



Global TeachNet

Global Education Network News

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

Summer 2009

NPCA Awarded Grant to Launch Global Connections

The National Peace Corps Association (NPCA) is pleased to partner with The Globalist to launch a new program to promote global literacy. The program, "Global Connections," will combine The Globalist's online research and publication expertise with the NPCA's expansive network of global educators, Global TeachNet (<http://www.peacecorpsconnect.org/global-teachnet>).

Global Connections is designed to promote the global skills of high school students in the United States and to help them prepare for the globally competitive job market of the 21st century.

Global Connections provides teachers and students with access to informative, engaging and interactive features on the countries, issues and people shaping the global agenda. By exposing students to new ways of looking at the world and current events, *Global Connections* is an ideal supplement to traditional classroom materials.

The UPS Foundation has provided initial funding for the multi-year program. Starting this summer, the NPCA will recruit teachers and schools to use *Global Connections'* materials in their classrooms. Over the course of the academic year, participating educators will begin to develop frameworks for infusing materials into high school classrooms and communities for broader dissemination around the United States.

Interested educators should contact NPCA at teachnet@peacecorpsconnect.org. Participating teachers will receive a free subscription to *Global Connections* (<http://www.theglobalist.com/globalconnections/>).

Google Earth Really Takes Kids Places

By Barbara Petzen, Outreach Director, Middle East Policy Council

When I first discovered Google Earth, I did what most people do—I looked up my house, my kids' school, and my commute, and toured the Eiffel Tower and the Grand Canyon and the Taj Mahal and the Great Wall. But I quickly realized that beyond the ultra-cool factor, Google Earth is an extraordinary tool for taking kids on more meaningful adventures through geography, cultures, history, and current events.

Flat maps are an abstraction. We have to teach students how to navigate them precisely because they don't look much like the real world. They're stylized, they don't curve, and they hold only a certain unchanging set of information. Google Earth, on the other hand, allows students to appreciate the importance and relevance of geography without the imperfect, flattening and simplifying translation of reality into maps. Google Earth isn't reality, but it's a much closer approximation (and one that our computer-savvy students can "read" as a near-native language), and its flexibility and interactivity allows students to explore their world and make connections in ways that flat maps never could.

Because of its interactivity, Google Earth is great for not just stimulating student engagement, which it certainly does, but also for reaching those students with learning styles that don't mesh well with the visual and abstract challenges of traditional approaches to geography. Kinetic students with short attention spans are likely to find

a hands-on Google Earth lesson much more appealing; students with auditory and visual learning strengths can add audio and video to their Google Earth presentations; and gifted students can take the learning experience as far and as deep as they want within the same class structure without a struggle to modify and extend the lesson by the teacher. The deep engagement you get when using an exciting tool like Google Earth fosters not just greater geographic literacy but can enhance problem-solving skills through immediate application of geographical concepts.

Google Earth also integrates two important skill sets across the curriculum effortlessly—technology education and global education. In both of these cases, there is a great need to advance students' grasp of concepts and skills, and great difficulty in finding time and space in the general curriculum to concentrate on enhancing the next generations' understandings of our connected global environment and the technological skills they need to survive and thrive within it.

At the Middle East Policy Council we have built a new website, TeachMiddleEast.org, precisely to take advantage of all of these possibilities Google Earth provides. This technology is particularly critical for teaching about the Middle

See *Google Earth*, page 6

In this Issue:

9-12 Corner: Microfinance and more	2-3	Empowering Students in Uganda	7
K-8 Corner: What is Money?	4	Suggestions for Summer Reading	8-10
World Affairs Challenge	5	Global Education Resources	11

9-12 Corner: Learning About and Engaging in Microfinance

by Angene Wilson

Objectives:

Students will be introduced to the concept of microfinance and examples, decide how to raise money for and choose a Kiva entrepreneur to support, and write a brief report on an article or website related to microfinance to educate others.

Materials:

- Articles in the summer 2009 *WorldView Magazine*,
- kiva.org website,
- Charlie Rose PBS interview of Muhammad Yunus, Nobel Laureate and founder of Grameen Bank in Bangladesh (<http://www.charlieroose.com/view/interview/114>).

Procedure:

Begin by asking if anyone has heard of Muhammad Yunus or ask someone to point out Bangladesh on a map and tell what they know about that nation. Ask if anyone can define microfinance. In other words, find out what students already know about topic.

For a visual introduction use perhaps 5 or 10 minutes of the Charlie Rose interview of Muhammad Yunus (it is available online and includes video as well as talking heads interview). Then use "What is microfinance?" from *WorldView* as handout or project to explain the concept and answer questions.

Show the kiva.org website, going to pictures of entrepreneurs so students can see people, what countries they are from, how much money they are requesting, and for what. Use "How Kiva works" from *WorldView* as a handout or project. The teacher should read the *WorldView* articles, "You Too Can be Bill Gates, Leveraging Technology, Kiva.org Takes Microfinance to the Next Level" and "Taking Peace Corps Back into the Field" for more background on Kiva.

As a class project, propose that the class decide to invest in an entrepreneur. Discuss how the class could raise money to invest—as little as \$25—and how students would choose an entrepreneur. Plan to follow the money and the entrepreneur through the school year and do a story for the school website or newspaper.

Follow-up or Extension Assignment:

Give students a choice of other *WorldView* articles and websites about microfinance for one page reports to turn on what more they learn about microfinance. These could be put on a bulletin board or wall outside the classroom for others to see with a heading: "What is Microfinance?"

Articles:

- "Come for the Information, Stay for the Dancing;"
- "The Colombia Project;"
- "A Green Community Rising."

Websites:

- www.accion.org
- www.villagebanking.org
- www.grameen-info.org

Global Peace Index Materials

reviewed by Angene Wilson

Oddly, we teach little about peace, as opposed to war, and yet we would all say we hope for a more peaceful world. What if teachers committed to including peace in the curriculum? If social studies teachers next fall began a Global Issues class or a world history class with a unit on peace? If teachers across the subject areas in high school committed to including the concept of peace?

Having developed a lesson plan using the Global Peace Index in 2007, I was eager to see the new teacher and student materials on the Institute of Economics and Peace website, www.economicsandpeace.org. They became available on June 2 with the announcement of this year's index.

