Fulbright-in-the-Classroom

Concept Overview
American Fulbright alumni represent a powerful resource that can further Senator Fulbright’s vision of acquainting Americans with the world.† Fulbrighters of all varieties, and especially those recently returned from study, research, or teaching abroad, bring a sense of dynamism to their outlook and enthusiasm for their recent experiences that can be contagious.

Returned Fulbrighters routinely share their experiences at institutions of post-secondary education, since that is where they are often employed or recently studied, and many have connections to elementary and secondary schools where they teach. The Fulbright Association wants to harness the enthusiasm of all interested Fulbrighters for K-12 classrooms in a specific, organized program. By sharing their experiences with students at the elementary- and secondary-school levels, Fulbrighters can introduce foreign countries and cultures as well as the academic experiences from which they benefited abroad. In so doing, the students will broaden their own appreciation of people around the world as well as the work of American students and scholars overseas.†

The Fulbright Association, its chapters, and its allies in the Fulbright-in-the-Classroom initiative propose to link Fulbrighters to schools and classrooms on an ongoing basis. When fully implemented, the initiative will couple suggested topics and exercises with Common Core Standards and other curricular frameworks. The Fulbright Association will provide the administrative support for the initiative, and, with its allies, will reach out to potential school partners to arrange the placement of Fulbrighters.

Background on the Fulbright Program
The Fulbright Program is the flagship international educational exchange program sponsored by the U.S. government and is designed to increase mutual understanding between the people of the United States and the people of other countries. Since its founding in 1946, the Fulbright Program has achieved worldwide acclaim and is the most widely recognized and prestigious international exchange program in the world, supported for more than half a century by the

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†As Senator Fulbright stated on the occasion of the fortieth anniversary of the Fulbright Program, “Perhaps the greatest power of such intellectual exchange is to convert nations into peoples and to translate ideologies into human aspirations.”
American people through an annual appropriation from the U.S. Congress and by the people of partner nations. The program—working with universities, schools, binational Fulbright commissions, U.S. embassies, government agencies, nongovernmental organizations, and the private sector—actively seeks out individuals of achievement and potential who represent the full diversity of their respective societies and selects nominees through open, merit-based competitions.

Today, more than 125,000 Americans have participated in the Fulbright program, and 2,700 newcomers* each year join the diverse community of accomplished individuals who constitute the American alumni of the program.†

**Fulbright Association**

The FULBRIGHT ASSOCIATION is the official alumni organization for American Fulbrighters and is positioned to extend the Fulbright international exchange into an enduring experience for U.S. alumni. It connects alumni and friends of the Fulbright program through lifelong learning, collaborative networking, and service at home and abroad.

The FULBRIGHT ASSOCIATION has 60 chapters across the United States, led and managed by volunteer alumni who reside in the local area. Chapters provide Fulbrighters opportunities for networking, professional development, mentoring, cultural enrichment, and service programs for visiting Fulbrighters and Fulbright alumni across the region to extend the Fulbright experience.

The national FULBRIGHT ASSOCIATION seeks to respond to the needs and interests of its members and chapters, including the strongly felt commitment on the part of alumni to serve our country by sharing their experiences and expertise. Fulbrighters are by nature educators and bridge-builders, and, with appropriate support, they can make a significant contribution to the broadening of K-12 students' appreciation of foreign affairs and cultures. In addition, the chapters are on the alert for new ways that they can fulfill their own missions, and the Fulbright-in-the-Classroom initiative as outlined below is another opportunity for the FULBRIGHT ASSOCIATION to respond to the interests of the chapters.

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* Approximately 800 scholars travel outbound each year and 1,900 Fulbright students travel abroad each year.
† A related activity run by the U.S. Department of Education under a separate appropriation, the Fulbright-Hays Program, adds to the total number of potential participants in the Fulbright-in-the-Classroom initiative. Like the State Department-run Fulbright Program, Fulbright-Hays sends Americans abroad for academic and research activities.
Knowledge and Understanding of World Affairs

The Council on Foreign Relations and National Geographic commissioned a survey in 2016 to gauge what young people know about geography, the environment, demographics, U.S. foreign policy, recent international events, and economics. The survey, conducted in May 2016 among 1,203 respondents aged eighteen to twenty-six, revealed significant gaps between what young people understand about today’s world and what they need to know to successfully navigate and compete in it. The average score on the survey’s knowledge questions was only 55 percent correct, and just 29 percent of respondents earned a minimal pass—66 percent correct or better.*

In their forward to the report on the survey’s findings, Richard Haass of the Council on Foreign Relations (CFR) and Gary Knell of the National Geographic Society wrote:

*These survey results come in an era of globalization, when the world is characterized by enormous cross-border flows of everything from people and ideas to weapons and pollutants. American citizens are affected in fundamental ways—in legislative bodies, boardrooms, and the environment—by what happens in the world. At the same time, the United States has considerable influence over international events. It remains the world’s foremost military power. Even with robust growth in some developing countries, the U.S. economy retains enormous heft, and the U.S. dollar continues to play a central role in international finance (a subject poorly grasped by our survey respondents).

