

THE OFFICIAL NEWSLETTER OF THE TRANSATLANTIC OUTREACH PROGRAM
A PUBLIC/PRIVATE PARTNERSHIP

MODERN GERMANY

UPDATE

in this issue

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CLASSROOM

STUDY TOURS *to*
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And MORE!

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GUTEN TAG!

The Transatlantic Outreach Program is pleased to bring you its latest edition of Modern Germany Update, with the largest and most comprehensive issue to date!

In a world where global education is imperative to understanding ourselves by way of understanding other cultures, we at the Transatlantic Outreach Program would like to take this opportunity to look back at the experiences of past study tour participants in an effort to share with others the impact that their involvement with TOP has had on their classrooms. Three different perspectives of TOP Fellows are included in this issue, where Amy Smallwood (2009), Paul Dickler (2008), and Drew Wendt (2009) highlight what TOP means to them and their students.

Continuing with themes of transatlantic connections, this issue brings news about current cross-cultural exchanges between classrooms in Germany and the United States by highlighting TOP fellows' easy-to-use strategies on how they facilitated cross-cultural dialogue in their classrooms.

We invite you to read through this year's newsletter for more ideas on how you can give your students opportunities to gain cultural awareness within the field of global education, and a chance to learn more about the role modern Germany can play in your life and in your classroom!



The TOP Team (from left to right): Wood Powell, Sarah Yabroff, Klaus Brodersen. Photo by Craig Kettler.

IMPRESSIONS OF MY TOP EXPERIENCE

By Amy Smallwood, 2009 TOP Fellow

The first thing that comes to my mind when I think about my awesome experience traveling in Germany with TOP is “Wow!” I almost have a hard time putting it into words that will do justice to the experience. I knew it was going to be a valuable, maybe even life-changing, experience, but I don’t think I realized just how much I would be able to use what I learned in my classroom.

I greeted my students on the first day of school with their very own Schultüte and a few words of German. They loved it, and were immediately interested in learning more. Many of my students are bilingual (English and Spanish), but we enjoyed learning a little of a language that was new to us all. They also really enjoyed learning a little about a new culture and its traditions. I think it is very important for my students to be exposed to cultures other than the ones with which they are familiar. I think that comparing the similarities and differences allows us to see how we all have things in common, and it teaches us to value the differences. This is a lesson that is essential for students to learn at an early age.

We have been conducting a literature study based on the WWII era. This includes books from many different perspectives. It has been very helpful to have photographs of places in the books to share with my students. I think it makes everything more “real” to them to know that I have been there and to have a picture for them to look at. I’ve even been able to share posters, etc. that I purchased while on the trip.

When we finish with this literature study, we are going to move into the post-war era. We will be reading literature set in Berlin. I am also planning to use this time period to cover many of our economics standards, including different economic systems through a lesson I wrote comparing East and West Berlin. Again, being able to share photographs and my personal experiences in Berlin with my students is so valuable to their understanding.

We will then continue our economics study by looking at Germany today. One thing that really made a lasting impression on me, while on the study tour, was the commitment to the

environment. We will compare Germany’s efforts with those of the US and look for ways to improve our own stewardship. This will definitely include conversations about recycling efforts and energy conservation. I think it is important for my students to see how much more some countries are doing to conserve our resources.



Amy and Patti while having lunch at the invitation of the Federal Foreign Office in Berlin.

I have been able to incorporate Germany into so many things in my classroom this year. There have been so many more opportunities to integrate than I expected. My students have enjoyed it, and I have been thrilled to relive the experiences. We are still hoping to be able to pair with a class in Germany to share experiences, letters, and videos. I know this could be such a great experience for my students.

I’ve also been able to share with teachers in my school and district about the wonderful opportunities that the Transatlantic Outreach

Program has to offer through a luncheon-meeting, complete with Wiener Schnitzel! I know that there are many more educators out there who could benefit greatly from this experience.

I am also a Brownie Girl Scout leader, and my troop chose Germany for our “Thinking Day” country. They have learned a little about the country and traditions. They have also learned a few words in German.

I really can’t say enough about this experience. It has added so much to my classroom. It has also added to my personal life as well. I truly enjoy learning about new places and cultures and now I can’t get enough of Germany. My 3-year old daughter tells me, “Gute Nacht,” when I tuck her in at night. I am truly thankful for this opportunity, and I look forward to continuing my education about Germany.

LESSONS FROM GERMANY TO THE AMERICAN CLASSROOM

By Dr. Paul Dickler, 2008 TOP Fellow

For “TOP” participants, the real mission is to find the real Germany and bring it home to our classrooms!

Germany might seem to lend itself to many generalizations, but a closer look reveals the complexity of this land and its people. Order, efficiency, and diligence, it is true, are closely associated with Germany. However, after a Transatlantic Outreach Program (TOP) experience in Germany, one will come away with a greater appreciation for the difficulty in generalizing. It seems that a large part of the German population is on vacation, just returned from vacation, or about to go on vacation.

Leisure time to pursue a range of passions is greater in Germany than perhaps any other country. Germany is exceptionally “green” at present, with fields of wind turbines, high-speed rails, and high-mileage cars. Yet a trip on the autobahn will reveal cars often traveling in excess of 90 miles per hour—not the best for fuel efficiency. Retail businesses often have highly limited hours and a major football (soccer) game can bring the country to a near standstill. Where is the efficiency and diligence in that?

“FOREIGNERS STAND AMAZED AND FASCINATED BEFORE THE RIDDLES POSED FOR THEM BY THE CONTRADICTORY NATURE AT THE BOTTOM OF THE GERMAN SOUL.”
—FRIEDRICH NIETZSCHE (BEYOND GOOD AND EVIL)

In 2008, I traveled through Germany as a guest of TOP and its partners (the Foreign Office of the Federal Republic of Germany, the Goethe-Institut, the Deutsche Bank, and the Robert Bosch Stiftung). As of the writing of this article, I have conducted eight in-service “Germany” workshops for TOP, and have included my new-found knowledge in my university-level classes. Having taught both high school and university classes for over 35 years, I now concentrate on the university level, primarily graduate-level classes, and a think tank, The Foreign Policy Research Institute. As my opening paragraph suggests, there is much to learn about Germany. In addition, there is much to learn about Germany’s place in modern Europe, and Germany’s place in relation to the United States and the world.

When one visits a country, there are many sights to see, museums to visit, and restaurants to frequent. However, access to the inner workings of the country are usually quite

limited. With TOP, one gets inside the banking and industrial systems, with visits to boardrooms and factories. With TOP, one meets politicians and bureaucrats, educators and curators, small business owners and innovators. On my trip, I visited Airbus, Deutsche Bank, the Federal Foreign Office, Directorate-General for Culture, the Internationaler Club, Burgerstiftung Berlin (a private social engagement foundation), the two houses of government, the Bundesrat and the Bundestag, Aker Shipyards, a ministry of education, a technical school, a scientific research institute, a university, and far too many more to name here.