Four modules are offered: What is Peace? Peace and Sustainability, Education and Peace, and the Peace Industry. The modules use a nice variety of activities, from analyzing pictures for a defi-

nition of peace to a case study of water, conflict and cooperation in the Nile River basin. Reflective journals based on thoughtful worksheet questions are a common feature. I particularly liked the world map showing the status of primary education and out of school children. The world map showing countries from most to least peaceful is, of course, a basic resource – this year New Zealand toppled Iceland as most peaceful and the U.S. moved up six spaces from last year to 83. The concept of "peace industry" is a bit jarring. The curriculum developers challenge students to think about what industries thrive in peace and then ask them to choose a tourist destination to investigate. I wonder if eco-tourism or fair trade might also be mentioned as ways to encourage peace in tourism and retail industries.

Most teachers will probably pick

from the varied resources rather than use all the modules and lessons. I hope a math teacher might have students complete the table on how much water is needed or the table on world population from 1950 to 2050 in the Sustainability module and an English teacher might focus on how we define words like "peace" and "peace industry." One way for social studies teachers and students to begin to use this year's Global Peace Index at www.visionofhumanity.org would be a discussion about how the global recession has affected peace overall and in specific countries.

I approached these materials the way most teachers check out curriculum ideas by scanning them online rather than printing them all out. One problem was that the small size of print and the font type made it difficult to read online, at least for me.

Lesson Plan: Comparative Economic Systems

Contributed by Troy White; twhite@councilforeconed.org

As you teach your students about the world around them, you're exposing them to unique cultures, vibrant people... and diverse economies. When your students explore microfinance, they need to understand the different economic systems they will encounter, and how these systems promote economic development. This lesson plan, for middle and high school students, compares and contrasts the different economic systems that Peace Corps members are exposed to. Your students research the economic systems of a communist country and a developing country and compare them to the US, guided by questions and using information from the CIA World Factbook website: <http://www.econedlink.org/lessons/index.php?lesson=322&page=teacher>

Comparative Economic Systems

Key Economic Concepts:

Economic Systems

Description: Students research the economic systems of a communist country and a third-world country and compare them to the US, guided by questions and using information from the CIA World Factbook website.

Lesson Objectives:

Students will:

- Define market economies, command economies, and developing economies.
- Compare one country with another by reference to factors associated with economic performance.

Introduction:

What would life be like in the North Korean economy? How would things be different in the economy of Chad? In this lesson, you will have the opportunity to compare these two economies to the U.S. economy, and you'll practice using some tools that can help you to study any economy in the world.

Resources:

- *CIA Factbook:* The CIA updates its *World Factbook* website annually. Data are included for every country in the world, as well as several territories of other nations. www.cia.gov/library/publications/the-world-factbook/index.html
- Click on the link and print the chart, to fill in the information from each of the countries. [Comparative Systems Worksheet](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf) at www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf

Process:

First we need to take a moment to look at how economists categorize economies. A market economy is characterized by private ownership of the means of production (for example, farms and factories), and supply and demand are responsible for the price and allocation decisions. The United States, Hong Kong, and Germany are considered market economies. A command economy is characterized by government (or central) control ownership of the means of production, and with a central authority setting prices of goods and services and for most

allocation decisions. North Korea and Cuba are command, or more specifically communist, economies. A developing economy is one which is not yet industrialized, but is developing. Chad, Ecuador, and Bangladesh are considered developing nations.

In this lesson, you will compare several aspects of the economies of the United States (representing a market-oriented economy), North Korea (representing a command economy), and Chad (representing a developing economy). Print the [Comparative Systems Worksheet](http://www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf) at www.econedlink.org/lessons/docs_lessons/322_wkst1.pdf. Go to the [CIA World Factbook](http://www.cia.gov/library/publications/the-world-factbook/index.html) website (www.cia.gov/library/publications/the-world-factbook/index.html) to find the information needed to complete the chart.

Use the information from the worksheet to consider the following seven questions.

1. How can the presence or absence of natural resources and arable land affect a nation's economy, regardless of the type of economic system? [*If a country has few natural resources and little land available for crops, it may not be able to produce enough food and products for the people.*]
2. How can life expectancy and literacy rates affect the quality of labor in the economy? [*A shorter life expectancy may indicate poor medical care, and lower literacy rates may indicate poor education, both of which can have negative impacts on production.*] How can fertility rates affect the use of scarce resources? [*High fertility rates, especially in countries with few natural resources and lower GDPs, may indicate serious strains on scarce resources.*]
3. How can GDP per capita and poverty rates indicate standards of living in each system? [*GDP per capita is generally lower, and poverty rates are generally higher, in countries with lower standards of living.*]
4. How can the size of the industrial/service sector and the agriculture employment rate indicate the level of industrialization? [*A larger industrial*

and service sector, and a larger number of people working outside of agriculture, can indicate a higher level of industrialization in the economy.]

5. How can electricity, communication, and transportation facilities indicate the potential for industrial growth? [*Greater electrical generation capacity, greater use of telephones and the Internet, and a greater availability of transportation via rail, highway, and airline can indicate a greater potential for increased industrialization.*]
6. Considering the lack of natural resources, the labor problems, and the lack of capital and little industrialization of developing countries, how can developing countries develop? (*Hint: Look at Economy - Overview for Chad*). [*Infusion of funds and capital from other nations, the World Bank, the International Monetary Fund, and regional and humanitarian organizations.*]

Conclusion:

Market-oriented and command nations tend to place different priorities on the role of government in the economy, with the government sector generally playing a larger role in command nations. Given their resources, market-oriented and command nations can choose to focus on increased industrialization and expansion into new markets. Developing nations, however, often lack resources necessary for industrialization and must seek aid or investment from industrialized economies in order to grow. With increased globalization, we are becoming more acutely aware of the interdependence of all nations in our world economy.

Assessment Activity:

Now that you have studied the economic characteristics of these three countries, define the terms market-oriented, command, and developing economy in your own words. For each term, describe the specific characteristics of the countries you studied that would help to support your definition.

See *Economic Lesson Plan* on page 4

K-8 Corner: What is Money?

by Susan Neyer

With the current focus on the state of the economy, locally as well as globally, I have been thinking about ways to help young students get a better grasp of the many facets of money—without getting them overly concerned about the economy.

Children become familiar with money from an early age, and they learn to recognize coins and count money at home or early in the primary grades. But do our students really understand what money is and how it works? Ask this simple question, “What is money?” and see what types of answers you get.