All of this makes an educated public essential for American economic competitiveness, national security, and democracy. To contend for jobs, assume leadership positions in government and other sectors, and hold elected officials accountable, young people must understand the global context in which they operate as citizens and professionals. Yet our survey shows that many individuals educated in this country do not. This constitutes a major national challenge.†

In light of their findings, both the CFR and the National Geographic Society are expanding their efforts to ensure that America’s students are prepared to understand the global climate in which our country will thrive. CFR Campus seeks to create original educational content designed to build the essential knowledge, skills, and perspective that form the backbone of global literacy. For its part, National Geographic has been investing in bold people working on trans-

formative discoveries and solutions for the planet’s greatest challenges for 128 years. National Geographic also focuses on the next generation of explorers and recently piloted a teacher certification for educators who want to empower their students. The certification focuses on interconnectedness, including geography, culture, and a global worldview.*

It is against this backdrop that the Fulbright Association is proposing to expand its own activities to take advantage of the resources reflected in the experiences of American Fulbright alumni. Although the activities undertaken by Fulbright students and scholars abroad are remarkably diverse, all alumni return to the United States with fresh knowledge of the host nation and culture of the countries where they studied, researched, or taught. With pedagogical support from the Fulbright Association and our partners, we believe the Fulbright-in-the-Classroom initiative can provide unique opportunities to help American K-12 students better understand foreign countries and cultures and the U.S. place in the world.

Preparing Fulbrighters for the Classroom

Many Fulbrighters have teaching experience, both in the United States and abroad. “Parachuting” into someone else’s classroom may prove challenging to the Fulbrighter and disruptive to the lesson planning that the classroom teacher has laid out. To ameliorate this potential problem, and to align classroom activities with the Common Core Standards and other curricular frameworks that have been adopted by many states, the Fulbright-in-the-Classroom initiative proposes to work with curriculum experts to coach Fulbrighters on K-12 teaching methods and to match grade-appropriate activities with the Standards. To illustrate this, in Appendix 2 we have presented the Standards with possible activities. We have already had fruitful discussions with the National Council for the Social Studies, which has indicated that it would like to partner with the Fulbright Association to prepare Fulbrighters for the K-12 classroom and help in the creation of lesson plans on a variety of topics that are appropriate to the Fulbright-in-the-Classroom offerings. As an example of the range of activities that might be created for the Fulbright-in-the-Classroom program, we have listed in Appendix 4 the menu of “thematic units” available through One to World’s Global Classroom, one of the organizations we consulted in preparing this proposal. Also included in that appendix are sample activities, lessons, units, and educator guides prepared by the National Geographic Society and Lesson Plans from AFS-USA’s Teacher’s Toolbox.

While some Fulbright-in-the-Classroom experiences may be one-off guest appearances, we hope that longer-term relationships between students and Fulbrighters will develop. Global

* Haass and Knell, p.6.
Classroom, for example, suggests that classes participating in its program involve students in ten sets of interactions, although we realize that some teachers may not be prepared to devote that amount of time to Fulbright-in-the-Classroom, and Fulbrighters participating in the program may not be able to spend so much time preparing for and participating in so many interactions. Other models exist, and we readily agree that no “one-size-fits-all” prescription is appropriate. For example, we can envision that semester projects might include return visits, perhaps using such “virtual” technology as Google Hangouts, by the Fulbrighter to check-in with groups of students and to serve as resources to students involved in the projects. As with other aspects of the Fulbright-in-the-Classroom initiative, the relationship between the Fulbrighter and the students will be based on local needs, the ability and interest of the Fulbrighter and the classroom teacher, and the personalities of those involved.

Organizing the Classroom Experiences

The Fulbright Association proposes to undertake most of the administrative work involved in the Fulbright-in-the-Classroom initiative. Neither our Chapters nor local volunteers should be burdened with the operation of the initiative. On the other hand, a central office in Washington, D.C., can’t possibly be aware of the opportunities on the ground or the needs of local educators.

To bridge the administrative efficiency of a central office and the local expertise necessary for the success of Fulbright-in-the-Classroom, the initiative will rely on allies with ties to local school districts. In Appendix 3 we list some of the organizations that we have identified or with which we have discussed the initiative, recognizing that not all organizations or all of their local affiliates will be able to take on the added responsibilities of coordinating local aspects of the initiative.

In many instances, we anticipate that Fulbright Association chapters will have volunteers within their ranks with good contacts in local school systems that will be able to maintain an ongoing dialogue with the teachers and principals and match eager Fulbright alumni with interested classroom teachers. In areas where the chapters themselves don’t have the contacts or the staffing to take on the match-making, local World Affairs Council chapters or organizations of social studies teachers may step forward to coordinate the effort. We have even considered those places where Congressional field offices may be interested in linking Fulbrighters with the local school systems that the field offices know so well.

To get things started, the central Fulbright Association, working with chapters where possible, will organize local coordinating bodies that would seek to involve local organizations interested in the topic of foreign affairs/international relations/world cultures in the schools. Many of the organizations listed in Appendix 3 may be part of these local coordinating groups.
Funding Fulbright-in-the-Classroom

We envision that Fulbrighters involved in the Fulbright-in-the-Classroom will undertake their work as part of their continuing public service commitment to our country. This commitment is one of long-standing and is one of the admirable motivations behind Fulbrighters’ continuing involvement in Fulbright activities. There will be some local expenses that will be involved in the initiative, however. We would like to be able to reimburse Fulbrighters for direct expenses, including travel expenses and the preparation of materials, and the coordination of the local effort will involve some reasonable expenses. When fully implemented, a modest stipend would provide additional incentive to participation in the program.

Our partners helping prepare Fulbrighters for their classroom experiences and working on lessons and curriculum will also need to be reimbursed for their time and expenses. Although the pilot efforts will rely on volunteers to assist in the preparations, ultimately we will need to include budgetary support for the work of the partners, who are key to the program’s success.