TOP affords insights through meetings with not only ordinary Germans but also with the movers and shakers of modern German society. The fullness and richness of the study tour translates to surprising discoveries that can be incorporated into

teaching. A few illustrations here can clarify these points.

When teaching about twentieth-century history, both European and American, World War II occupies a prominent place. Before this visit to Germany, I had been told how well Germans address the events of the war and its legacy. Seeing this on the ground is quite another story. From the tour of the Sachsenhausen Concentration Camp on my first day of the program, to a series of interviews with Germans about their past history, I came to truly understand the ways Germans have responded. The adult generations alive in Germany today have, in fact, dealt with their history differently. The generation whose parents were involved in the war often feel shame and disgust at this past. The generations after theirs are curious to learn about the war and are very open about their feelings. The strong peace movement that has marked the post-war years in Germany reflects these reactions. The one-to-one discussions with Germans have transformed the teaching moments on this subject in my classrooms.

For a completely different illustration, I tried to learn as much as I could about German innovation during my TOP tour. I came home with many examples from the environmental, energy, and transportation fields. Experiencing these developments firsthand clarifies and spices the teaching experiences on these subjects. One of the in-service programs I presented with TOP involved German innovation today. The subject of innovation has been seriously neglected in both



Dr. Paul Dickler contemplates taking a swim in the Rhine river.

TEDDY BEAR EXCHANGE

By Rhonda Leduc, 2009 TOP Fellow



high school and university classrooms. The TOP tour and follow-up in-service programs added depth and breadth to this topic.

I would like to close with one additional thought, referenced earlier. Germany and modern Europe, in general, seem to be suffering a decline in American classrooms. It is not wrong to want to have students learn more about world history and culture, but there is a compelling case not to dismiss European history as a result. According to the 2000 Census, there are more German-Americans than any other ethnic group in the United States. Europe has historically been a source of central political, economic, cultural and scientific ideas for Americans. Surely, U.S., European, and World history/culture can be taught over four high school years. Surely, all colleges and universities should have ample offerings in European history and culture. The Transatlantic Outreach Program provides valuable experiences and materials in bringing Germany and modern Europe home to Americans.

Paul Dickler, Ed.D. is a Senior Fellow of FPRI's Wachman Center and Teacher-in-Residence at the Foreign Policy Research Institute. He is a consultant for The College Board, ETS, and several universities and school districts. He is also on the staff of Camden County College.

While I was touring Germany as a 2009 TOP tour participant, each day I constantly asked myself, "How best can I share my trip with my grade 4/5 students back in Canada?" Little did I know that my answer would fall into my lap during my last few days in Germany.

Out of the blue, I received an email message from Gabriele Pantle, a year 4 teacher in Rodgau, Germany asking me if I would be interested in participating in a Teddy Bear/Diary exchange with her class in the coming school year. I emailed back saying I thought this would be a great idea and mentioned that I was actually in Europe and would be flying out of Frankfurt shortly. Gabriele



American teddy bear "George" visits with children at the Münchhausen-Schule, in Rodgau, Germany.

invited me to spend my last night in Germany at her home where we could meet and organize our exchange.

I arranged to take the train to Rodgau, just outside of Frankfurt, where we could meet. Neither of us knew what the other person looked like, so I was a little worried about how we would connect. Once I got off the train, my concern was allayed when I spotted a woman and a teen-aged girl standing on the platform holding a teddy bear. As I approached the woman, I asked "Gabriele???" and she replied, "Rhonda???" shaking the teddy bear. We had found each other!

Gabriele and I had a delightful

two days together discovering how much we had in common, and we parted as newfound friends excited about our forthcoming yearlong exchange. Gabriele and her daughter were wonderful hosts, and over two days of walking, sightseeing and talking, we organized our class exchange.

We decided to exchange teddy bears along with their diaries from October 2009 to April 2010. Each class chose a Teddy Bear and gave it a name before mailing it to their

"Buddy Class" across the sea. My class chose the name "George" and Gabriele's class chose the name "Bruno."

The idea is that each night a student will take the teddy bear home and write in its diary from the Teddy Bear's point

of view, describing the things he does at the student's home.

Once the bears and their respective diaries have been exchanged, we are both certain that our students will enjoy reading about the other teddy bear's adventures and learning more about their "Buddy Class's" culture.

In addition to our exchange, our students also sent each other handmade Christmas cards, which brought added excitement to the season.

For Gabriele's class, this is only their second year of learning English and she was a bit unsure of how well her students would respond to the project, but Gabriele excitedly reports,

(continued on page 6)

"My students take care and are very organized in writing and painting their pages. They speak about their family members, their hobbies and their favorites. They add photos and they paint, and their work is lovely! The children love to take 'George' home to show him to their relatives. In our classroom we established a Canada corner, where a map shows the distance between the continents. The two flags are shown as well as some pictures about Vancouver Island. 'George' was even involved in our Christmas Play. After Easter holidays we intend to compare school systems, to find out differences or even to find similarities. The students also make good progress in speaking competitions. Some of them even dare to leave structured phrases and here and there set up their own dialogues! Our project is also admired by lots of colleagues I talk to."

My class has also loved taking 'Bruno' home. My students have enjoyed writing in his diary and many have included drawings and photographs. Some students have even made jewelry items, which 'Bruno' now wears. When we talk about Germany, and because of my experiences with the "TOP" program, I have been able to add personal observations, photographs and examples from Germany that has helped our project come alive. My students have enjoyed learning more about Germany and our exchange has helped open their eyes to a part of the world outside of their home community.

Rhonda Leduc is a grade 4/5 teacher at Victoria West Elementary School in Victoria, B.C., Canada. Gabriele Pantle is a Year 4 teacher at Münchhausen-Schule, in Rodgau, Germany.

CLASSROOMS...

By James "Drew" Wendt, 2009 TOP Fellow

When August Wendt left Hannover, Germany, there was no way he could have known that four generations later his great-great grandson would return to learn about modern Germany with the Transatlantic Outreach Program ("TOP") in the summer of 2009. Since I was a young child, I had wondered what life was like in the land where so many of us have our roots. On the eve of the twentieth anniversary of the fall of the Berlin Wall, I had my chance to explore the land of the Bavarian Alps, Black Forest, Rhineland River Valley, and the birthplace of everything from the Autobahn to the Gummy Bear.

As an 'uneasy' flyer, I dreaded the thought of the transatlantic flight, but the attendants eased my wariness (at one point even going so far as to sing "Country Roads" with me after learning I was from West Virginia). As our plane landed in Berlin, I became more aware with every step that this experience would become the trip of a lifetime.