How money came to be used:

Students may enjoy learning about how money came to be used, how it developed as people began with trading / bartering and, in cultures around the world, came up with the idea of using some agreed-upon object to represent the value of goods. Maybe they can make their own “money” to use in the classroom. They can use any standardized thing; the “currency” and its value needs to be agreed upon in advance.

A few questions for students to research and discuss:

- What is money?
- Is money the same all over the world? What would a culture do if they didn't have money? (Would they invent it?)
- What gives money its value?
- Have you ever earned money? What did you do to earn it?
- If you wanted to set up a business to earn money, how would you start?
- Where do you store your money (piggy bank)? What if you had a lot of money; where could you keep it safe?
- Are there things that are used in place of money? (Tokens, smart cards, etc?) Does your family use any of these?
- If you needed money for something important and didn't have enough, how might you acquire more money?
- What are credit cards/how do they work? What do they cost?
- Does the value of money ever change? Why?
- Do countries ever change the value and/or form of their money?

Resources:

Books:

- *Neale S. Godfrey's Ultimate Kids' Money Book* by Neale S. Godfrey (Simon & Schuster, 1998), written and illustrated in a kid-friendly way, gives a very comprehensive coverage of money for upper elementary and middle school, covering everything from a brief history of money through banking, credit, and the economy, with a look at taxes, stocks, and trading.
- *Around the World with Money* by Jason Cooper (Rourke Publishing, 2003) gives a fairly simple look at currency is several parts of the world and international trade.
- *What is Money?* and *Earning Money* by Mary Firestone (Capstone Press, 2005) are simple books for primary grades.
- *From Seashells to Smart Cards: Money and Currency* by Ernestine Giesecke (Heinemann, 2003) also covers the history of money, along with “other money” such as checks, credit cards and smart cards. It presents a simple look at money and foreign exchange around the world, including the Euro.

- *Money, Money, Money: Where it Comes From, How to Save It, Spend It, Make It* by Eve Drobot (Maple Tree Press, 2004) would be useful for middle school students.
- *Save, Spend, or Donate? A Book About Managing Money* and *That Costs Two Shells: the History of Money* by Nancy Loewen (Picture Window Books, 2006) are written and illustrated in a cartoon style; they might be enjoyed by elementary students.
- *Money* by Joe Cribb (Eyewitness Books/DK Publishing, 2005), as with other “Eyewitness” books, is lavishly illustrated with photographs and packed with information, and includes an extensive glossary of terms.

Websites:

- Two websites: <http://cob.jmu.edu/econed/Elementary.htm> and <http://www.moneymanagement.org/education/resources/> have a wealth of economics lessons for elementary, many based on children's literature
- Kiva.org gives stories/examples of people starting small business with microcredit.

Economics Lesson Plan, continued from page 3

[Market economies rely on private ownership of the means of production and supply and demand to determine prices and output. The US meets this definition, indicated by a lower amount of government and military spending as a percentage of GDP than North Korea does. Command economies feature government ownership of the means of production, and centralized planning of the economy. North Korea fits this definition with its high government and military spending as a percentage of GDP and its extensive use of government boards to determine economic production. Third world economies are not yet industrialized, but are developing. Chad is an example of this definition, characterized by low GDP, high poverty, little industrial employment,

and poor energy, communication, and transportation systems.]

Try this same exercise, comparing the economic systems of nations large and small, industrialized and developing, well-known and little-known. Consider looking at the differences in the former Soviet republics and Eastern Europe, which are converting from command to socialist or market-oriented systems.

Prepare a grid similar to that on the Comparative Systems Worksheet, illustrating the most important points of comparison between the nations you have selected to study.

450 Middle and High School Students Tackle Global Human Migration Topics

On March 14, 2009, 450 middle and high school students from Northern California schools convened at San Francisco State University to compete in the largest annual academic event for San Francisco area students. The students were joined by over 200 volunteers, including community members who served as judges, as well as about 300 parents, educational leaders and other guests. This year marked the 7th Annual World Affairs Challenge hosted by San Francisco-based global education nonprofit World Savvy.

The World Affairs Challenge is an academic program on international affairs that culminates in a competition every March. Each year focuses on a global theme and this year's was Human Migration. Students got into teams of 5 to 12 members, led by an adult coach, and spent up to four months researching a topic related to this theme. Teams prepared a 15 minute presentation highlighting their research and proposed solutions on the issue. This year, topics ranged from a comparative study of countries' immigration policy to examining how different nations' economies affect migration to studying possible effects of urbanization and overpopulation.

"To ensure the competitiveness of our workforce, improve our country's image on the world stage, and build a peaceful and sustainable world, we will need a new generation of leaders who fully understand and can articulate how interconnected – and interdependent – we are globally," explained Dana Curran, Executive Director of World Savvy. "The World Affairs Challenge represents

a unique chance for local students to study a global issue in depth from a variety of perspectives and work with a group of their peers to suggest creative solutions to a particular problem."

In addition to the 15 minute presentation, students also participated in three other events at the competition – the Global Awareness Quiz, Collaborative Question and Discovery Poster. The Quiz tests students' knowledge of current events and world geography, the Collaborative Question randomly groups students with youth from other schools in a problem-solving activity, and the Poster is a visual representation of the team's 15 minute presentation.

The World Affairs Challenge gives youth unique opportunities to dialogue not only with their peers, but also adults from the community, who acts as observers and judges for the event. One student from New Technology High School in Napa, CA said, "The rubric was broad and let us creative students create any style or type of project, making it more than just an average world studies project." Another student said, "I highly suggest this competition to any student in middle or high school, because this is a competition where anyone can thrive and succeed."

This year also marked the 1st Annual World Affairs Challenge in Minneapolis-St. Paul with over 100 students competing at the event on April 25, 2009 at Macalester College.

For more information, please visit www.worldsavvy.org. If you would like to get involved in this program, please email Bryn Murray at bryn@worldsavvy.org for Northern California, or for Minneapolis-St. Paul, contact Charmagne Campbell-Patton at charmagne@worldsavvy.org.

Take 2 Gets Kids Involved

"I can't get my daughter to do anything at home but the energy she puts into this project just blows me away!"

Parent, Florida Public high School.

How do you break through the clamor of cell phones, MP3 players, and Twitter to reach the heart of a 17-year-old? 35 teachers have managed with the help of a National Geographic filmmaker-turned-humanitarian. Karin Muller spends three months each year in a global conflict zone filming in-depth footage that she then offers to schools across the country free of charge. This year students are creating documentaries about a Sudanese refugee camp butcher who is also the camp surgeon and a hundred other stories of hardship and hope in war-torn Darfur. When they finish they take their projects on the road to educate the public and practice their newfound leadership and global citizenship skills. These extraordinarily enthusiastic and articulate teachers and students will renew your faith in the American education system.