The major expense for Fulbright-in-the-Classroom will be central coordination of the initiative and travel expenses to gather “best practices” examples to share with other Chapters. In the short-term, the initial roll-out of the Fulbright-in-the-Classroom will be handled by existing staff and by a volunteer Foreign Service Fellow; related expenses and the preparation of grant proposals will be absorbed using existing resources. For the medium- and long-term, the FULBRIGHT ASSOCIATION will seek to raise funds from external sources to establish a central coordinator, related expenses, and to reimburse regional expenses and support to our partners. Once the program is established, we believe that the program will have demonstrated its value and that our traditional funders will support its continuation by increasing their contributions to the Association.

Benefits of Fulbright-in-the-Classroom to the Fulbright Association

The Fulbright-in-the-Classroom project is a natural extension of the mission of the FULBRIGHT ASSOCIATION and its chapters. The project is an added service that the Association can provide its members and the chapters. An additional benefit of the project is that participants in Fulbright-in-the-Classroom need not be confined to urban centers and university campuses where many chapter activities take place. Rather, participants can engage students in schools closer to their own homes and on schedules that are convenient to them.

Next Steps

1. We will solicit volunteer chapters to mount a trial of the project. We anticipate 3-5 pilot sites.
2. Working with the chapters hosting the pilots, we will identify local coordinating committees to identify schools and classrooms that agree to host the Fulbrighters. These local coordinating committees might consist of:
   a. Representatives of the chapter.
   c. Local social studies supervisors, other curriculum supervisors, National Board Certified Teachers, local National Geographic Alliance representatives, etc.
   d. Local Congressional field office.
   e. Other educators and community leaders with ties to the schools and school districts in the state.

3. Working with the chapters hosting the pilots, we will identify Fulbright alumni interested in participating in the Fulbright-in-the-Classroom program. The chosen participants will be asked to agree to participate in training activities and commit to multiple interactions with students. We hope to make special efforts to recruit recent Fulbrighters and those who have served as English Teaching Assistants if they live in the target area. Alumni of the Fulbright-Hays and Fulbright Distinguished Awards in Teaching Program will also be encouraged to participate.

4. We will solicit formal partnerships with organizations interested in the Fulbright-in-the-Classroom and who will work with us to:
   a. Identify appropriate in-person and on-line training for the Fulbrighters.
   b. Identify appropriate curriculum for the classrooms.
   c. Help in the placement of Fulbrighters in classrooms.

5. We will provide as much clerical and administrative support as possible from the Washington DC office for the Fulbright-in-the-Classroom pilots. We believe that the expenses can be absorbed within current budget resources.
Appendix 1: Consultations

In exploring options vis-à-vis the Fulbright-in-the-Classroom concept, we had conversations with several people who shared their thoughts and helped us as we refined our thinking.

Among those consulted were:

- Office of Congressman Dave Loebsack (D-Iowa)
- Office of Congressman Tom Cole (R-Oklahoma)
- Fulbright Association Board
- Office of Academic Exchanges (ECA/A/E), Department of State
- Office of International and Foreign Language Education [IFLE], USED
- National Peace Corps Association
- National Council for Geographic Education
- One to World’s GLOBAL CLASSROOM
- Office of Academic Exchange Programs (ECA/A/E) and Office of Global Education Programs/Teacher Exchange Branch (ECA/A/S), Department of State
- National Council for the Social Studies
- National Geographic Society
- American Council on the Teaching of Foreign Languages
- Sister Cities International
- World Affairs Councils of America
- AFS-USA
2—Linkages to Curricular Frameworks

The nature of a Fulbrighter’s relationship to a classroom and to a classroom teacher will vary depending on the needs of the teacher, the experiences of the Fulbrighter, and the time that the Fulbrighter can devote to the Fulbright-in-the-Classroom program. The Fulbrighter’s contributions, however, are heavily dependent on advance preparation and a discussion with the classroom teacher of the goals and outcomes desired as a result of the interaction.

In some classrooms, a Fulbrighter’s visit may be a one-off discussion with students about the Fulbrighter’s daily life in a specific country, or it could focus on cultural differences between Americans and host-country nationals, or it could focus on many other aspects of a Fulbrighter’s life and work and research in a country. In other classrooms, the classroom teacher and the Fulbrighter might agree on a series of discussions focusing on topics directly relevant to the curriculum. Or it might involve individual interactions between the Fulbrighter and a student as the student prepares an end-of-term project. Many other possibilities exist.

Depending on the extent and length of involvement by the Fulbrighter in the classrooms of individual teachers, several curricular frameworks are available that can help ensure that Fulbrighters make a direct contribution to the goals of the classroom teacher. Among the frameworks we have reviewed that are relevant to Fulbright-in-the-Classroom are the Common Core Standards that have been adopted by several states, Geography For Life: National Geography Standards,* and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.† They lend themselves to activities that can be explored with students and that contribute to developing the competencies expected of high school graduates. Fulbrighter involvement in and relevance to the classroom need not be limited to the social studies classroom, however, and we can envision opportunities for Fulbrighters in science/math and humanities/world language – and other – classrooms as well.

To illustrate possible links between a Fulbrighter’s activities in a classroom and the Common Core standards, we’ve taken the Common Core standards and posited some activities that might be undertaken. As the Fulbright-in-the-Classroom concept gets established, we envision working with experienced curriculum writers who can flesh out the standards and who can suggest other activities for Fulbrighters.

