch different types whales at sea, breaching in their familial pods. We can observe mountains and valleys and see the deeply carved land they create. We can hold a piece of glacial ice in our hands that may have been formed before time was even measured by human beings. We can see many animals -moose, elk, seals and even bears!!! We can watch how they use their different adaptive traits to survive in their environment. Most importantly, we can explore the possibilities of conserving these natural wonders for generations to come.

We feel, as teachers that we are our students' primary resource. They know us, trust us, and love us. They soak up our personal stories and pictures like sponges, always wanting more detail. By traveling to Alaska, we can design interdisciplinary units that will engage and connect our students to Earth landforms and processes found in that region, as well as the adaptive characteristics of its wildlife. Through our pictures, videos, and stories we will know first hand of what we speak and teach, and through the exploration of our own curiosities, our own wonderings, we tie those ships of unanchored learning to something meaningful while putting a new wind into our sails.

## 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?

### INDIVIDUAL

Over the course of eighteen days, I will travel to four primary locations in Europe in an effort to study and investigate the lives of four authors. The research, travel and discussions I have along the way will broaden my knowledge of European influence on the primary texts taught in my classroom. Overall, I will be seeking to answer the following key questions: How does an author's surroundings influence his or her literary works? How does culture shape one's view of his or her surroundings? And how have various texts influenced the cultures they have left behind?

I plan to spend three weeks traveling from Dublin, Ireland to Athens, Greece. Along the way I will be stopping in locations of significant literary interest to the following texts: *Angela's Ashes*, *Romeo and Juliet*, *A Farewell to Arms*, and *The Odyssey*. In addition to being used in my classroom, these four works provide a broad sweeping range of literature that will serve as excellent material for my research. Each is as diverse as the lands, culture, and time periods from which they were birthed. It should also be mentioned that each of the texts represents an entirely different genre. Studying a memoir, dramatic tragedy, novel, and epic poem broadens the scope and application of the research that will be conducted as well. While diverse, the works and authors studied are incredibly complementary, and given the ease and accessibility of European railways, researching each locale will be entirely possible to complete.

The first leg my literary journey will be to visit the boyhood home of Pulitzer Prize winning author Frank McCourt. Once in Limerick I will take a walking tour of the various sites mentioned in McCourt's memoir *Angela's Ashes*. Notes, photographs and video footage will be recorded for use in the development of a new unit, as well as when introducing and reading through the text in class.

Stratford upon Avon, the birthplace and home of William Shakespeare will be the next destination. Here I will tour the thatch roofed, cottage style homes of the city, Holy Trinity Church, and Shakespeare's tomb. Before leaving Stratford I will make a stop at the Royal Shakespeare Theatre to see a performance of a Shakespearean drama. A stop in London will complete my study of Shakespeare before heading to the European continent proper.

The third major stop will be Paris. Here, primarily on foot, I will search for and document what is left of the city Ernest Hemingway fell in love with. It was here that Hemingway, F. Scott Fitzgerald, and Gertrude Stein spent many days and nights contemplating life, love, and literature. For these individuals, "The Lost Generation," Paris wasn't just a place to visit; it was a place to live and be inspired. And it is because of this that Paris makes so many appearances in Hemingway's writing. It's reasonable to believe that even the shortest stop here will provide invaluable insight into his works. However, to gain a full view of the Europe Hemingway presents in *A Farewell to Arms*, his primary text used in my classroom, I will need to move on to Italy.

Stressa, Italy, a small lakeside city at the foot of the mountains, is where Hemingway's protagonists Catherine Barkley and Fredrick Henry spend learn to love each other and walk away from senseless war. What was it about this town that compelled Hemingway to give it such prominence in his great work? Were his themes fuelled by the geography surrounding this beautiful locale? Or was it something else the quaint city offered? These are just a couple of questions I will be seeking to answer while taking in this small village.

The final leg of the trip will take me to the Peloponnesus and the surrounding Greek isle. Was it tradition or a life spent waking up to the sight of rocky, fragmented cliffs jutting out of the beautiful Aegean Sea that inspired Homer to record the tumultuous, supernatural account of Odysseus's journey? How powerful were each of these influences? These are the final questions I will seek to answer on the last leg of my journey.