In August footage from Sudan and Cuba will be available. Karin's nonprofit organization – Take 2 – is currently inviting high schools, colleges, or universities to join the project. For more information about Take 2 and how to join, please visit www.take2videos.org or email Karin Muller at Karin@karinmuller.com



Students from
New Technology High School
winning 1st place for
Best Discovery Poster

Google Earth, continued from page 1

East, because we need powerful and engaging tools to unseat the ignorance and deeply-held stereotypes Americans often have about the region and to make it possible for us to replace glib and facile negative generalities with a more complex and nuanced understanding. At a time when 85% of Americans still can't find Israel, Iraq, Saudi Arabia and Iran on a flat map, letting students explore the region in interactive fashion is much more likely to allow them to make intellectually "sticky" connections between peoples, places and events than traditional methods. In a democracy where the full citizenry bears the ultimate responsibility for making wise decisions about policy and global problem solving, we must teach our students to understand other societies literally from the ground up, and this is nowhere more critical than in the Middle East.

Using Google Earth

So what can Google Earth do for you? This is wonderful and engaging technology, but beyond using it as an interactive 3D map, its usefulness is based on the depth, accuracy and interest of the content connected to it.

As an educator, you can use Google Earth in four different modes or levels. First of all, students can merely explore Google Earth by navigating to different places and exploring them—going on a virtual field trip, if you will. Beyond sightseeing famous landmarks or exploring different ecosystems on a macro level, this mode also allows students to understand the relationship between places. For students to learn how to navigate and find information in Google Earth, it's great fun to set up a timed "geo-scavenger hunt" to see how quickly they can find a set of landmarks, places, or items (a commercial jet, a container ship, or an oil well, for example).

Students can then progress to exploring the content that has been created by various organizations and individuals. Google Earth Outreach (<http://earth.google.com/outreach/showcase.html>) has brought together some of the exemplary uses of Google Earth, so that students can do everything from follow chimpanzees in near-real time through Jane Goodall's blog to take a geographical tour of James Joyce's *Portrait of the Artist as a Young Man*. Within the Google Earth application itself, students

can explore a wealth of collected data in the Layers area, from photos from Panoramio users, enormous Megapixel photos, articles from Wikipedia, an engaging overlay of ancient Rome, and much more. Check out particularly the layers called Geographic Web, 3D Buildings, Gallery and Global Awareness.

Third, you can create waypoints and tours specific to your curriculum to provide a new and engaging means of introducing particular content to students. At TeachMid-east.org, we've created, for example, a tour on Stereotypes of the Middle East that contrasts typical views and assumptions people have about the Middle East with some more surprising content—one travels, for example, from the pyramids at Giza, Egypt, to a pyramid-shaped skyscraper in Riyadh, Saudi Arabia, and from the Grand Bazaar in Istanbul to the largest mall in Europe, just a few miles away.

Another tour we've created explores the role of water in the Middle East. Students can, for example, follow the course of the Euphrates from its source in the mountains of eastern Turkey, past the dams of the Southeast Anatolia project, following the curve of the ancient Fertile Crescent (and tracking the results of the reduced water flow), to the marshes of lower Iraq (drained by Saddam Hussain's so-called Prosperity Canal), through the contested Shatt al-Arab

waterway and finally to Basra, where the great river empties into the Persian Gulf.

It's really pretty easy to put these tours together, and Google gives you a lot of help through their tutorials on the Google Earth Outreach website. First you need to gather your information—the latitude and longitude of the points you want to mark, pictures (or even video or audio) that you want to associate with those places, explanatory text, and perhaps web sites for further exploration. Then you can follow the Google Earth tutorials (at http://earth.google.com/outreach/tutorial_balloon.html) for marking your waypoints with balloons, like the one below, and adding in all your content.

Once you're familiar with the process, you can do a larger batch of these balloons quickly and easily with Google's Spreadsheet Mapper (http://earth.google.com/outreach/tutorial_spreadsheet.html). This tool allows you to input all your information into an online spreadsheet on Google Documents (so you will have to have or create a Google account), and the program will then publish all your balloons in Google Earth. Once you've created your set of waypoints, or tour, you can send that information as a .kmz file to anyone via email, share it on the web, or even save the tour as a movie.

See *Google Earth* on page 7



Google Earth, continued from page 6

Finally, and perhaps most importantly, you can make students the masters of their own learning, and get them to create Google Earth content (waypoints, tours and movies) that showcase their own research on various issues. As I often point out to teachers, within about ten minutes they will be much better at it than we are, which is as it should be! They will not only decide which locations best illustrate their argument, but also write the text, find photos (or video or music) to accompany the text, provide websites for further exploration, and combine all this information into a tour or movie to share with their peers or even the broader community. My 11-year-old daughter is going on a field trip to the Antietam Battlefield, and wants to create a Google Earth scrapbook to show what her class learned! Google Earth is not just compelling technology, it's actually also a better, smarter way for students to

organize and present all kinds of information.

Add in the convergence of new technologies like Google Earth with social media like Facebook, Panoramio, and YouTube, and you find an enormous opportunity for the creation of understanding and empathy between people of different cultures, particularly youth. Google Earth provides us with the most concrete possible evidence that we all live on one planet, connected by a complex and interdependent web of environment, trade, and culture. Yet from this global vision we can zoom down to the street level of an internet café in Alexandria or an apartment in Tehran, and then watch an underground hip-hop music video. The web that connects us all has always existed, but Google Earth gives us a great way to navigate it with our senses as well our intellects and imaginations.

Google Earth Vocabulary

- **Waypoint:** A waypoint marks a location or place of interest, like a map tack on a paper map. A waypoint marker may contain more information when you click on it.
- **Balloon:** A waypoint marker that includes information such as a header, image, video or audio file, text, website addresses, etc.
- **Tour:** A tour is a flight or progression from one waypoint to several others in a particular order.
- **Snapshot view:** A Google Earth tool that lets you easily capture a particular perspective or view of a waypoint, so that you are looking at it from a particular direction, altitude and tilt.
- **KML:** KML stands for Keyhole Markup Language and it is the file type Google Earth uses to display geographic data that can be overlaid on 2-D, or 3-D maps (it's like .doc for documents or .jpg for images).
- **KMZ:** KMZ files are simply zipped (compressed) KML files that make it easier to share geographic information. They can include images associated with those files.