### Grades 6-8‡

<table>
<thead>
<tr>
<th>Standard</th>
<th>Sample Activity</th>
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<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources.</td>
<td>• After introducing the country and your experience, distribute a document of less than one page in length related to the country and ask the students to read it. The document can be lit-</td>
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<tr>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior</td>
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* [https://www.nationalgeographic.org/media/common-core-ela-geography-connections/](https://www.nationalgeographic.org/media/common-core-ela-geography-connections/)
‡ [http://www.corestandards.org/ELA-Literacy/RH/6-8/](http://www.corestandards.org/ELA-Literacy/RH/6-8/)
<table>
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<tr>
<th>Fulbright-in-the-Classroom</th>
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<tr>
<td><strong>Fulbright Association</strong></td>
<td>Appendix 2/2</td>
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<tr>
<th><strong>Standard</strong></th>
<th><strong>Sample Activity</strong></th>
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| Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | erary or expository. Ask the students:  
   - What are the main points of the piece?  
   - Is it well reasoned? How could it have been improved?  
   - What do you know about other countries in the region? Do you see similarities? Differences? |
| Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | • Distribute another document of less than one page in length related to the country, preferably an excerpt from a statement by a figure in the country, and ask the students to read it.  
   - Pick out words that may be unfamiliar to the students and ask for definitions and possible uses in the American context.  
   - If appropriate, ask the students to describe how the text presents information.  
   - Ask the students to point to loaded language, inclusion of specific facts designed to appeal to the reader/listener. |
| Describe how a text presents information (e.g., sequentially, comparatively, causally). |  |
| Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). |  |
| Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | • Distribute two documents (one could be one of the other documents), one of which includes a chart, graph, photo, or map and one of which describes/reports the content of the other.  
   - Ask the students what role the chart, graph, photo, or map plays in presenting the information in the document.  
   - Ask the students to identify language in the document that is factual, that is opinion, and that is reasoned judgment.  
   - Ask the students to explain the difference between the two documents (i.e., the difference between a primary and a secondary source). |
| Distinguish among fact, opinion, and reasoned judgment in a text. |  |
| Analyze the relationship between a primary and secondary source on the same topic. |  |
| By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. |  |

**Grades 9-10**

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<thead>
<tr>
<th><strong>Standard</strong></th>
<th><strong>Sample Activity</strong></th>
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<tbody>
<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</td>
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<tr>
<td>Determine the central ideas or information of a</td>
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### Fulbright-in-the-Classroom

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<tr>
<th>primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</th>
<th>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</th>
</tr>
</thead>
</table>
| Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. | Distribute two documents of less than one page each by two different authors on the same topic.  
- Choose words or phrases that may be unfamiliar to the students and ask them to determine their meaning based on context.  
- Ask the students how the documents are structured to reach a conclusion.  
- Ask the students how the two authors differ and how the information each presents helps reach presents helps to reinforce that author’s conclusion or point-of-view. |
| Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |  |
| Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |  |
| Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |  |
| Assess the extent to which the reasoning and evidence in a text support the author’s claims. |  |
| Compare and contrast treatments of the same topic in several primary and secondary sources. |  |
| By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |  |

### Grades 11-12*

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<tr>
<th>Standard</th>
<th>Sample Activity</th>
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<tr>
<td>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</td>
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<tr>
<td>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
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<tr>
<th>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</th>
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<tr>
<td>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <em>faction</em> in <em>Federalist</em> No. 10).</td>
</tr>
<tr>
<td>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</td>
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<tr>
<td>Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</td>
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<tr>
<td>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</td>
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<tr>
<td>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</td>
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<tr>
<td>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</td>
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<tr>
<td>By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</td>
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## 3—Potential Partners

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<thead>
<tr>
<th><strong>World Affairs Councils of America</strong></th>
<th>Washington, DC 20036</th>
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<tbody>
<tr>
<td>Address: 1200 18th Street, NW, Suite 902</td>
<td>Telephone: 202-833-4557</td>
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<tr>
<td><a href="#">WACA Member Councils</a></td>
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<tr>
<th><strong>National Council for the Social Studies</strong></th>
<th>Silver Spring, Maryland 20910</th>
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<tbody>
<tr>
<td>Address: 8555 Sixteenth Street, Suite 500</td>
<td>Telephone: 301 588-1800</td>
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<td><a href="#">www.socialstudies.org/affiliates</a></td>
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<tr>
<th><strong>National Council for Geographic Education</strong></th>
<th>Washington D.C., 20006</th>
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<tr>
<td>Address: 1775 Eye Street, N.W., Suite 1150</td>
<td>Telephone: (202) 587-5727</td>
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<tr>
<td><a href="#">www.ncge.org</a></td>
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<tr>
<th><strong>Network of Alliances for Geographic Education</strong></th>
<th>Washington, D.C. 20036</th>
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<tr>
<td>Address: 1145 17th St. NW</td>
<td>Phone: +1 202 857 7310</td>
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<tr>
<td><a href="#">alliances.nationalgeographic.com/directory</a></td>
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<tr>
<th><strong>National Peace Corps Association</strong></th>
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<tr>
<td>Address: 1900 L Street, NW, Suite 610</td>
<td>Tel. number: (202) 293-7728</td>
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<tr>
<td><a href="#">www.peacecorpsconnect.org</a></td>
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| **Congressional Field Offices** | |
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<tr>
<th><strong>Sister Cities International</strong></th>
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<tbody>
<tr>
<td>Address: 915 15th Street NW, 4th Floor</td>
<td>Telephone: 202.347.8630</td>
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<tr>
<td><a href="#">Membership Directory</a></td>
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<td><strong>Fulbright-in-the-Classroom</strong></td>
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| **American Council on the Teaching of Foreign Languages**  
1001 N. Fairfax Street, Suite 200  
Alexandria, VA 22314  
Tel.: (703) 894-2900  
[www.actfl.org](http://www.actfl.org) |
| **Rotary International**  
One Rotary Center  
1560 Sherman Ave.  
Evanston, IL 60201-3698  
| **United Nations Association of the USA**  
1750 Pennsylvania Avenue NW, Suite 300  
Washington, DC 20006  
Tel: +1 202 887-9040  
[unausa.org/membership/directory](http://unausa.org/membership/directory) |
| **American Association of Geographers**  
1710 16th Street, NW  
Washington, DC 20009-3198  
Voice: 202.234.1450  
[www.aag.org](http://www.aag.org) |
| **American Geographical Society**  
32 Court Street, Suite 201  
Brooklyn Heights, NY 11201  
Tel: (917) 745-8354  
[americangeo.org](http://americangeo.org) |
| **Geography Education National Implementation Project** |
| **National Council of Teachers of English**  
1111 W. Kenyon Road  
Urbana, Illinois 61801-1096  
Phone: 217-328-3870  
[www.ncte.org](http://www.ncte.org) |
| **National Board for Professional Teaching Standards**  
1525 Wilson Blvd., Ste. 700  
Arlington, VA 22209  
[www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org) |
4: Lesson Planning & Topics: Examples