### TEAM

The Fairy Tellers propose to follow in the footsteps of the fathers of the modern fairy tale. Our quest to discover the origins of fairy tales will lead us on a journey through the cultures of France, Germany and Denmark from June 6th through the 23rd.

The first leg of our journey will begin with a 2 day stay in Paris where we will learn about Charles Perrault, the author of tales such as Puss in Boots and Cinderella. While in France, we will travel to the Château de Breteuil, located in the town of St. Remy. This beautiful Château and its gardens are dedicated to the life and works of Perrault where each of his fairy tales is creatively represented. Our schedule is arranged in order to visit on a day which a professional storyteller is performing. We will also visit the Louvre where memorials to Perrault are located.

From Paris we will fly to Munich to begin the German portion of our fellowship. For this part of our journey we will rent a car since most sites we visit will not be served by public transportation.

Near Munich is the Neushwanstein Castle, the inspiration for Walt Disney's Cinderella castle – a major influence on the American idea of fairy tale castles. On this portion of our journey we will see public gardens, medieval villages, half-timbered houses, castles, and The Black Forest all of which play heavily into the fairy tale culture of Germany. An interesting site discovered during our research is the Black Forest Open Air Museum (Schwarzwaldler Freilichtmuseum Vogtsbauernhof). This unique museum is dedicated to showing how German culture has evolved through the centuries with traditional craftsmen and folk costumed docents performing the tasks of historic every day life. This will give us an excellent frame of reference for the lifestyle presented in fairy tales.

One of the most exciting parts of our journey will take us along the Marchenstrasse or Fairy Tale Road. Along this officially designated route are museums and monuments dedicated to the Brothers Grimm and their work collecting and documenting the folk stories that have come to us as fairy tales. Here we will see the original stories come to life through puppet plays and reenactments of the fairy tales, such as the Pied Piper leading rats and children from the village of Hamlin. We will also see architecture that inspired many of the tales, such as the tower from which Rapunzel let down her hair and the castle surrounded by a thorn hedge where Sleeping Beauty lay awaiting the kiss of her Prince. This castle is now a Bed-and-Breakfast where the Fairy Tellers, hope to stay—awaiting the sweet kiss of our Prince?!? We will spend a total of 11 days driving through Germany and visiting over 56 towns and sites that pay tribute to the Grimm Brothers and their collection of tales.

The last segment of our quest is to study the work of Danish author Hans Christian Anderson. He wrote some of the world's most beloved fairy tales such as The Little Mermaid, The Ugly Duckling, and The Emperor's New Clothes.

Traveling to his birthplace in Odense, Denmark, we will visit his childhood home and a museum dedicated to his life and works. There we will attend a special presentation of some of his fairy tales. We will also visit a museum of Danish folk history similar in concept to the Black Forest Open Air Museum, where we expect to learn how Danish culture evolved and influenced Hans Christian Anderson's work.

We will continue our journey to Copenhagen where Hans Christian Anderson lived most of his life. There we will learn about the life and times of Hans Christian Anderson during a walking tour. We will also visit such memorials as the world famous sculpture "The Little Mermaid", see the homes in which he lived, and take in several performances of Anderson's classical fairy tales. These activities will allow us to walk in his footsteps and view the world from his perspective.

We will also visit Tivoli Gardens, one of the world's oldest amusement parks, which features many attractions dedicated to Hans Christian Anderson. It is said that the park was an inspiration for the story "The Emperor and the Nightingale" following his visit there in 1843. A journey through Anderson's most famous stories is represented in the park's ride "The Flying Trunk". Tivoli Gardens continues to be an important venue for theatrical productions of Anderson's fairy tales.

After 17 days of adventure, with studies complete, the Fairy Tellers return home with a basket full of original fairy tales to share with our students and community.

## **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?

### INDIVIDUAL

Part of my fear in applying for this grant is that I have a very simple goal: help me to grow as a writer so that I can help to grow writers. That's the heart and soul of my proposal, and I wish I had more than my own passion to prove how substantial my simple goal really is. But implicit in my proposal is the idea that my passion as a teacher is contagious.