Empowering Students in Uganda

Educate!, an organization that empowers students across Uganda to become socially responsible leaders who will drive their society's social, political and economic development, recently celebrated their seven year anniversary, marking another year of growth and impact in Uganda.

Since *Educate!* began in 2002, the organization has provided 22 scholarships, mostly to students in the Kyangwali Refugee Settlement of Uganda, and launched the *Educate! Experience* in March, a program that currently equips 415 students across Uganda with the skills and confidence necessary to lead social enterprises—innovative, sustainable, and effective solutions to the greatest challenges facing their communities.

"It's very exciting for me to see the organization grow from a small student-run non-profit to an established non-profit making significant on the ground impact," said Boris Bulayev, *Educate!* Co-founder. *"Now we're spending our efforts on the Educate! Experience to make the program as valuable and empowering as possible for promising young leaders."*

Eric Glustrom, *Educate!*'s Executive Director, visited Uganda at age 17 to produce an independent documentary on the Kyangwali Refugee Settlement. He was astounded to learn that only 40 percent of primary school graduates in Uganda go onto secondary school and less than one percent go on to

post-secondary education. In response, Eric launched *Educate!*, giving access to real-life resources for high school students to succeed as social entrepreneurs.

Today, the 22 *Educate!* Scholars have led 16 social change initiatives that have directly impacted over 9,600 refugees through locally grown community initiatives; created nearly \$35,000 in value for their community; and empowered a small group of committed students to transform a community of over 17,000 refugees. They have built an orphanage for 40 children in Kyangwali, sent over 60 students to school and blanketed their community with 5,000 mosquito nets.

They have also created a microfinance program that has given 37 loans to women in Kyangwali, enabling them to start small businesses and lift themselves and their families out of poverty, and started an organization called COBURWAS with over 200 members that unites the refugees of different nationalities along the common purpose of bettering their community.

"The work of Educate! scholars is giving the people of Kyangwali and Uganda at large hope for a better future," said Glustrom. *"The work of our students who have benefited first hand from Educate! is the greatest testament to what we have accomplished in the past seven years."*

Educate! is now excited to see what this

year's 415 *Educate! Experience* participants will do. Starting in March, 415 new *Educate!* Scholars at 24 schools across the country are going through a two year curriculum on how to lead change, being mentored, and gaining real life experience starting businesses and non-profits that address challenges in their communities.

Benson Wereje, an original *Educate!* Scholar, said he believes greatly in the impact *Educate!* is having. *"Educate! has inspired me and provided me with hope. I'm now empowered to go and unite and transform people in my community. One single match can start a fire."*

For more information on *Educate!* visit: www.experienceeducate.org



Educate! Staff and Students

Suggested Books for Summer Reading

The Bite of the Mango by Mariatu Kamara with Susan McClelland (Annick Press, 2008). Reviewed by Merry M. Merryfield, Professor of Social Studies and Global Education, The Ohio State University

For many American students, bloody conflicts in Africa seem so far away, so impersonal and contrary to their own experiences that they have trouble connecting to the people whose lives are affected or to the larger issues of the arms trade, blood diamonds, corruption, poverty or refugees. *The Bite of the Mango* personalizes the horrors of Sierra Leone's experiences with civil conflict through the actual experiences of a 12-year-old girl who suffered greatly yet overcame many hardships to make a new life for herself in Canada.

As the book begins, Mariatu is a happy little girl growing up in Magborou, a village of 200 near Port Loko, Sierra Leone. The first chapter teaches the reader about life in extended families where a child may grow up under the care of relatives, men may have two or more wives and several generations live and work together. Mariatu tells us about her friends, her attraction to a possible boyfriend, Musa, her hopes of going to school one day, and her scary dream of standing in palm oil, a signifier of bad things to come. We learn about village life from preparations for a funeral, rotating crops of cassava and rice, dances, secret societies, and a child's daily chores of carrying water and collecting firewood.

The rebels who are storming villages and committing atrocities across Sierra Leone are almost a footnote until one day Mariatu and her friends come into a village as the Revolutionary United Front (RUF) rebels, who are mostly young boys, are burning it. We can almost feel Mariatu's desperation as she watches her friends and neighbors being burned or hacked to death. Just when she thinks she may escape, one of the rebels grabs her and says "which one of your hands do you want to lose first?" He decides to cut off her hands "because I don't want you to vote." The scene of the young boys hacking off her hands is truly horrible. Mariatu runs away, bleeding terribly, and has to push herself to keep going until she can find help. A man who finds her offers her a mango and tries to hold it for her to bite. Mariatu insists on holding it herself in the clotting stumps she'd wrapped in a cloth.

The story does not play down the suffering and difficulties as she is hospitalized and eventually moved into an Amputee Camp, a rehabilitation place for people who have lost limbs. The reader wades through each emotion with Mariatu and feels her hope as well as her anguish over her many problems.

We learn she was raped by an older man who wanted to marry her and now is pregnant. We share her joy when she is reunited with family members and friends. We see why she turns to begging to secure money to take care of her child. Musa finds her and expresses his love but Mariatu rejects him as she feels she cannot be the wife he deserves without her hands. Then her baby falls ill and dies.

Eventually a newspaper article about her leads to help from a British woman and later a Canadian family. Although it is complicated with many turns, eventually Mariatu goes to Canada and settles into life in Toronto with a Sierra Leone family. Yet as with many refugees, life is far from perfect. There are issues of language, schooling, cultural differences, and prosthetics for her missing hands. Yet Mariatu once again demonstrates her inner strength and determination as she works hard to overcome life's difficulties.

Although I read *The Bite of the Mango* on a snowy winter day here in Columbus, Ohio, it took me back to the heat and monsoon rains I experienced during my two years in Sierra Leone as a Peace Corps volunteer teacher. The village and family scenes brought back the power of relationships in my students' lives. Mariatu's openness about her travails reminded me of the hope so many Sierra Leoneans have expressed to me about their own futures and the future of their country.

The book possesses ability to get to the heart of the matter: the many positive attributes of Sierra Leoneans who have faced one of the nastiest internal conflicts of the 20th century. Teachers can use *The Bite of the Mango* to explore village life, extended families, and the horrors of war. I think it is best used to teach the eternal theme of how people, especially children, are able to overcome adversity.