To illustrate the variety of activities that might be undertaken under the Fulbright-in-the-Classroom program, we cite two sets of examples.

One to World’s Global Classroom

Global Classroom offers nine “thematic units” or topics that its Global Guides, accompanied by the staff member, offer:

- **Games!** Elementary, Middle School
  - Students explore world cultures by participating in international games and activities. Global Guides present their cultures and favorite pastimes, and students reflect on and share their own games and traditions with the Guides. Students document their experiences in a final project to share with the school and Global Classroom community.

- **Global Lives** All Grades
  - Students investigate the meaning of “culture,” explore their personal cultures, and various cultures from around the world. Global Guides focus their workshops on different cultural topics, such as religion, the arts, traditions, and food, as well as their historical origins. Students participate in hands-on activities, such as playing traditional games, learning songs and dances, creating art projects and tasting cultural foods. The program culminates with final projects, in which students explore cultural topics of interest using the arts, literacy and/or digital media.

- **Water** Elementary, Middle, High School
  - Students investigate water across multiple academic areas and international perspectives, including their own. They explore the usage and sourcing of water both abroad and in New York City, using technology to deepen their learning and create a final project to share with the school and Global Classroom community.

- **Teen World** Middle, High School
  - Students learn how teens around the world face similar challenges in their personal, social, and political lives to their own. Through engaging discussions with Global Guides and critical analysis of youth-created media, students explore themes and topics, such as identity, discrimination, gender equality, bullying, and dealing with pressures from friends, family, and school.

- **Social Action** Middle, High School
  - In this program Global Guides share stories about social challenges from around the world. Students use these global case studies as a springboard to explore local issues and analyze their causes. Students choose a local issue they would like to change, and plan and implement a project with the
support of Global Guides and staff. Throughout this unit students are empowered to share their perspectives with international scholars and transform their awareness into action.

- **Global Careers** High School
  - This program provides students with workshops by unique, successful international role models from a variety of careers, as well as specific tools and skills needed to succeed in today’s workplace. In addition to developing cross-cultural communication skills, students learn the importance of setting goals, how to build resumes, and interviewing techniques.

- **Investigating Conflicts** Middle, High School
  - This program addresses conflicts in countries around the world through personal stories and relates these experiences to students’ lives. Global Guides present on topics including independence, civil liberties, revolutions, civil war, conflict resolution, and the impact these movements have on communities and individuals.

- **Sustainability** All Grades
  - Students learn how our use of resources impacts health, quality of life, our own communities and others around the world. Students gain a deeper understanding of sustainability and investigate how other countries have introduced sustainable practices through interactive presentations from Global Guides. Past topics have included green architecture projects, urban planning, urban farming, recycling and water conservation efforts. Additionally, students develop and design a sustainability project on a topic of their choosing.

**National Geographic Society’s Teaching Units and Educator Guides**

NGS has developed a range of activities, teaching units, lessons, and 21 educator guides that can be helpful and illustrative in the discussion about the “content” of a Fulbrighter’s work in a classroom. All of the NGS resources are organized by grade-level, type of material, and subjects involved. Here are some examples:

<table>
<thead>
<tr>
<th>National Geographic Society: Sample Educator Guides</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guide</strong></td>
</tr>
<tr>
<td>Top Crop: Farming for the Future Educator's Guide</td>
</tr>
<tr>
<td>Use Game-Play to Explore Farming for the Future with Students in Grades 6-9</td>
</tr>
</tbody>
</table>
Use this educator guide to engage students in Grades 6-9 with the interactive game in a variety of settings both in and out of the classroom.

**Global Closet Calculator Educator Guide**

**Using an Education Interactive to Explore Interdependence**

The Global Closet Calculator is an online educational interactive that highlights interdependence and the global nature of the clothes we wear.

First, students start by entering real information about the clothes in their closets and where those clothes were made. They can analyze their interdependence map and compare it to the data entered by other players.

Next, students watch short videos about the complexities of manufacturing and selling goods in a global economy. The videos highlight the economic, environmental, and human rights aspects involved in the manufacture of MP3 players and jeans. Students use knowledge gained from the videos to make informed decisions. They earn badges as they make manufacturing decisions. At the end of each round, students can access summaries of the manufacturing decisions they made and the badges they earned.

Use this educator guide to engage students in Grades 6-10 with the interactive in a variety of settings both in and out of the classroom. The guide includes information about the role of the facilitator, as well as game play setup for independent play, small group play, and whole class play. Activity ideas and discussion questions are organized into before, during, and after game play.