I have not written, ever, about the one topic that has influenced me as a person and shaped my entire life; as a result, though I have shared my writing with my students, connected with them as fellow writers, I have also held something of myself back and have perhaps lost just a bit of my credibility without their ever realizing it.

I feel that I can bring more to the table. Testing has proven that I can accelerate my students' acquisition of grammar and composition skills. But I ask myself: Have I developed writers? Have I moved them? Inspired them? Do they wake up in the middle of the night and reach for their notebooks? That's the level of engagement I want. I want very much to create a supportive writing community and feel I must make the first brave move for my students. I have wanted to make this journey for as long as I can remember, but something has always prevented the trip. As a child of a Holocaust survivor, there is a deep longing for connection. Personally, I know that this trip would have a profound effect on me as a human being, and I would use every part of it to strengthen my teaching practice.

### TEAM

One of the most important tasks facing teachers today is teaching tolerance and cultural awareness. We are expected to prepare our students to become members of the global community. However, here in the United States teachers are at a huge disadvantage due to our relative seclusion in the world. The best teachers are excited about what they teach, and although we are excited about fairy tales our knowledge about their roots is limited. This fellowship will provide us with experiences that will broaden our perspective of the subject and also give us meaningful connections with the cultures that developed them.

Through our travels we will make real life connections with people, places, and traditions much different from our own. However, we will surely discover parallels that will give us a greater depth of understanding for our culture as well. This growth will allow us to build a bridge between ourselves and others as the world shrinks and technologies continue to expand. In the short term, we will be able to present the subject matter of fairy tales to students in new and exciting ways.

In the long term, our experiences will bring an understanding to other areas as well. We will be able to communicate with our colleagues in various disciplines as they teach their students about the world because we will more fully understand the challenges and problems faced by the countries we visit.

The learning that this fellowship provides will make us better members of the global community, more knowledgeable of the world around us. We also expect that this adventure will be a life changing event for both us and ultimately for our students as well.

## **STUDENT GROWTH AND LEARNING**

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

### INDIVIDUAL

My goal for this fellowship is to create a history class that encourages students to really enjoy history. Through my Egyptian experience, students will have the opportunity to learn on a first hand basis how religion influenced Egypt's past just as it shapes the present. They will also be able to draw parallels between religion in ancient Egypt and religion in the U.S. today. Their knowledge base will be broadened through viewing photos and video footage. They will inspect the various documents, and souvenirs I collect. Students will also have a chance to examine sand from around the pyramids, water from the Nile and rocks and pebbles from Mt. Sinai.

The interviews, journal entries, artifacts and visual images I gather will provide a tangible connection to my lessons, and by extension, to my students. Thus, they will glean information from both primary and secondary sources, along with having actual physical objects and visual images to experience. And that is a most enjoyable way to learn! This will serve as a catalyst for a more positive cultural understanding of Egypt and its people.

Students will also be able to understand that real learning is related to research and exploration. Some students have travelled abroad but few have visited Egypt. Perhaps my Egyptian trip will serve to motivate some students to undertake a similar Egyptian experience, and as a result, those students will develop a greater appreciation and respect for a foreign culture all at the same time becoming productive learners!

And of the utmost importance for growth of any student, my lesson will encourage and strengthen critical thinking skills. It will also result in the utilization of evaluative as well as informational tools as they do research assignments, thereby helping to develop note taking and research skills.

In short, it is vital for students to see images of people and places discussed in class, along with having objects to examine, because the physical objects and visual images will have a more profound lasting impression than simply the spoken word. These factors will stimulate students' excitement, interest and involvement. And the more involved a student is, the greater the commitment to learning.

### TEAM

Through our travels to Japan, we hope to impart to our students the importance of the diversity and relevance of the Japanese economy and political system. Specifically, our objective is for students to see how Japan is dealing with their recession and make connections to similar challenges facing the United States. Through a cross-cultural comparison between Japan and the United States, students will appreciate the importance of Japan and begin to understand key concepts in their economics and comparative government courses.