There was so much to absorb during our whirlwind tour of Germany! My mind often returns to the bustle of the markets along the Elbe in Dresden, standing on the steps of the University of Munich where the White Rose made its stand, and following the evening Cathedral bell, gathering Heppenheim's citizens to a festival performance in the town square.

There is no doubt in my mind that the secret to my success and feelings of fulfillment from this past summer are thanks in large part to the wonderful guides who shepherded us from location to location while freely giving of themselves and of their culture. I would like to name these bright rays of sunlight

that still bring a smile to my face, but the six individuals who opened the world for us are but a few of the dedicated and hardworking individuals that await participants that travel to Germany with TOP. Those of you who are considering applying for the fellowship should know that many people work tirelessly to ensure each participant receive not only safe conveyance but a complete educational experience as well.

After two impossibly short weeks, my sojourn came to a close, and it was time to return to my world to craft a lesson for my students. Little did I know that my adventures as an educator were just beginning!

After deciding to research the city of Berlin, one of the questions I had, after reading several contradictory articles and President Kennedy's famous words that, "All free men, wherever they may live, are citizens of Berlin," was just how many U.S. presidents had traveled to the city. I was able to determine that since President Truman attended the Potsdam Conference with then Supreme Allied Commander, General Eisenhower, every president has visited Berlin before or during his presidency. Kennedy, Nixon, Carter, Reagan, Clinton, George W. Bush, and Obama have all given major addresses in the city. LBJ and George H. W. Bush visited as Vice Presidents, and Gerald Ford went in 1955 as member of a Congressional Committee. I was able to find photographs of eleven presidents online, and due to the generous efforts of the Gerald R. Ford Presidential Library, I was able to create resources with all twelve.

For German history and related information, The German Historical Institute (www.ghi-dc.org) has one of

...THAT SPAN CONTINENTS

the best online resources available for teachers that I have ever seen. With material that spans hundreds of years and thousands of documents, images, maps, and paintings that are free without registration for classroom use, I spent hours studying the wealth of information.

As I began to compile these lessons, I realized that I could not fully replicate for my students the educational experience I had received in Germany unless they too were given a similar opportunity. Over my five years of teaching, I have seen many successful student undertakings spring from the fertile soil of Nitro High, but an international trip was an elusive endeavor that I doubted could be realized within one year.



Drew Wendt hugging Gerrit and Monika goodbye before boarding an ICE train.

The drive was present in the students however, and two of the outstanding Honors Government students offered the following encouragement:

"With the opportunity presented to us, we feel it is to our best benefit that we take the opportunity to get a true perspective of a different culture and to show kids from a different country what it is like to be an American. We hope to take our knowledge obtained from this experience as we charge forward into the global 21st century."

-Ryan, Age 17

"The chance to do this project and communicate with kids our age is a once in a lifetime opportunity. Not only are we learning about a new culture, but we are also having fun while doing it."

-Courtney, Age 17

Lacking the proper time and resources needed to lead a group of students abroad, I recalled the school in the town of Ismaning, Germany that I had the opportunity to visit. School visits are one of the shining aspects of the "TOP" experience, and the Johann-Andreas-Schmeller Realschule was no exception. Remembering the warm words of the impressive Schulleiter (Principal) that his school has experience in conducting international school exchanges, I was eager to open new dialogue with the principal and his students.

Armed with the knowledge that today's technologies can create "windows to the world" inside of our classrooms, I began the "Classrooms That Span Continents" initiative at my school. A grant for the necessary technology has been written and contact information and gift packages have already been exchanged between students at my school and the Johann-Andreas-Schmeller Realschule. Perhaps most daunting, I have asked my students to explore how they can better communicate the concept of what it means to be an American, in a student's words, "beyond the media and the smokescreens."

I cannot say that my path has been without bumps or bruises, but I continue to be inspired by a carved stone I found in Munich that has the following German inscription: *Auch aus Steinen die dir in den Weg gelegt werden, kannst du etwas Schönes bauen.* My English interpretation being, "Out of the stones in your path you can build something beautiful."

As my students and I are currently assembling our snapshots of American life, I cannot end with the "rest of the story" as Paul Harvey often shared with his listeners. It is not the culmination of our exchange that matters most. Rather, I want to leave you with the question, "What can your students learn when their classroom spans continents?"

"GREEN" WORKBOOK PUT TO USE IN CHICAGO PUBLIC SCHOOLS

By Jon Schmidt, 2010 TOP Fellow

In 1998, Chicago Public Schools (CPS) introduced a service-learning requirement for its high schools. Since that time, students have been busy amassing hundreds of thousands of hours of service, and not just high school students. Many elementary and middle school students are coming on board as well. Students restore ecosystems, work with recent immigrants, engage senior citizens in a variety of ways, and assist at local food pantries and the citywide Greater Chicago Food Depository. Many of these experiences are tied directly to classroom instruction that lead to the service projects. For example, students in a Biology class learn about biodiversity and its threats, and then they go work in local wetland areas to improve the ecosystem. Students in social studies classes are learning about the value of the constitutionally-mandated census and are busy implementing full count strategies at their school for Census 2010.

A new resource from the Transatlantic Outreach Program is now helping CPS students have a deep and long-lasting impact on the global environment. "It's Up to You and Me Here and Across the Sea" is a terrific resource that explores the connections between Germany and the United States as young people develop strategies to reduce their carbon footprint and, quite literally, save the planet. The colorful, interactive, and dynamic student workbook guides students from understanding the problem of climate change to taking action.

At Saucedo Elementary School on Chicago's southwest side, 33 students in a science class recently spent three 40-minute sessions working with "It's Up to You and Me." Saucedo serves predominantly Latino students. "It's Up to You and Me" served as an excellent supplement to the 6th grade science curriculum and also prepared students for their climate action project.

According to science teacher, Kelly Biala, using the TOP

student workbooks "was SO easy. The books are bright and colorful, great photographs, diagrams, and easy to read. The content was exactly what we were already doing... global warming." Biala was especially enthusiastic about the fact that the characters were from around the world: "The online chat format was easy for the students to connect with. After reading, we used the brainstorming questions as prompts for a group discussion...not always easy with 6th graders."

Was the curriculum effective? "Definitely," according to Biala. In addition to utilizing "It's Up to You and Me," Saucedo students got a multi-media presentation from the Alliance for Climate Education and are currently participating in the District's Carbon Emissions Reduction Project. Participating schools are conducting school audits to determine how they can lower the school's carbon footprint. These schools have also joined up with the "Cool School Challenge" in Washington state to document their efforts and to build a national movement among students to "green" their schools.