**Big Ideas: Linking Food, Culture, Health, and the Environment**

Written in conjunction with the Center for Ecoliteracy, BIG IDEAS: Linking Food, Culture, Health, and the Environment offers a variety of learning opportunities based on relevant key concepts aligned with the following standards:

- Common Core State Standards
- Next Generation Science Standards
- College, Career, and Civic Life Standards (also known as C3) [published by the National Council for the Social Studies]
- National Health Education Standards

The Center for Ecoliteracy is a recognized leader in developing resources to advance ecological literacy in K–12 schools. Founded in 1995, the Center creates and publishes books and guides, facilitates professional development and conferences, and provides strategic consulting to schools and businesses.
<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
<th>Overview</th>
</tr>
</thead>
</table>
| Grades 6-8 Human Geography | **Local and Global Effects of Deforestation in the Amazon Rain Forest**  
Students analyze a map to identify and describe multiple landscapes in the Amazon rain forest, the organisms that inhabit those landscapes, and the role of the forest in the water cycle and nutrient cycle. Then they construct a scientific argument for the effects of deforestation on the local ecosystem and the water and nutrient cycles.  
**Looking for Signs of Life**  
Students explore how scientists determine the atmospheric composition of distant planets. They use a model to explore how elements in a gaseous mixture can be identified through absorption spectroscopy. Finally, students explore what compounds are most likely to reflect the presence of, or favorability to, life on other planets.  
**Movement of Pollutants: How do pollutants move through the atmosphere?**  
Students use models to explore how pollutants move throughout the atmosphere. |
| Grades 9-12 World History | **Exploring Modern Human Migrations**  
Students research the causes of several modern migrations, and create a map showing these migration routes.  
**The Limits of Citizenship in the Roman Empire**  
What rights did different citizens possess in ancient Rome? To what extent was social mobility possible in ancient Rome?  
Students read fictional biographies from across the Roman social system and analyze how citizenship shaped Roman life.  
**From Ally to Enemy: The American Perception of the Soviet Union from 1920 to 1950**  
How did the Soviet Union become the enemy of the United States?  
Students analyze the changing perception of the Soviet Union in the eyes of American citizens from 1920 to 1950 by examining visual and written primary sources from the period.  
**Culture and Food and Ritual, Oh My!**  
How does culture affect food rituals?  
Students plan a menu for a religious ceremony in accordance with food rituals. |
Mapping the Migration of the Lost Boys
What routes did the Lost Boys take on their migration journey from Sudan to the United States? What were the physical challenges of those routes?
Students map the migration journey of the Lost Boys and Girls. They discuss the concept of a diaspora and the challenges of displacement.

National Geographic Society: Sample Lessons

<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
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</tr>
</thead>
</table>
| Grades 9-12 Reading   | **Presidential Decision-Making: Helsinki Accords**
What are the factors presidents must weigh in order to make decisions? What are some effects presidential decisions can have?
Students deconstruct President Gerald R. Ford’s decision to sign the Helsinki Accords with the Soviet Union and NATO allies in 1975. Through their deconstruction of this decision, students learn decision-making strategies that they can apply to other decisions.

<table>
<thead>
<tr>
<th>Grade Level / Subject</th>
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</thead>
</table>
| Grades 9-12 Reading   | **The World Ocean**
In what ways are we all connected to the ocean?
Students investigate the interconnectedness of the ocean and Earth’s physical and human systems through videos, discussions, writing, and mapping. They make personal connections to their own lives and are introduced to the concept of Marine Protected Areas (MPAs).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Overview</th>
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</table>
| Grades 3-5  | **Ring of Darhad: Mongolia Wolverine Expedition**
An Inquiry-Based, Hands-On STEM Unit
This seven-lesson science, technology, engineering, and math unit follows the Ring of Darhad Mongolia Wolverine Expedition and includes seven standards-based and inquiry-based lessons for upper elementary through middle school that align with both national standards and Common Core State Standards. The live expedition took place in March-April 2013; however, these evergreen lessons can be used anytime to guide you and your students through the biodiversity of the mountainous northern Mongolian ecosystem while applying wildlife ecology research techniques to your own local schoolyard.
Each lesson is approximately one-hour long and includes options for adapting the lesson to different age groups and extending the learning. The lessons can be completed in any order and can be taught independently or outside of the unit.

| Grades 6-8 | Beyond Borders  
Exploring European Physical and Cultural Landscapes  
The overall theme of this teacher-tested 10-lesson unit is using maps to understand borders and their impacts in Europe. The materials will help your middle school students to use maps to think about how borders intersect physical and human geographical features, and how those intersections can lead to cooperation and/or conflict. The educator resources provided in the unit include maps, multimedia, and case studies that will enable students to develop skills in map analysis and apply that analysis to specific situations. Other parts of the unit will invite you and your students to explore similar cases in Europe and your own community. |
| Grades 9-12 | Marine Ecology, Human Impacts, & Conservation  
Exploring the Science of Marine Protected Areas  
As part of National Geographic Society's Ocean Initiative, National Geographic Education is working to help teachers like you educate your students about the importance of ocean health and the establishment and management of Marine Protected Areas (MPAs).  
National Geographic Education has developed a series of teacher-tested classroom activities for you to use in your science courses, specifically to incorporate within your high school biology curriculum to teach students about marine ecology, human impacts on the ocean, and ocean conservation.  
This collection of activities invites you to use current classroom technologies, videos, photo galleries, and maps to give students a clear view of the health and importance of the ocean. These activities provide you with tools that help students take effective notes, use graphic organizers, and formulate opinions about ocean-related environmental issues. This project-based learning experience culminates with students using their new knowledge about marine ecology and human impacts on the ocean to create and propose a management plan for a Marine Protected Area. |
AFS-USA's Teacher’s Toolbox*
AFS-USA offers free lesson plans and digital resources for teaching Global Competency.