Our goal is to integrate our documentation of our travels (e.g. videos, photographs, and primary documents) into our curricula throughout our semester, culminating in a year-end, student-centered simulation. Additionally, we wish to foster an inter-disciplinary dialogue throughout the year. For example, by examining the changing role of women in Japan, students will see that the lack of political power for women in Japan is directly connected to their limited economic opportunities. Another major issue is the aging labor force, which has both political and economic implications similar to the United States.

Students will emerge from our unit with the ability to contrast and critically evaluate health care policies aimed at this aging population. Moreover, they will identify the cultural factors of Japan that dictate alternate policies than

those taken by the United States. The trade-off between industrialization and protecting the environmental protection is one of the key issues of the 21st Century and an issue that our students have an inherent interest in. Japan has been more proactive in exploring productive use of resources and alternative energy sources. Hopefully, students will be inspired by our curricula and consider an alternate perspective on how to use efficiently non-renewable resources.

## **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?

### INDIVIDUAL

Above all else, I want to promote literacy through this trip. Recent statistics indicate that students and adults simply do not read as much as they used to. I want to be an advocate not only for reading, but also for the enjoyment of literature. My students embrace my own enthusiasm for story telling, but I have had little opportunity to carry this to the community, until now. Our rural county has just opened a new library with ample amount of space for displays as well as community presentations. I would like to creatively display the findings of my research, and share them with my students, as well as the broader community. Great literature, that which has staying power, ought to be promoted. In the age of digital communication if not promoted, great works will continue to take a back seat to YouTube, MySpace, and the latest DVD releases.

Furthermore, I want to use this trip as an opportunity to broaden the scope of my colleagues' professional development. I am unbelievably grateful to the individuals around me who have answered the call to teach, but that's not to say some of them couldn't use a fresh perspective. For instance, three years ago, when I first learned about Fund for Teachers, thanks to a memo from my principal, I spoke with several colleagues about how excellent of an opportunity for personal and professional development this could be. Nearly all of those I shared my excitement with simply shrugged their shoulders or constructed vague excuses as to why they "would never be able to do something like that." I want this trip to not only destroy the feeling of impossibility holding so many others back, but also be an encouragement to those who have never considered what something like a Fund for Teachers Fellowship might bring to their classroom. Essentially, I want to respond to enthusiastically to any doubters "Yes, you can do it! I did, and I'll help you." It's always easier following in someone else's footsteps, especially when he or she is willing to offer advice and guidance.

### TEAM

We view our school community as including campus teachers and students, parents, district and state-wide colleagues. With this in mind we plan to implement a series of presentations that includes all members of our community.

First, we will present a unit of study for students at all grade levels on our campuses. We will also present to our faculty during teacher training sessions. Our plan is to make available a Fairy Tale Box that includes artifacts, costumes, photographs, maps, and music collected throughout our travels. Teachers will then be able to use these materials in their own lessons on fairy tales or cultural studies.

Second, we will conduct a cultural presentation for our community at a regularly scheduled PTA meeting on each of our campuses. This will be of particular interest to children and their parents who have followed our journey through the Fairy Tellers travel blog. We will also participate in our PTA International Festival sharing information gathered on our travels. Our plan will result in district wide benefit as we share our learning with our district colleagues. We will present our learning to district librarians providing them with materials we create upon completion of our adventures. Some of those materials will include Power Point and interactive whiteboard flipcharts that will be available on our district's shared computer files. These same materials will also be accessible to all teachers - both secondary and elementary. We plan to expand our reach throughout the state by participating as presenters in the state library conference.

## IMPLEMENTATION OF LEARNING

Outline a plan for implementing learning from your proposed fellowship within your classroom or school. Your implementation plan may be (1) Curricular Unit/Project Outline: Focus on unit goals, student skills developed, general content covered, teaching methods, and assessment ideas or (2) Action Plan: Clear goals, strategy and outcomes for classroom or school wide structures.