Saucedo Elementary is just one of several CPS schools currently utilizing "It's Up to You and Me." The resource is an excellent fit for many classrooms, particularly at the middle school level, as the District encourages students to first learn about and then get involved in addressing the many environmental problems currently facing our world.



REAPING THE BENEFITS

By Pam Su'a, 2008 TOP Fellow

When two teachers from Utah's Jordan School District travelled to Germany with the Transatlantic Outreach Program ("TOP"), both were impressed with the pervasive German environment-friendly lifestyle. Pam Su'a, Social Studies/History Curriculum administrator and Jill Gammon, sixth grade teacher at Butterfield Canyon, found that many of the ideas practiced daily by the Germans could be incorporated into the classroom. Jill was impressed with the overall importance of recycling and trying to leave a small carbon footprint. Pam loved the "green" village of Jühnde, one that provides all its own energy. They pulled in another 6th grade teacher, Heather Reich from Majestic Elementary, who hopes to participate in a future TOP seminar.

Using the TOP publication "It's Up To You and Me, Here and Across the Sea," students in both schools studied environmental issues that children in both countries face today. Then, putting their three heads together, the teachers came up with plans for both classes.

Jill's 6th grade students wanted to focus on helping their own environment and connect with German counterparts to see what kinds of things they do. Heather's students enthusiastically talked to parents and community members to see how they could best help. Both classes signed up to compete in the "Disney Planet Challenge," a competition for students across the country to focus on an environmental issue and participate in service learning, completing and documenting a project that would help our environment.

Jill's class of 10 and 11 year-olds decided to do a composting project at their school. They brought in their District science specialist to help them organize and learn about composting and microorganisms—part of their 6th grade science curriculum. Specialists from Utah State University and Intermountain Farmers store talked to the students to help them understand how composting helps our environment and what takes place during the composting cycle. Putting on T-shirts of green, brown, and various other colors, students "became" part of a compost pile and were able to see how the parts of a compost pile work together. Jill took the class on a field trip to the county landfill site and talked with supervisors

there. Most fun was the day when students walked to a classmates' home and began their very own compost pile. Daily and weekly additions to the pile and regular stirrings and turnings are transforming garbage into usable soil material for their school and neighborhood gardens.

Perhaps the most exciting part of Jill's project is the connection her students have made with the students of the Ellenrieder-Gymnasium in Konstanz, Germany. Her students are impressed that their German pen pals know more than one language. They have found more similarities than differences between the two classes. Both groups of students listen to some of the same music and recreation is similar in both countries. The American students have learned German words and phrases, German music, and a bit about German geography. Jill has also noticed that students are more eager to write and type a pen pal letter than they are to do a typical writing assignment or keyboarding lesson.

Heather's students couldn't wait to get started on their environmental project. They went home and looked around to see what children could do to focus on the environment. They came back to school with lots of ideas: "We planted trees over the weekend!" "We bought those spiral light bulbs that are better to use!" "My dad says I have to walk to school from now on!" When the group couldn't come to a consensus about a project to undertake, they decided to make kits to pass out in their school community with ideas

and tools to help families leave less of a carbon footprint. Local businesses received children's' letters on why they should donate to the project and literacy, science, and social studies came together! The kits will consist of an eco-friendly bag containing seedlings, light bulbs, locations of recycling centers and many, many more ideas of what families should be doing.

The Transatlantic Outreach Program was the impetus to get these teachers following the lead of Germany in becoming more environmental friendly—and the students of Jordan School District are reaping the benefits!



Energy production facility in the village of Jühnde, Germany.

NEWS FROM TOP FELLOWS

THE LATEST UPDATES FROM PAST STUDY TOUR PARTICIPANTS

Ellen Bartling, 2007, WI, is currently pursuing a PhD in Educational Administration at UW-Milwaukee.

Jeff Brigham, 2008, IL, is taking 17 students to the Galapagos Islands in June and going to Costa Rica with the Toyota fellowship program in July.

Keith Chu, 2006, NJ, is now chair of the history department and director of the "Peace Center" at Bergen Community College.

Sharon Coleman, 2003, GA, was privileged to work with an exchange student from Hamburg, Germany during 2008-09.

Rose Marie H. Craft, 2006, SC, led a group of Orangeburg Preparatory School students on a trip through Europe during the summer of 2009. The first nine days were in conjunction with the Explorica Educational Company.

Linda Doherty, 2008, VA, did a 4-week study of Germany in a one day/week after school program for 1st to 3rd grade students in the gifted program at two different schools this fall. The children loved learning about the people, homes, schools, literature and music of Germany. She would encourage elementary teachers to apply for the program. She was able to make Germany come alive for my students because she had seen it with her own eyes.

Paul Dickler, 2008, WI, looks forward to presenting his sixth, seventh, and eighth Goethe-based programs this summer in New Jersey and New Mexico.

Lori Dumerer, 2008, TX, presented at the College Board Regional Workshops on Annual Government in Texas, New Mexico, and Pennsylvania. She was an AP Summer Institute Presenter in Ohio, Texas. She was a presenter at Annual National AP Conference in San Antonio, TX.

Pamela Fisk, 2004, NJ, spent a year in Cote d'Ivoire, West Africa, 2005 - 6. She climbed Mt. Kilimanjaro in 2007. She spent a year in Ghana, West Africa, lecturing at the Catholic University of Ghana/ Fiapre and training teachers, 2007-8. Now she works as an adjunct lecturer at Fairleigh Dickinson University, New Jersey, in the Education Department.

William Fitzhugh, 2008, MD, will be returning to Amman, Jordan this summer for a month to improve his Arabic language skills and visit old friends. He presented at the National Council for the Social Studies Annual Conference in Atlanta and spoke on integrating trade books into the social studies classroom as well as integrating art activities into the social studies.

Joshua Fradel, 2004, MD, worked with Phi Delta Kappa on a curriculum audit of the St. Louis Public Schools.

Cathy Geis, 2001, GA, was awarded the National Social Studies Supervisor of the Year award in November 2008.

Sharon Hanson, 2009, ID, presented at the Idaho Council for Teachers of English (ICTE) conference in October of 2009. As a Welcoming Family for AFS, she hosted a student from Nottuln, Germany for three weeks.

Joseph O. Iannacone, 2005, NY, teaches history at The Hewitt School in Manhattan. He has become a tennis maven in the past year.

Whitt Jones, 2005, GA, and his wife are

expecting their first child in June.

Jennifer Jolley, 2004, FL, attended six weeks of professional development programs, including the College Board AP Reading for Government & Politics, last summer. Jennifer and Mary McCullagh (TOP Fellow) co-presented at the Florida Council for the Social Studies (FCSS) in September 2009 on Modern Germany and the E.U. using Goethe materials, and on programs and resources with the Foreign Policy Research Institute. They also organized a one-day, Foreign Policy Research Institute, "Teaching Innovation" workshop in Ft. Lauderdale, FL, led by national trainers, Paul Dickler, (TOP Fellow, 2008) and Lawrence Husick.