Mariatu Kamara and Susan McClelland have created a memorable book. The theme is a global one, which has meaning not only for thousands of displaced people across the planet but for the millions more who have refugees being resettled in their communities. Although the violence of the book may make teachers think twice about using it, this is an honest and true story told without glamour or artifice. In a time when Americans students watch the made-up violence of CSI and 24, teachers would do well to teach them about how people respond to real-life horrors going on not so far away.

Perhaps then our next generation will be more committed to peace keeping and more aware of how our purchases here (of blood diamonds or drugs for example) may be funding atrocities abroad. I cannot imagine anyone reading *The Bite of the Mango* and not rethinking the lives of refugees who come to America.

New Books by Returned Peace Corps Volunteers

- *The Italian Summer: Golf, Food, and Family at Lake Como* by Roland Merullo (Micronesia 1979-80), Touchstone, 2009
- *Madness Under the Royal Palms: Love and Death Behind the Gates of Palm Beach* (Non-Fiction) by Laurence Leamer (Nepal 1965-67), Hyperion Press, 2009
- *Hippie Chick* (young adult) Joseph Monninger (Burkina Faso 1975-77) Front Street Press 2008
- *The Mind Dancing* (Poems) by Tony Zurlo (Nigeria 1962-64) Art and Calligraphy by Vivian Lu (Plain View Press, 2009)
- *The Disappearance* (Novel) by Efreem Sigel (Ivory Coast 1965-67) Permanent Press, 2009
- *Biogeography* (Poems) by Winner of the Dorset Prize Sandra Meek (Botswana 1989-91) Tupelo Press 2008
- *Mosquitoes and other Impossibilities* (Memoir) by Nancy Sellin (Liberia 1966-68) iUniverse, 2009
- *First Comes Love, then Comes Malaria: How a Peace Corps Poster Boy Won My Heart and a Third World Adventure Changed My Life* (Memoir) by Eve Brown-Waite (Ecuador 1988) Broadway Books
- *The Baker's Boy* (Literary Novel) by Barry Kitterman (Belize 1975-77) Southern Methodist University Press, 2008
- *Palos Verdes Blues* (A Jack Liffey Mystery) by John Shannon (Malawi 1965-67) Pegasus Books, 2009

Thanks to John Coyne for this list. For more books about Peace Corps and books by RPCVs, see www.peacecorpsworldwide.org

Three Hopeful Books about Liberia *By Angene Wilson*

In the vast literature out of and about the continent of Africa, books by Liberians and focused on Liberia have been rare. Three recent books, two autobiographies and one novel, fill that gap. They can educate and inspire Americans about our close cousin in West Africa, that land colonized by freed slaves from the United States, that land where I taught as a Peace Corps volunteer from 1962 to 1964.

Just published is Ellen Johnson Sirleaf's subtitled *Memoir of a Remarkable Life by Africa's First Woman President*. The title, *This Child Will be Great*, is taken from a prediction made by an old man to her parents when he came to see the new baby. Today both "remarkable" and "great" seem appropriate words for the President of Liberia but in the first chapter, reflecting on the old man's prophecy, Sirleaf writes: "my scientific orientation of self-determination would clash with the Presbyterian teachings of predestination I had received. Which one, I have long wondered, is the way life really is?"

Although the president enjoyed a happy middle class childhood in the capital Monrovia with summers in her father's up-country Gola village (her father aimed to be the first "native," as opposed to Americo-Liberian settler, Speaker of the House before a massive stroke) and a good high school education at the prestigious Methodist College of West Africa, she married at 17, had four sons, and endured an abusive husband until her divorce. Into the telling of her own subsequent story of higher education (two degrees in the U.S.) and ground-breaking career (for example, Liberian Minister of Finance and World Bank loan officer), Sirleaf weaves the history of Liberia, "vastly more complex and more shaded than the Christianity-over-paganism paradigm we had been taught." Some of her later story is harrowing as evidenced in the excerpt on the back of the cover jacket about her imprisonment under the Doe regime in 1985. The fact that she could say "Ma keye," which means hello in Gola, turned out to be a lifesaver in an interaction with a Gola soldier. Earlier she had escaped the fate of 13 other President Tolbert ministers who were executed on the beach in 1980.

I found one of the most interesting parts of Sirleaf's autobiography the story of her presidential campaign in 2005 – from the role of campaign posters and T-shirts to the role of women. Her inaugural speech is the last chapter of the book. I used her excellent speech to the U.S. Congress in March 2006, broadcast on C-Span, as the basis for a final exam question on leadership in my African History classes in 2006 and 2007.

The House at Sugar Beach, In Search of a Lost African Childhood received a good deal of press last fall because its author, Helene Cooper, is a *New York Times* reporter. The first half of the book, using much wonderful Liberian English and some researched history, is Cooper's story of growing up as a "princess" of Congo/Americo-Liberian royalty descended from Elijah Johnson who came to Liberia on the first boat of freed slaves in 1820 and Randolph Cooper who arrived in 1829. Her family owned not only the five-bedroom, three-bathroom house at Sugar Beach, but also an up-country farm, "straight out of *Gone with the Wind* if Atlanta was deep in the African bush and Tara was overrun by vines, shrubs, and peeling paint," various properties in the capital Monrovia rented to Lebanese, and a house in Spain. Her immediate family included a sister ("same ma, same pa" as they say in Liberia), a sister and brother from her father's first marriage, a sister who was the daughter of her mother's brother by a Country woman, and Eunice, a Bassa girl who came to live with the Coopers at 12 years old to keep Helene company. Her extended family included, among others, a cousin who was minister of foreign affairs, an uncle who was deputy minister of state for presidential affairs, and two feisty grandmothers. Cooper grew up celebrating Matilda Newport Day, based on the myth that in 1822 a colonial woman lit a cannon with her pipe and blew up 100 African warriors. "It never occurred to me at that time that all across Liberia, native Liberians were getting more and more upset about the things I took for granted."

Cooper's charmed life began to unravel with the rice riots of April 14, 1979 and ended as her ninth grade year at the American Cooperative School was ending the next year. On April 12, 1980 Sergeant Doe led

enlisted soldiers in storming the Executive Mansion. They killed President Tolbert and then executed the 13 ministers on the beach, including Cooper's cousin, Cecil Dennis, the minister of foreign affairs. Soldiers gang-raped Cooper's mother while she and her sisters locked themselves in a bedroom in the house at Sugar Beach and a month later her mother and Helene and her sister, but not Eunice, fled to the U.S.