### INDIVIDUAL

My summer experience will culminate in a math curriculum that has direct applications in boatbuilding. This curriculum can be implemented as early as September 2009, when students begin constructing boats in marine technology class and alongside topics in applied mathematics. I already have the commitment from my co-workers that we can make this happen in the fall.

Math topics that I anticipate being able to work into an interdisciplinary study with boatbuilding are ratio and proportions, measurement, coordinate geometry, angle construction, trigonometry, and basic applied calculus. Of course these span the entire breath of high school math, but will be accessible in their direct hands-on applications. Furthermore, upon returning I plan to work through out the fall to develop the interdisciplinary unit "A Mathematical Voyage and the Deconstruction of Queequeg." I will work with colleagues from the English and social studies departments to form day to day lesson plans around marine navigation, Moby Dick, and historical and contemporary perspectives of global cultures. Below is a rough outline for topics in the three subjects.

#### Mathematics

*Essential Question:* "How can mathematics orient us in the world and serve as a tool to guide us on a journey?"

*Topics and Applications (In Development):*

- A System of Coordinates - interpreting and creating maps and charts.
- Function Analysis - the many variables for a successful sea voyage.
- Navigating at Sea with Trigonometry - following the Pequod (the ship in Moby Dick) with charts, compasses, parallel rulers, sextants, and trigonometry. Ocean Currents: a mathematical treatment of the interconnectedness of global water bodies.

#### English

*Essential Question:* How would the narration of Moby Dick change when told from the perspective of Queequeg?

How does the narrator create history?

*Topics and Applications (In Development):*

- Epics - human need for adventure. How do we define heroes?
- Perspective - who gets to tell their story? The differing experiences of Ishmael, Queequeg, and Ahab.
- Metaphor - The White Whale. What is man's relationship to nature?

#### Humanities

*Essential Question:* From our interpersonal relationships, to foreign policy decisions, how do historic and contemporary perspectives of other cultures inform us socially, politically, and economically?

*Topics and Applications (in Development):*

- Aboard the Pequod - social hierarchy and the division of power on boats and in society.
- The Noble Savage - Queequeg and the misrepresentation of indigenous cultures.
- Queequeg Today - The essentialization of race, culture, and ethnicity in popular media.

The above are some of my initial ideas in forming the interdisciplinary curriculum. All of this will necessitate research before and after the summer months and can realistically be implemented by January of 2010.

### TEAM

Our implementation plan is to design a multi-disciplinary Historical Literature Unit for our Kindergarten through 5th grade students built around Dutch history and literature. This unit will have several phases of implementation which will begin primarily with third grade but expand to include all grade levels.

### PHASE ONE

This unit will employ the following student learning goals for all third grade students: (to be completed the first semester upon our return from the fellowship)

- To read, reflect, and discuss literature which focuses on the experiences, heroism, and personal sacrifices of the Dutch people during WWII.
- To learn about the history, landscape, and culture of the Netherlands.
- To recognize connections between these stories and our own personal, family, and community stories.
- To demonstrate and present this learning in the form of individual/group projects.

### PHASE TWO

The goal will be to expand to include other grade levels in the following ways: (to be completed the second semester upon our return from the fellowship)

- We will collaborate with primary level teachers (Kindergarten, 1st, and 2nd grades) and the Art and Science Lab instructors to design an interdisciplinary Dutch fairytale literature unit which highlights architectural, cultural, and historical features of the country. Homeroom teachers will read and discuss Dutch Fairytales with students. Art teacher will guide students through appreciation and recreation of art inspired by Dutch artists and models of medieval walled towns. Science lab teacher will guide students through constructing windmills, dikes, topographical maps, and diamond mines.
- We will collaborate with upper elementary teachers (4th and 5th) to design a research unit which incorporates Dutch literature, Dutch history, WWII history, concentration camps, and dictatorships into student History projects. Dutch holocaust survivors will be contacted, interviewed and invited to speak to students. Field trip to Houston Holocaust Museum will be scheduled.

School-wide History Fair will be scheduled for students to display and discuss their findings with school community.

### PHASE THREE

This unit will be developed to incorporate the study of Dutch literature into our larger, school-wide literacy initiative, The Passport to Literacy. (to begin fall of 2010)

- Monthly reading goals for the program will now include one month when one of the books read will relate to Dutch history, literature, or culture.