<table>
<thead>
<tr>
<th>AFS-USA Teacher’s Toolbox</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Rights</strong></td>
<td>I Have a Dream</td>
</tr>
<tr>
<td>Comprehensive lesson plans that explore what it means to be a modern-day humanitarian, and teach the integral role of the Civil Rights Movement in promoting human rights.</td>
<td></td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Fully understand the “I Have A Dream…” Speech</td>
</tr>
<tr>
<td></td>
<td>• Recognize the value of human rights and equality</td>
</tr>
<tr>
<td></td>
<td>• Understand the significance of the Civil Rights Movement in history</td>
</tr>
<tr>
<td></td>
<td>• Strengthen their skills in speech writing and public speaking</td>
</tr>
</tbody>
</table>

**Exploring Refugees and Asylum Seekers**
The lesson plan will help students increase their understanding of what it means to be a refugee in the 21st century, explore encounters of refugees in the resettlement process, and expose students to different organizations that work with refugees.

Cultural Realm:
• Understand the concepts of “Culture” and intercultural adaptation
• Cultural knowledge and awareness: To become more aware of their own culture and recognize its influence on their behavior

Global Realm:
• To develop an increased curiosity and concern about world affairs, to develop a sustained commitment to obtaining information from many sources and seek out perspectives from other cultures in understanding world situations and problems.
• To have an increasing knowledge of a range of world issues that affect people and divide us, such as human rights, environmental issues, and poverty.

Examining Humanitarianism
Participants will have the opportunity to read a diary entry written by Davin Annan during his volunteer service in France in 1917, and then compare and contrast his experience to a present day Humanitarian Hero.

Students will be able to:
- Understand the term “Humanitarian”
- Explore the issues in the countries that have been declared in crisis by the UN
  - Afghanistan
  - Central Republic of Congo
  - Haiti
  - Iraq
  - Myanmar
  - Somalia
  - South Sudan
  - Syria
- Compare and contrast the experiences of a WWI Ambulance driver and a present day Humanitarian Hero
- Describe different ways students can create awareness around pressing global issues and take action

Cultural Studies
Comprehensive lesson plans that explore generalizations & stereotypes, culture & values, and observations & judgments, with the goal of generating further dialogue in the classroom.

Generalizations and Stereotypes
To provide a clear understanding of culture, cultural generalizations vs. cultural stereotypes and to describe some ways in which values and behavior may differ between cultures.

Students will be able to:
- Define the notion of culture
- Explore dimensions of their own culture
- Differentiate between a cultural generalization and cultural stereotype
- Recognize stereotypes within their own culture
- Identify one or more characteristics of U.S Culture
- Distinguish aspects of a different culture

Cultural Influence on Judgments
To help students understand how culture plays an integral role in how we analyze and view the world.

Students will be able to:
- Understand the concepts of “Culture” and intercultural adaptation
- To become more aware of their own culture and recognize
its influence on their behavior

**Understanding your Identity**
Participants will examine the different factors and attributes that affect the way we identify ourselves.

Students will be able:
- To become more aware of their own culture and recognize its influence on their behavior and attitudes
- To understand the concepts of “culture” and intercultural adaptation.

**Observations vs. Judgments**
Differentiating between a cultural generalization (an extension of the concept of observation) and a cultural stereotype (an extension of the concept of judgment).

Students will be able to:
- Recognize cultural observations
- Define the meaning of judgments
- Distinguish the differences between observations and judgments

**Culture and Values**
Exploring what students consider to be typical U.S. cultural values while comparing them to their perceptions.

Students will be able to:
- Become aware of what are considered typical U.S. cultural values
- Develop critical thinking when comparing them to their own perception of U.S. culture

<table>
<thead>
<tr>
<th>Global Awareness</th>
<th>Exploring Islamic Traditions: Ramadan and Eid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive activities to help students learn about cultures around the world, using methods like a fun word search to incorporate beginner foreign language learning.</td>
<td>Participants will explore how Ramadan and Eid al-Fitr is celebrated in Egypt, Ghana, Indonesia and Turkey.</td>
</tr>
<tr>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>- Identify the Five Pillars of Islam</td>
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</tr>
<tr>
<td>- Describe the different ways Eid is celebrated in Egypt, Ghana, Indonesia, and Turkey</td>
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</tr>
<tr>
<td>- Design a country-specific handbook based on the culture and traditions of that country and explore how they celebrate Eid</td>
<td>- Design a country-specific handbook based on the culture and traditions of that country and explore how they celebrate Eid</td>
</tr>
<tr>
<td>- Compare the similarities and differences of their findings</td>
<td>- Compare the similarities and differences of their findings</td>
</tr>
</tbody>
</table>
Global Awareness Building Global Competency in the Intercultural Classroom

The purpose of this activity is to introduce U.S. students to the world beyond their classroom borders through the bounty of hosting international students. An introductory exploration of culture will also be used to frame the intercultural dialogue.

Personal Realm
- To become more aware of their own culture and recognize its influence on their behavior and attitude

Cultural Realm
- To understand the concept of “culture” and intercultural adaptation

Global Realm
- Global concern: interest in and concern about world affairs and awareness of one’s choices on others

Examining Current Global Issues

Challenge students to think about their role in developing creative solutions to combat global issues.