Virginia Ann Kennedy, 2006, OK, has participated in study tours to Ukraine and South Korea since her trip to Germany. She plans to visit Japan this summer. She has had the opportunity to make two presentations on Germany for the Oklahoma State Social Studies conference. She was named the 2008 Oklahoma American History Teacher of the Year.

James Kinney, 2007, AZ, after nine years in AZ, James accepted a position with English First to teach English in China starting in August, and led a group of students to Italy in March-April for 10 days.

Frank Lammers, 2007, WI, his school, the Milwaukee German Immersion School, was officially designated by the government of Germany as a "Deutsche Partnerschule," (PASCH).

Manuel Lopez, 2005, CA, visited Morocco for five weeks studying a Fulbright-Hayes. He learned some Arabic and traveled the whole country.

Mary T McCullagh, 2006, FL was given the Cervantes Educator Award. She received an Earthwatch "Live From the Field" Educator Fellowship. She was chosen to participate as one of the Civic Voices International Fellows; she will travel to Poland and interview individuals who played roles in the Solidarity Movement. She has been chosen to participate in the IREX Teaching Excellence and Achievement U.S. teacher reciprocal exchange.

Bridgette Nadzam-Kasubick, 2007, OH, presented her "Women in the Media" project at NECC and e-Tech Ohio in 2009; the presentation focused on the impact media has on women in the Ukraine, China, and Argentina. She chaperoned a trip of 15 students to India in Dec 2009/Jan 2010.

Harris Payne, 2005, NE, was awarded by the Nebraska State Council for the Social Studies with the "Paul Beck" Award for Leadership in Social Studies Education at the annual meeting. It is the highest award the organization gives.

Kim O'Neil, 2003, NY, presented in Toronto at the Ontario History and Social Sciences Teachers' Association Conference. She was selected as a member for the NBPTS Middle Childhood Generalist Standards committee.

Siggi Piwek, 2009, WI, presented workshops on "Berlin and the Fall of the Berlin Wall" in Kerney, Nebraska, and in St. Louis, Missouri in October 2009. In November 2009, he held a session at the National Foreign Language Teachers' conference in San Diego, California with the title "Experiencing Berlin with all Senses." In the fall of 2009 he joined the 2009 class of

RECENT WORKSHOP LEADERS FALL 2009 & SPRING 2010

TrainDaf (a German language programs advocacy leadership training group).

Sharon Powers, 2007, CT, has been chosen to participate in a study tour to China this summer through the Program for Teaching East Asia at the University of Colorado.

Henry Rehn, 2004, MI, has completed the Detroit Marathon this past October 2009.

Seth Roberts, 2007, MD, represented UNESCO in China during December of 2009. He went to Zhuji to deliver an in-service to 40 teachers for one week on how to start a model UN at the Hailing School there. The 5th edition of his book, "Barrons AP European History Review Guide" was recently published.

Mike Raymer, 2007, GA, travelled to Japan as part of a Keizai Koho Center Teacher Fellowship in the summer of 2009.

JuTina Singletary, 2008, LA, attended the PIER Conference "Innovative Approaches to Teaching World History and World Cultures" at Yale University in July 2009.

Christopher Spaman, 2008, NJ, is currently working on an MA in History at LaSalle University in Philadelphia. He and his wife are expecting their first child in April.

Melinda Staubs, 2008, AL, spent this past summer leading various workshops on infusing economics into the elementary classroom. The workshops were interactive and provided the attendees with many ideas and resources for teaching economics.

Lynette Swiger, 2007, WV, was chosen in 2009 by the "Dominion Post" newspaper as one of the most influential people in West Virginia.

Darlene Torres, 2009, CA, presented her TOP project/lesson plan at the California Council for the Social Studies conference in Pasadena, California.

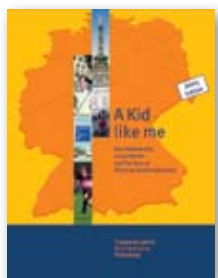
Keith White, 2006, AZ, completed a Masters of Geographic Education from Arizona State University. His research capstone project was economic transportation based on the viability of high-speed rail implementation in the United States with historical and recent comparisons to Germany, Japan, and China.