Part Two is the story of a teenager, a college student, and a grown-up world-roving journalist becoming an American and trying to forget Liberia, particularly during the long war beginning in December 1989. However, under fire during the second Gulf War in Iraq, Cooper thinks: "If I'm going to die in a war, it should be in my own country. I should die in a war in Liberia." And so she returns in 2003, just after President Taylor has finally left, to find Eunice.

I confess I cried at the book's end when Helene and Eunice were singing together their childhood made-up words to the hymn "Blessed Assurance," a hymn regularly sung at the chapel of the National Convention Baptist school in Gola country where we were teachers. In the early 1960s we knew about the gulf between Congo People and Country People—both were our students at Suehn Industrial Academy—but I guess we hoped the increasing numbers of educated Country People would be able to bring about peaceful change. However, history shows—in our own nation, too—that the powerful cede power with great reluctance. Luckily—and finally—in both cases, the powerful have.

The 14-year Liberian civil war was one outcome of the colonizer/colonized struggle, although the war was more complicated than that. So what happens after a long civil war? Elma Shaw's *Redemption Road, The Quest for Peace and Justice in Liberia*, with a foreword by President Sirleaf, is a novel that draws on the work of the Peacebuilding and Trauma Counseling Workshop Manual created by the American Refugee Committee and reports by Amnesty International and Human Rights Watch and the International Committee of the Red Cross to describe the possibilities of truth and reconciliation. It is divided into two parts: Time Heals Nothing and Truth Lights the Way.

The main character, Bendu Lewis, who works at a peace education center, has to deal with her own past as the captured,

See *Liberia* on page 12

Working World by Sherry L. Mueller and Mark Overmann, reviewed by Mallory Servais

Offering sound advice in an uncertain job market, Sherry L. Mueller and Mark Overmann detail the ins and outs of landing a job and shaping a fulfilling career in their book, "Working World". The book is specifically aimed toward young professionals and "idealists" hoping to establish themselves in the world of international education, exchange, and development. However, the advice lent by Sherry and Mark is universal – it can be applied to many different career paths as well as to professionals in the midst of a career change or to post-retirement job seekers and everyone in between.

The book is set up into two parts. In the first, Sherry and Mark help readers with finding a cause to be passionate about, navigating the wide world of networking, and identifying a mentor for built-in support and advice during the "continuous journey" of life-long career development. Along the way, the authors offer personal insights in the form of stories and anecdotes as testaments to their advice and experience in soul-searching, job-searching, and interviewing.

In part two Mark and Sherry impart resources and information for the process of maneuvering the professional world of international education, exchange, and development. Each chapter in this section begins with a general overview followed by a comprehensive list of books, websites, organizations, and any other useful information relevant to that topic. They even detail the specifics of entering non-profit, governmental, or jobs with multi-national organizations. This half of the book is embellished with profiles of successful professionals in the field.

The book can be purchased on Amazon.com or through the Georgetown University press at <http://press.georgetown.edu/detail.html?id=9781589012103>.

A Few More Book Suggestions

The following two books are set during the middle part of the 20th century, before, during and after World War II.

The Man in the White Sharkskin Suit by Lucette Lagnado (Harper Collins, 2008) is a memoir of the life of a Jewish family living in Cairo. It actually starts in 1943 with the marriage of the author's parents. "The man in the white sharkskin suit" is Leon Lagnado, a successful merchant and a dashing man about town. The book is really a portrait of his life and his family, as they go from a thriving life in Cairo at the start of World War II through the changes that come afterward, with anti-Semitism, the ascendancy of Nasser, and a debilitating accident, finally trying to forge a new life in New York City. While Leon is not always a sympathetic character, he is never dull. The story of his family may give you a different perspective on the lives of Jews around the world.

On a lighter note, *The Guernsey Literary and Potato Peel Pie Society* by Mary Ann Shaffer and Annie Barrows (Dial Press, 2008) is also set during the time of WWII in the island of Guernsey in the Channel Islands. Although it does cover the occupation of the island by the German army, it is far from a dreary book! The book is written as a series of letters. Juliet Ashton is a successful British author who is looking for something different to write about when she receives a letter from a stranger named Dawsey Adams, a farmer on Guernsey Island, asking about books by Charles Lamb. An excerpt from Dawsey's letter: "Charles Lamb made me laugh during the German Occupation, especially when he wrote about the roast pig. The Guernsey Literary and Potato Peel Pie Society came into being because of a roast pig we had to keep secret from the German soldiers, so I feel a kinship to Mr. Lamb."

So begins a correspondence between Juliet in London and a group of delightful people on Guernsey. I hope you will be as enchanted by this group of characters as I was.

The third book is by one of my favorite authors, Barbara Kingsolver: *Animal, Vegetable, Miracle: A Year of Food Life* by Barbara Kingsolver (Harper Collins 2007)

Novelist Barbara Kingsolver diverts from her usual fiction to chronicle the experience of her family when they decide to live for a year on food they grow themselves or that which is raised in their neighborhood.

Since this was not very practical in their

home near Tucson, AZ, they moved to a family farm in southern Appalachia. Their ups and downs as they adjusted to their new lives are colorfully told in the author's great narrative style, and the book is punctuated by pertinent information, diary entries, and recipes, some by the author's teen-age daughter. From making their own cheese to raising and butchering chickens to figuring out how to put up enough food to make it through the winter, it is a well-told and inspiring story. Even if we are not really ready to "live off the land," we can all enjoy and learn from the experience of her family.

Susan Neyer

I would like to recommend *The Zookeeper's Wife* by Diane Ackerman as a good summer read. It is the true story of life in Warsaw, Poland, during the Nazi invasion based on the diary of Antonia Zabinski. She and her husband Jan, Polish Christians, endangered themselves and family to save the lives of over 300 Jews. Talk about making a difference! The author is a naturalist so the reader gains insight into the behavior of the animals at the Warsaw Zoo where the story takes place, as well as an idea about the Nazi obsession with controlling the genome of our planet. In addition, Polish customs and traditions are delightfully introduced as one reads about the characters, both human and animal. Ackerman is a gifted story teller who skillfully uses quotes from Antonia's diary to achieve realism and detail. The reader is engaged to wonder what will happen to the many Jewish "guests" hidden at the zoo and to the zookeeper and to his wife.