- Monthly reading recess reward will have Dutch theme:

Students will research regional music, games, and food for recess.

## 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.

### INDIVIDUAL

The bulk of my three week fellowship cost comes from my hotel accommodations at Best Western Inns in the various cities as tabulated by their reservationist @ \$2,887. I selected Best Western Inns because, most importantly, they are always clean and also because I receive a discount, since I am a member of AAA, the American Automobile Association.

My next large expenditure will be my gas mileage for my car utilizing the IRS gas mileage of .585 for the 2,320 miles round-trip driving portion of this journey as designated by AAA on the Trip Tik they made for me, \$1,357.20.

My roundtrip airfare to Washington, DC, as quoted by a travel agent, is presently listed at \$344.20, but subject to change at any time. Parking @ the airport which I found on line is \$12 per day X 4 days = \$48.

My meal allotment as specified by the Fund for Teacher is \$50 per day X 21 days = \$1,050. **Since I know I am already over the \$5,000 of this grant I will cover the overage.**

I called long distance the various historical sites and the National Park Sites are free, but the plantation homes, churches, and other museums have an admission fee ranging anywhere from \$2 for the Civil Rights Memorial Center in Montgomery, Alabama to \$7 for a combined ticket to the Dexter Parsonage Museum & Dexter Avenue King Memorial Baptist Church. The various admissions, at today's prices, total \$81.

The Gray Line all-day bus tour to Gettysburg, PA from Washington, DC presently costs \$90, but the representative stated there will probably be an increase by summer. I will be purchasing commercial DVD's and videos at the sites: \$180 for these items and \$200 for souvenir books and memorabilia. I'm anticipating spending \$150 for my digital camera and discs.

TOTAL: \$6,387.40

### TEAM

For the "Science at Sea" Alaskan study trip we will need funding for airfare, room and board on the cruise ship, materials and equipment. The estimated expenses for our team are listed in U.S. dollars.

Airfare from Houston, Texas to Anchorage, Alaska and returning from Vancouver, BC, Canada to Houston, Texas is approximately \$1,700, including tax, for the team, according to an AAA travel coordinator Gina MacDonald. She is the travel agent authorized to book the rooms and make group travel arrangements for this year's session of "Science at Sea". Shuttles can be taken to and from the airports in all destinations free of cost and all other ground transportation is covered in the program package fee.

Estimated Hotel room with group pricing the nights before the cruise in Anchorage, AL and the night after the cruise in Vancouver, BC, Canada are \$400 total for the team.

The cost of the "Science at Sea" program activities, all the excursions, and materials is \$895 per person. For the team of two the total is \$1,790.

The approximate cost for the room aboard the Carnival Cruise Ship Spirit is \$1,200 per person based on double occupancy, for a team total of \$2,400. This price falls in the lower half of the range of special group pricing for rooms available on this trip. This cost covers the meals for the entire trip aboard the ship, as well as port charges, government fees, taxes, and fuel surcharges.

Since we cross international borders into Canada, we will both require Passports. Approximate total for these documents is \$200 according the U.S. Government website.

Though both members of our team have access to laptops for daily blogging, software for photo/video editing and digital cameras, we are requesting one digital camera with an optical zoom lens, larger mega pixel capacity, and the ability to take digital video, within a reasonable price range, for the clearest and closest photos and digital video we can get. Since so many of the resources we will be creating rely heavily on picture quality, we feel that this expense is valid. After researching different websites, we have found a camera that fits our exact needs with a reasonable price tag: the Canon Powershot digital camera with a list price of \$249.99.

Lastly, we are requesting funding of supplemental materials to be used and shared on our campuses between grade levels for the purpose of cross curricular and high interest guided reading instruction and vocabulary development. Examples of these materials would be guided reading/science books, postcards, maps, posters, and other materials including batteries and memory cards for the camera, and paper for printing digital photos for lesson plans. At \$500 per person, we are requesting a team total of \$1,000.

Total requested funding: \$7,740.00