Amy Smallwood	Rogers, AR	Lindsey Schulz	Omaha, NE
Peter Birmanns	Anchorage, AK	Ann Ackerman	Nashua, NH
Mary Heidi Imhof	Fairbanks, AK	Shannon Fernald	Portsmouth, NH
Amanda Gudmundsson	Athens, AL	Dana Foulds	Andover, NH
Serge Miroff	Tuscaloosa, AL	Sergei Alschen	Rutherford, NJ
Chasidy Miroff	Vance, AL	Theresa Martin	Summit, NJ
Melinda Odom Staubs	Jacksonville, AL	Catherine Matysik	Englewood, NJ
Amy Smallwood	Rogers, AR	Silke Wehner Franco	Metuchen, NJ
Jamie Walker	Springdale, AR	Rosemarie Wilkinson	Hazlet, NJ
Amy Braun	Phoenix, AZ	Deborah Cross	Tantallon, NJ
Christy Combs	Phoenix, AZ	Sarah Wile	Tantallon, NV
Chris O'Brien	Glendale, AZ	Krista Boivie	Las Vegas, NV
Eric Duval	Sacramento, CA	Sarah Brown	Sparks, NV
Curtis Greeley	Santa Maria, CA	Kathryn Candela	Las Vegas, NV
Daniel Jocz	Los Angeles, CA	Michelle Collins	Las Vegas, NV
Amanda Meyer	Fontana, CA	Patty Ellsworth	Las Vegas, NV
Linda Nimer	Clovis, CA	Brian Lisko	Las Vegas, NV
Laura Thompson	Ladera Ranch, CA	Karlye Mull	Las Vegas, NV
Darlene Torres	Los Angeles, CA	Michael Stamcoff	Las Vegas, NV
Katy Lapp	Colorado Springs, CO	Seth Altman	Yorktown Heights, NY
Katie Rockwell	Highlands Ranch, CO	Thomas Bittner	Erie County, NY
Sharon Powers	Cheshire, CT	Colleen Blair	Lake Peekskill, NY
Laura Thompson	Groton, CT	Martin Case	Ravena, NY
Peter Caroddo	Miami, FL	Jean Donoghue	Long Beach, NY
Jennifer Eastman-Miller	Venice, FL	David Goldberg	Merrick, NY
Toni Fuss Kirkwood	Tallahassee, FL	Gerard Hatton	Staten Island, NY
Michael Jon Littman	Miami, FL	Dean Melson	Niagara Falls, NY
Bekis Madera	Port St. Lucie, FL	Lynn O'Brien	Rochester, NY
Mary McCullagh	Plantation, FL	Kim O'Neil	Syracuse, NY
Patrick Nolan	Jacksonville Beach, FL	Christina Russell	New York, NY
Timothy Rachford	Seminole, FL	Stephanie Skiba	Bronx, NY
Daryl Schuster	Palm Harbor, FL	Chrystal Thiele	Brooklyn, NY
Tari Sexton	Port St. Lucie, FL	Vernon Daniel Tillman	New York, NY
Cynthia Wilson	Orlando, FL	Linda Cotter	Columbus, OH
Judy Butler	Carrollton, GA	Wanda Dengel	Cincinnati, OH
Chris Cannon	Peachtree City, GA	Davan Dodrill	Columbus, OH
Michael Melvin	Senoia, GA	Jona Hall	Marietta, OH
Susan McDanel	Centerville, IA	Christopher Hodson	Painesville, OH
Craig Ayala-Marshall	Boise, ID	Tonya James	Nelsonville, OH
Andrew Grover	Nampa, ID	Lynne Krug	Strongsville, OH
Betty Nafziger	Grangeville, ID	Angela Lynskey	Columbus, OH
Karen Kelly	Scales Mound, IL	Wendy Silius	Cincinnati, OH
Kristen Margetson	Naperville, IL	Jason Skidmore	Fairborn, OH
Tom Mocon	Chicago, IL	Bill Wyss	Louisville, OH
Kathleen O'Halloran	Plainfield, IL	Shelly Cherry	Oklahoma City, OK
Kathryn Wegner	Chicago, IL	Kelly Curtright	Oklahoma City, OK
Micky Emily	Corydon, IN	Leland Leslie	Sand Springs, OK
KayAnne Klinker	Danville, IN	Stephanie Leslie	Tulsa, OK
Matthew Laker	Indianapolis, IN	Marsha Rogers	Ardmore, OK
Greg Lewis	Columbus, IN	Craig Winegarden	Ottawa, ON
Rex Morrow	Westville, IN	Timothy Cate	Ashland, OR
Julie O'Dell	Columbus, IN	Caryn Connolly	Salem, OR
Carolyn Wallace	Lafayette, IN	Richard Kirstein	Gresham, OR
Glenn Wiebe	Hillsboro, KS	Michael Williams	Portland, OR
Rachel Wilbanks	Roeland Park, KS	Mona Kolsky	Penn Valley, PA
Laura Clifford	Louisville, KY	Nicole Roper	Philadelphia, PA
David Stigal	Elsmere, KY	Kimberlee Johnsen	Portsmouth, RI
Dustin Winchester	Bowling Green, KY	Monti Caughman	Gilbert, SC
Daniel Zeitz	Nicholasville, KY	Rose Marie Craft	Orangeburg, SC
Nikki Bray-Clark	Baton Rouge, LA	Mark Nadobny	Mount Pleasant, SC
Whitney Hurlbut	Sulphur, LA	Patti Ward-Maguire	Sioux Falls, SD
Michael Barton	Tyngsborough, MA	Kristi Brand-Neuroth	Nashville, TN
Amanda Waggoner	Marlborough, MA	Cathy Meredith	Memphis, TN
Arlin Scharfenberg	Morris, MB	Tim Reid	Brentwood, TN
Lauren Braun	Brunswick, MD	Michael Robinson	Germantown, TN
William Fitzhugh	Reisterstown, MD	Tammy Smith	Knoxville, TN
Joshua Fradel	Ocean City, MD	Jeanette Batchelder	Palacios, TX
Jonathan Keiler	Bowie, MD	Nina Corley	Galveston, TX
Robin Palomares	Baltimore, MD	Julie Hufstetler	Houston, TX
Gail Rauch-Tilstra	Baltimore, MD	Mary Lynn Johnson	Houston, TX
Michael Bailey	Searsmont, ME	Dyce McCulloch	Cypress, TX
Connie Manter	Harmon, ME	Wendy Sierra	Georgetown, TX
Christopher Belch	Canton, MI	Joanna Smith	Melissa, TX
James Feldman	St. Clair Shores, MI	Heather Wheeler	Austin, TX
Sharon Goralewski	Oakland, MI	Marianne Evans	Vernal, UT
Kristi Karis	Muskegon, MI	Elizabeth Felt	West Jordan, UT
Thomas Smith	Auburn Hills, MI	Wendy Frazier	Orem, UT
Jessica Stock	Dexter, MI	Jill Gammon	Herriman, UT
Cheryl Wason	Farmington, MN	La-Neka Brown	Richmond, VA
Nicole Arnsmeier	Liberty, MO	Thomas Coen	Stafford, VA
Jan Caimi	Creve Coeur, MO	Timothy Davis	Bridgewater, VA
Tierney Cherise	Smithville, MO	Allison Holzgang	Arlington, VA
Sharmon Hagler	Walnut Shade, MO	Kenneth Prowell	Fairfax, VA
Paul Hoelscher	Clayton, MO	Carol Truesdell	Springfield, VA
Nicole Ratner	St. Louis, MO	Mike Anderson	Endicott, WA
Patrice Britz	Charlotte, NC	David Bergler	Seattle, WA
Beth Anderson-Molde	Grand Forks, ND	Shawn Carmody	Gig Harbor, WA
Norma Mahler	New Town, ND	William Linser	Bellevue, WA
Thomas Sorosiak	Bismarck, ND	Debra Ballweg	Verona, WI
Melissa Gates	Omaha, NE	Paul Dickler	Dodgeville, WI
Emily Johnson	Omaha, NE	Amy Laundrie	Wisconsin Dells, WI
Nate Larsen	Aurora, NE	Susan Nigohosian	Madison, WI
Steve McCarville	Omaha, NE	Sigurd Piwek	Milwaukee, WI
Ann Petersen	Chadron, NE	James Wendt	Cross Lanes, WV

LEADING WORKSHOPS ON MODERN GERMANY

The Transatlantic Outreach Program has been providing complimentary teaching materials to Social Studies educators since 2002. Each of the kits below contains a book of lessons plans, teacher resources, handouts, worksheets, and color transparencies now offered in PowerPoint (CD-ROM) format. The kits, as well as the maps, the "Field Trip to Berlin" DVD, and more, are available free-of-charge to in-service workshop leaders.

Whether you are an experienced workshop leader or simply looking to conduct your first in-service workshop and want to request these complimentary materials, please refer to the instructions on page 13.