Emily Hradec

You've all heard of Michael Pollan; he's the University of California Berkeley professor of journalism who urged the presidential candidates to have an organic vegetable garden on the White House grounds. He has written books on the subject of food, the environment, ecology, gardens—well, you can google him forever. For summer reading, buy or borrow one or two of his books. As a journalist, he knows about writing. He can make you smile and frown at the same time—or at least while you are reading on of his books. My favorite book of his is *Botany of Desire*, a book inspired, he says, from planting his own garden.

Happy gardening and eating this summer!

Lenore Waters

Crisis in Zimbabwe

Once one of Southern Africa's most prosperous countries, Zimbabwe today is wracked by massive hyperinflation, 80 percent unemployment, political violence and repression, and a devastating cholera epidemic. The Choices Program has developed a new Teaching with the News lesson to help students better understand the current political, economic, and health crisis in Zimbabwe. Readings explore the country's past and the historical origins of the crisis. The lesson asks students to consider what role, if any, the international community should play in Zimbabwe, through the perspectives of a number of UN member countries. To help students better understand the role of the UN in protecting or promoting human rights, there are a number of free videos available from Choices' Scholars Online. This lesson can be used as a supplement a number of Choices printed curriculum units including, *The United Nations: Challenges and Change* and *Dilemmas of Foreign Aid: Debating U.S. Priorities, Policies, and Practices*.

The CHOICES Program's Teaching with the News initiative provides online curriculum materials and ideas to connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues. You can find Crisis in Zimbabwe and other online lessons from www.choices.edu/twtn.

Bridges Program on Vietnam

The Bridges program was featured in the December, 2008 issue of this newsletter. Here is a special update from them:

Bridges Special Edition 2009, our 10th Anniversary Special Edition, is now on the web! Articles include: "Vietghani- stan?" "Behind North Korea's Ballistic Missile," "LOV Finds Missing Link," "How LOV Changed My Life," "An Economic Tsunami," and "Plausible Peace?" Readers will also find fantastic artwork and poetry as well.

The link to our webpage is: <http://mhs.wcpss.net/academics/poling/index.htm> The direct link to this new issue of Bridges is: <http://mhs.wcpss.net/academics/poling/Bridges/2009/10thanniverary.pdf>

Will Steger Foundation Summer Institute 2009

The 4th annual Summer Institute for Climate Change Education will take place on Wednesday August 19th, 8:30-4:30 pm at the University of Minnesota and as an online webinar. The 2009 Summer Institute invites teachers, nationally and internationally, to join us in-person, or by webinar, for a full day of interactive exploration of international climate solutions and related curriculum.

The 2009 Institute will focus on the international climate negotiations in Copenhagen and unveil a brand new curriculum on international climate solutions for grades 9-12. Keynote speakers include renowned author and climate activist, Bill McKibben, along with our own Will Steger.

Visit www.willstegerfoundation.org to learn more about the 2009 Summer Institute and how to register.

Expedition Copenhagen 2009 – Citizen Climate Curriculum

Follow along with polar explorer Will Steger as he and a group of young people embark on *Expedition Copenhagen*, a mission to bring the youth voice to the international climate negotiations in December. First give your students the basic knowledge they need to follow the news coverage of the climate negotiations and the skills they need to make their opinions heard. Then send your students' statements to the youth delegates headed to Copenhagen and follow the Youth Delegation's multimedia blogs. Download free standards-linked high school lesson plans from the Will Steger Foundation. These lesson plans build on the Will Steger Foundation's original six lesson plans on the basics of global warming. The new lessons cover the carbon cycle, target levels for atmospheric levels of greenhouse gasses, cap and trade, carbon tax, new technologies, concerns of developed and developing countries, and how to formulate position statements. Lessons are free and available at www.globalwarming101.com in June 2009.

Announcing a New Global Education Resource: the World Savvy Monitor

www.monitor.worldsavvy.org

The World Savvy Monitor offers an in-depth examination of one issue or region bimonthly in an easy-to-read and objective format. Each edition represents diverse perspectives from more than 100 sources and includes an issue overview, historical context, key domestic and international player profiles, list of upcoming events/ milestones, hot topic discussion questions, professionally developed classroom-companion exercises and World Savvy Salon guides (for potential community-wide discussions).

The Monitor was created by global education non-profit World Savvy (www.worldsavvy.org) to aid educators who are eager to teach about global issues that will play a key role in students' lives (issues like international security, the environment and global health) but lack the time to synthesize information from hundreds of sources to create timely lesson plans that can be integrated into science, math, language arts and social studies classes.

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Visit www.monitor.worldsavvy.org to view the China and Darfur editions free of charge. For more information, e-mail monitor@worldsavvy.org

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raped "wife" of a rebel. Shaw develops the narrative with flashbacks in such a way that one keeps reading – I read the book at one sitting – to discover what Bendu will decide about confronting Commander Cobra/ Marcus Varney and her own secret, and what she will learn about the murder of her older brother during the 1980 coup. The Congo/ Country people divide is basic to the novel, as it is to the Sirleaf and Cooper memoirs. Bendu is Congo and Commander Cobra is Country, and there are other very believable characters of both backgrounds. We learn about war and its aftermath from a woman's point of view, different from child soldier books such as Uzodinma Iweala's *Beasts of No Nation* and Ishmael Beah's *A Long Way Gone, Memoirs of a Boy Soldier*.

All three books offer hope. A talented, tough, empathetic president of Country origin now leads Liberia. A talented, tough, empathetic journalist describes and dissects her Congo/ Americo-Liberian past, as well as her assimilation into an American, and goes home again to find her Country sister. A talented, tough, empathetic Congo character in a novel decides to forgive two Country rebels and continue peacebuilding. Those of us who have had the privilege of living in and loving Liberia and Liberians can only say: "Amen."

CountryTree Press, which published *Redemption Road*, is seeking other stories out of civil war for a new anthology entitled *Peace in Practice: Letters from a Place of Sorrow and Hope*. Sadly, Liberian stories are not unique.



Global TeachNet News

**National Peace Corps Association
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**Next deadline: August 15 for
September-October-November Issue**

This newsletter is now distributed electronically. Log in to our database now to be sure we have your correct email address.

Go to <https://secure.peacecorpsconnect.org>. As this is a new database, please follow the instructions outlined on the page for accessing your login information. Once you log in, you can update your contact information and change your password.

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