Students will be able to:
- Explore 5 key global issues: Education, Sustainability, Hunger & Nutrition, Art & Technology and Human Rights and Cultural Understanding
- Learn more about the history, culture and tradition of the following countries: Colombia, Egypt, Greece, Guatemala, Hungary, India, Ireland, Kenya, Nepal, Russia, Turkey
- Recognize the power of taking action to address a global issue
- Develop a creative idea for a volunteer project that inspires them

14 Ways to Give Thanks Internationally

Students will be given a word search that shows different ways to say thank you internationally. After completing the exercise, students will be broken into pairs to find and research one festival or tradition of giving thanks from that specific country/region provided.

Students will be able to:
- Understand the concepts of “Culture” and intercultural adaptation
• Become more aware of their own culture and recognize its influence on their behavior
• Appreciate the value of learning and using other languages.

**Fostering Cultural Diplomacy in the Classroom**
The purpose of this activity is to expose students to the important benefits of cultural diplomacy as a means to foster mutual understanding, empathy and respect for different cultures.

Students will be able to:
• Analyze important aspects of cultural diplomacy
• Explore different youth programs from the Bureau of Educational and Cultural Affairs to promote cultural diplomacy
• Consider factors of global exchange that affect cultural diplomacy
• Deliver a presentation on how they plan on taking action for cultural diplomacy in their school or community
• Discover their place in the world as global citizens by raising their own awareness

<table>
<thead>
<tr>
<th>STEM Education</th>
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<tbody>
<tr>
<td><strong>Learning activities that encourage students to think about the interconnected nature of global issues like the environment, microfinance, and the harmful effects of nuclear weapons.</strong></td>
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<table>
<thead>
<tr>
<th>Taking Action For the Environment</th>
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<tbody>
<tr>
<td><strong>Participants will be challenged to formulate creative ways they can take action for the environment.</strong></td>
</tr>
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</table>

Students will be able to:
• Understand the main factors of climate change
• Study environmental issues that directly impact their community
• Recognize the power they in taking action
• Distinguish various ways to help the environment

<table>
<thead>
<tr>
<th>Microfinance: A Poverty Fighting Tool</th>
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</thead>
<tbody>
<tr>
<td><strong>The goal of this lesson plan is to provide students with a broad overview of poverty and ways in which it can be alleviated through microfinance.</strong></td>
</tr>
</tbody>
</table>

Students will be able to:
• Define microfinance, globalization, poverty
• Recognize the interconnectedness of the 3 terms aforementioned
• Understand the causes of poverty
• Explain the usefulness of microfinance as a tool in poverty eradication
### The Effects of Nuclear Weapons: Testimonies of Hiroshima and Nagasaki

Participants will gain a better understanding of the role of nuclear weapons and its long term effects.

Students will be able to:
- Define the role of Nuclear Weapons in the global sphere
- Discuss the effects of Nuclear Weapons in Nagasaki and Hiroshima
- Describe the role that gender plays among the survivors
- Draw parallels between the experiences of the women in Hiroshima and the women in Nagasaki
- Delineate what actions are being taken internationally in order to elimination of Nuclear Weapons
- Discuss how they can get involved

### Social Activism

 Lesson plans to explore the effect of social networking and other factors on influential change-making initiatives such as the #saynotoracism and #bringbackourgirls campaigns.

### Examining Humanitarianism

Explore The #saynotoracism Campaign- Participants will examine the #saynotoracism campaign and reflect on the significance of media and technology on social and political issues.

Students will be able to:
- Understand the term “Humanitarian”
- Explore the issues in the countries that have been declared in crisis by the UN
  - Afghanistan
  - Central Republic of Congo
  - Haiti
  - Iraq
  - Myanmar
  - Somalia
  - South Sudan
  - Syria
- Compare and contrast the experiences of a WWI Ambulance driver and a present day Humanitarian Hero
- Describe different ways students can create awareness around pressing global issues and take action

### Education For All: #Bringbackourgirls

Participants will explore Article 26 of The Universal Declaration of Human Rights and research the steps different countries are taking to promote access to education for all.

Students will be able to:
- Explain the definition of a basic human right
• Study the Declaration of Human Rights, with a special focus on Article 26
• Explore the #BringBackOurGirls Campaign
• Distinguish the role of gender in education in the United States and the role it plays internationally

Examining Current Social Movements
Participants will analyze the similarities and differences of the three of the largest, newest social movements and examine different ways students can become involved in activism.

Students will be able to:
• Define a social movement
• Examine the #upforschoolrally, #globalcitizensummit and #peoplesclimatemarch
• Compare and contrast social movements
• Create a presentation on the effects of technology on social movements

Intercultural Learning
Learning activities to help students understand diverse cultural beliefs and think critically about cultural awareness, teaching the value of interacting with people from diverse backgrounds.

The Hidden Ways in Which Cultures Differ
Using the "iceberg" analogy, teach students to look at the hidden dimensions when comparing different cultures.

Students will be able to:
• Become aware of the hidden parts of our culture
• Learn to identify the connection between hidden and visible parts of a culture

Chain of Diversity
Participants will discover and recognize the many ways in which they are similar and are different from others in the group, as well as the ways in which each person is unique.

Students will be able to:
• Understand the concepts of “Culture” and intercultural adaptation
• Become more aware of their own culture and recognize its influence on their behavior
• Appreciate the value of learning and using other languages

Connect the Dots
Participants will experience the fact that we often subconsciously limit our perspectives and alternatives.
Potato Activity
To help youth eliminate stereotypes and to recognize the uniqueness of each individual.

Walk Apart, Walk Together
To help participants recognize the differences among people, as well as the many similarities people share.

What Do You Know of What Have You Heard
Participants will recognize the widespread use of stereotypes.

Play Barnga
A game about inter-cultural awareness.