A KID LIKE ME ACROSS THE SEA, 2005 EDITION

This kit is designed for elementary classrooms. The lessons draw heavily on interpretation of photo-

graphs, working with maps, creating time lines, charts, graphs, and other process skills. The topics of physical and cultural geography, meeting basic needs, political symbols, and people are addressed in a comparative context with the United States.



GERMANY TODAY, 2007 EDITION

This kit is designed for middle and secondary classrooms. The lessons examine Germany's changing position in

Europe and in the world as well as political institutions in Germany in a comparative context with the United States. Each lesson demonstrates the integration of research models for alignment, instructional scaffolding, and backward design of instruction and assessment.*



WELCOME TO GERMANY, 2005 EDITION

This kit is designed for middle school classrooms. The lessons correlate to the study of world cultures (perspec-

tive taking and symbols), physical and cultural geography, and state and national government in a comparative context with the United States.



GERMANY IN EUROPE, 2007 EDITION

This kit is designed for middle and secondary classrooms. The lessons examine European Union governance, multiculturalism,

and the Euro currency from the context of one of the Union's largest member nations. Each lesson demonstrates the integration of research models for alignment, instructional scaffolding, and backward design of instruction and assessment.*

MAPS/POSTER & DVD

TOP currently distributes two wall maps, one poster, and one DVD to workshop leaders. The Political Maps of Germany and Europe are both provided in the German language. The "Cultural Collage" poster comes with a bilingual German/English answer key allowing students to explore the past and present cultural heritage of Germany. The "Field Trip to Berlin" DVD is 24 minutes in length and examines the post-WWII history of Germany from 1945 to 2006.



**The lessons contained herein are based on "Understanding by Design" concepts (Grant Wiggins & Jay McGighe).*

All four educator kits are now available online. Please visit the "Teaching Materials" section of the TOP website at www.goethe.de/top for more information.

HOW TO REQUEST MATERIALS FOR A WORKSHOP

PLEASE NOTE: YOU SHOULD HAVE ALREADY DONE THE FOLLOWING:

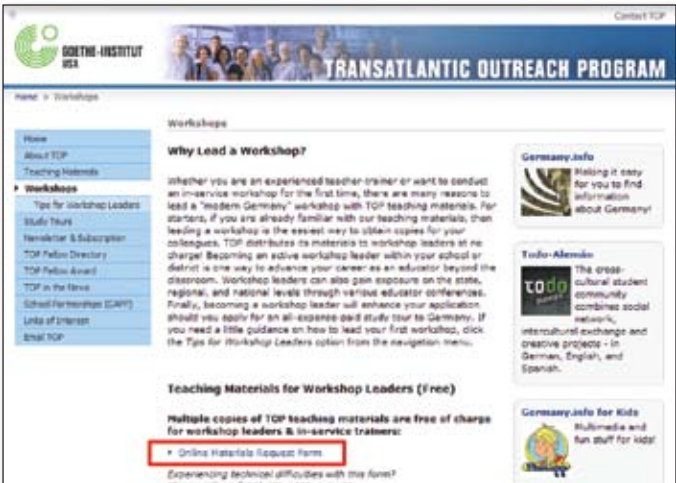
1. Decided on a date and location for your workshop.
2. Decided on the audience (elementary, middle, secondary).
3. Have a good idea as to the number of participants.

!!!MATERIALS REQUEST MUST BE SENT 2-3 WEEKS PRIOR TO WORKSHOP DATE!!!

1. Using your preferred Internet Browser (Microsoft Internet Explorer, Mozilla Firefox, Apple Safari, etc.), browse to the TOP website at <http://www.goethe.de/top>.
2. Once the TOP website has completely loaded, select "Workshops" from the left-hand main menu.



3. Click on the Online Materials Request Form link under the "Teaching Materials for Workshop Leaders" section.



WHAT HAPPENS NEXT?

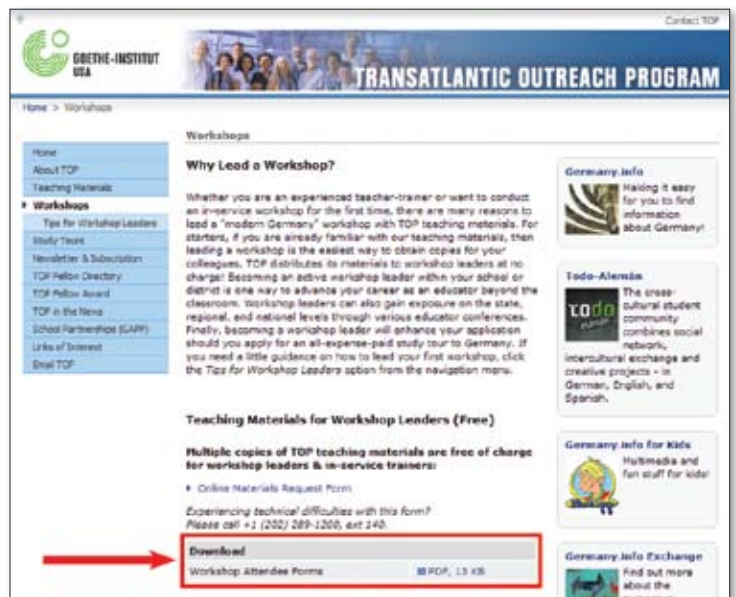
A confirmation e-mail containing attendance forms will be sent when materials ship from the warehouse. Materials typically ship at least one week prior to the workshop date.

Following the presentation of your workshop, the completed attendance forms must be mailed to the following address:

**ASSISTANT TOP COORDINATOR
GOETHE-INSTITUT WASHINGTON
812 SEVENTH STREET NW
WASHINGTON, DC 20001**

4. A new browser window (or browser tab) will open containing the Materials Request Form. Complete the form and click the "Submit" button.

5. Download and print the "Workshop Attendee Forms" PDF file. Be sure to collect workshop attendee information and mail the completed forms to the address below. Attendee forms will also be e-mailed to you.



If you experience any technical difficulties with the online materials request form, please send an e-mail to top@washington.goethe.org.

TRAVEL TO GERMANY IN 2011: FAQ!

1. AM I ELIGIBLE TO APPLY?

Eligible applicants include the following from the United States and Canada: Social Studies teachers (grades K-12), Social Studies methods professors, curriculum coordinators, and applicable States Departments of Education employees.

2. HOW DO I APPLY?

Download the application from the TOP website (www.goethe.de/top). The 2011 application form will be available online by August 2010.

3. WHEN IS THE APPLICATION DEADLINE? HOW LONG MUST I WAIT TO BE NOTIFIED?

Applications are due the first half of February. Notification letters will be mailed by April 1.

4. HOW MUCH DOES THE STUDY TOUR COST?

TOP pays for most expenses through the generosity of its program partners. TOP pays for most domestic and international transportation fees, hotel accommodation fees, two meals per day while abroad (usually breakfast and dinner), and any mandatory study tour related fees, such as museum entry fees, bicycle rental fees, etc.

TOP pays neither for domestic nor for international airline baggage fees when incurred.

For those living inside a 100-mile radius of Washington DC, TOP does not pay for domestic transportation. Any expenses required to travel to the District of Columbia, to include gasoline and parking, are the responsibility of the participant.

For those living outside a 100-mile radius of Washington DC, TOP may use either air or ground (Amtrak) transportation to transport you to the District of Columbia.

TOP does not pay for expenses incurred during free time.

TOP does not pay for incidental hotel costs, including but not limited to long-distance telephone service, Internet service, Pay-Per-View, laundry service, mini bar, etc.

Each participant will be provided with her or his own hotel room.

A refundable deposit is required upon acceptance. The deposit amount for 2011 participants will be \$350.00 USD. Deposit refund depends on the successful completion of the items listed in question 8 of this FAQ.

5. WHEN DO THE STUDY TOURS TAKE PLACE?

The study tours are two weeks in length and take place during the summer months. The first group typically departs in mid June, returning in late June. The last group typically departs in late July, returning in early August.

6. IS KNOWLEDGE OF THE GERMAN LANGUAGE A REQUIREMENT?

Since TOP caters to American and Canadian educators of Social Studies, knowledge of the German language is NOT a requirement.

German language educators wanting to travel to Germany are encouraged to contact their nearest Goethe-Institut for scholarship opportunities. (Please visit www.goethe.de/usa or www.goethe.de/canada.)

7. HOW CAN I IMPROVE MY CHANCES OF BEING SELECTED?

While not a specific requirement, applicants with documented workshop leadership experience are preferred. We ask that applicants document the workshops they have led on the resume (CV) portion of their application form.

Applicants who lead a "TOP" workshop with TOP teaching materials between May 1, 2010 and the application deadline will receive additional preferential treatment. (Those interested in leading a TOP workshop may request materials at no charge. Refer to pages 12-13 of this newsletter for more information.) Such workshop leaders must return their completed attendee forms to receive credit for their workshop.

The application review committee reads applicants' essays very carefully. Have someone proof read your essay before submission. It is recommended that you reference current events in your essay. It is also recommended that you be as thorough as possible when describing how you will follow through with your post-tour responsibilities.

8. WHAT IS THE CATCH?

This is a study tour. In fact, there is not much free time during the two weeks abroad. We demand that all participants come willing to participate, to engage, to learn, and be able to absorb a lot of information during a fun, yet mentally and sometimes physically intense two weeks in Germany.

Upon returning from Germany, each participant is required to 1) write a "unit of learning" consisting of one or more lessons and 2) conduct two TOP workshops at the local, district, state, regional, or national level by May 1, 2012. The "unit" may consist of any "Germany-related" lessons of your choosing.

Those 2011 participants who conduct a workshop as part of their study tour application (refer to question #7) must only complete one workshop following their return from Germany.

9. JUST HOW "PHYSICALLY INTENSE" ARE THE STUDY TOURS?

While groups travel long distances by plane, train, or bus, participants must often walk distances of several city blocks or more; for example, from a train station to a hotel or between scheduled events. Punctuality is paramount, so walking rather briskly is sometimes necessary.

Participants must also be responsible for their luggage at all times. This can be especially challenging when embarking/disembarking trains. Elevators and escalators are also not omnipresent, so navigating stairways with luggage can be problematic for even the most experienced travelers.

In addition to walking, groups often take at least one bicycle tour. The heat of the summer months can also pose its own unique challenges.

10. WHAT WILL THE TRAVEL ITINERARY LOOK LIKE?

The emphasis of the tours is on contemporary German issues, relating especially to the government, economy, culture, education, and environmental awareness. Additional themes of note include the legacy of the Holocaust, post-war Germany, German unification, and European integration.

ALL ABOUT TOP

Dear Educator,

The "TOP TEAM" would like to thank you for taking interest in the Transatlantic Outreach Program. We know your time is precious, and we hope you have enjoyed the latest edition of our newsletter.

Whether you are one of our experienced Fellows or learning about us for the first time, we hope you have found something in this newsletter that will encourage you to build a professional relationship with TOP.

The articles contained herein were written by educators just like you, who only a short time ago had never heard about the opportunities available to them through our program. Should you decide that your classroom is ready to "span continents," be it through the use of specific teaching materials, leading workshops, going on a study tour, or engaging in any type of student exchange with teddy bears, video conferencing, or otherwise, then we hope you will strongly consider the Transatlantic Outreach Program as a partner on your journey.

Through the production of our teaching materials, the sponsorship of in-service teacher training workshops, and by organizing study tours, TOP was founded as a unique public/private partnership to encourage cross-cultural dialogue and to provide you and your students with global understanding.

One of the first questions many people ask us is, *Why Germany?*

Well, for one, many Americans have German ancestry. Germany is home to one of the world's largest economies by GDP and is one of the world's leading exporters. Germany is a prime mover in European integration and was a founding member of the European Union. Germany is an immigrant nation, bordered by more countries than any other in Europe. Germany is a global leader in environmental protection and "green" technologies. Germany and the USA are important international partners that share common problems and must work together to find common solutions.

Finally, promoting dialogue between countries and cultures is the cornerstone of German foreign educational and cultural policy. It is about actively building bridges between peoples in an effort to foster greater understanding and enable nations to be viewed in their cultural and historical contexts.

If you are ready to learn more about what TOP has to offer you and your students, then we invite you to visit the "Teaching Materials" section of our website, or feel free to contact us. We look forward to your questions and we look forward to receiving your study tour application soon!

Sincerely,

The TOP Team

FACTS ABOUT TOP

Main Office Location:

**Goethe-Institut Washington
812 7th St. NW
Washington, DC 20001**

Primary Contact Information:

**www.goethe.de/top
top@washington.goethe.org
(202) 289-1200**

Public Partners:

**German Federal Foreign Office
Goethe-Institut**

Private Partners:

**Deutsche Bank
Robert Bosch Stiftung**

President of the Board:

German Ambassador to the USA

Program Staff

**Director: Klaus Brodersen
Coordinator: Wood Powell
Asst. Coordinator: Sarah Yabroff**

Teaching Materials Distributed:

19,034 (2009 Only)

Workshops Sponsored:

282 (2009 Only)

Number of TOP Fellows to Date:

652 (2002-2009)

Materials Online/TOP Website:

**K-12 Instructional Manuals x 4
Multimedia Games x 2
TOP Fellow Lessons
"Green" Education Workbooks
"Germans in America" Lessons**