

SPRING
2015

MODERN
GERMANY
UPDATE

EDUCATION.

Discover fellow educator's ideas on teaching modern Germany in the classroom.

DIALOGUE.

New TOP Tools for Professional Development Workshop Leaders.

EXPERIENCE.

Learn how to apply for study tours to Germany.





TOP 6 2014 Study Tour participants are surprised by a torrential downpour while visiting the Sans Souci palace in Potsdam.



The TOP Team visits the White House in February 2015. Tour and photo courtesy of TOP Fellow, Nate Larsen.

Greetings from the offices of the Transatlantic Outreach Program in Washington, DC and happy spring! After a very cold and snowy winter TOP is looking forward to thawing out in 2015. TOP looks forward to welcoming our recently chosen study tour participants, rolling out the next stages of our Alumni Network and inviting educators from across North America to share in the dialogue on modern Germany.

The Transatlantic Outreach Program is excited to announce the official expansion of its target group with the addition of STEM educators. With increased discourse on vocational education training and the apprenticeship system throughout the United States, TOP finds it more important than ever to continue its TOP+ initiative by exploring the potential of STEM in the social studies classroom and looks forward to an interdisciplinary study tour in the summer of 2015 comprised exclusively of STEM educators.

As TOP enters its 12th year and our network continues to grow steadily, support and further development for a strong Alumni Network is imperative to maintaining the goals set forth by our program of introducing modern Germany to the social studies classroom in both the United States and Canada. Spring of 2015 sees a string of exciting events and

opportunities for TOP Fellows (Alumni) online and at the regional level. Check out page 18 for more information on Mr. Volker Bausch's Lecture Series on Point Alpha as a Cold War hotspot coming to Chicago, Atlanta, Charlotte and Washington, DC. Page 21 proudly announces TOP's most unique opportunity for Alumni in the form of its Mini-Grant Competition, and the spotlight's on creativity with *Through the Lens*, a photo competition for TOP Fellows.

Finally in this issue, we encourage you to explore Jackie LaRose's perspective on the importance of TOP in the Pre-Service and Methods classroom in *Bringing TOP to the Teacher Education Classroom* Page 8, and TOP Fellow Matthew Bundy's creative modification of *Germany Today's* content to engage his students (*Four American Presidents and the Berlin Wall: Grafitti in an Idaho Classroom*, page 10).

While we're springing forward, we invite you to read through this edition, like us on Facebook, follow us on Twitter and continue to enjoy the resources the Transatlantic Outreach Program provides on modern Germany for your classroom and students.

The TOP Team

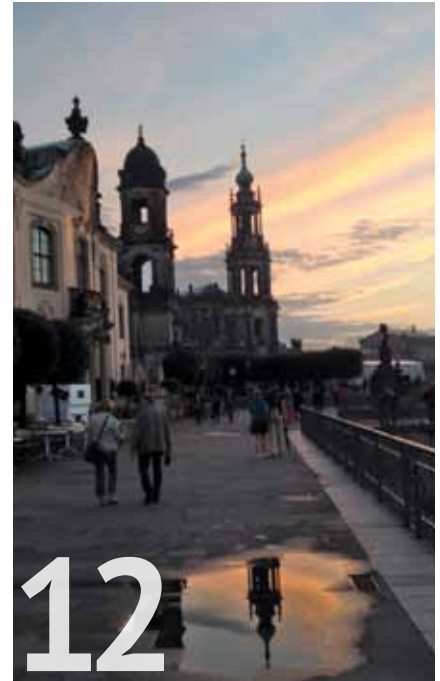
CONTENTS



8



10



12



6



20

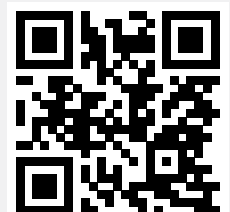
- 8 BRINGING TOP TO THE TEACHER EDUCATION CLASSROOM** By Jackie LaRose
- 10 FOUR AMERICAN PRESIDENTS AND THE BERLIN WALL: GRAFFITI IN AN IDAHO CLASSROOM** By Matt Bundy
- 12 THROUGH THE LENS**
- 18 ALUMNI NETWORK: VOLKER BAUSCH LECTURE SERIES**
- 19 ARIZONA SCHOOL EXPERIENCES GERMAN HISTORY** By Kathy Forrester
- 20 ALUMNI NETWORK: PHOTO, BLOG AND MINI-GRANT COMPETITIONS**

- 3 GREETINGS FROM THE TOP TEAM**
- 5 CONNECT WITH TOP ON SOCIAL MEDIA**
- 6-7 CULTURAL CORNER**
- 14-17 TOP FELLOWS IN THE NEWS**
- 23 TOP TRAINER NETWORK: WORKSHOPS AND EVENTS**
- 24 RECENT WORKSHOP LEADERS**
- 25 TOP MATERIALS FOR WORKSHOP LEADERS**
- 26 TOP WORKSHOPS AND EVENTS**

NAVIGATING THIS NEWSLETTER WITH QR CODES

The Quick Response Code is an advanced type of barcode that is being used in many places these days like on advertisements, on movie posters, in the new TOP instructional strategy guides and even in this newsletter.

Use your favorite smartphone app like QR Reader for iPhone or QR Droid for Android to see where the QR Codes in this newsletter can take you.



CONNECT WITH TOP ON SOCIAL MEDIA!

TOP has enjoyed a successful season online and we love hearing from Fellows, prospective Fellows and students, so keep sharing! We invite you to check out not only our Facebook page and Twitter feed, but our YouTube channel, Flickr and the hundreds of resources and links we've shared on Pinterest.

We'd also like to invite you to share your experiences with us. If you blogged about your trip or how you use our materials in your classroom- let us know. If you're looking to create videos in the classroom or on a study tour, please contact us for specifications so TOP can include your resources online!

We're excited that you've liked us on Facebook and followed us on Twitter (@TOPTeachGermany), now it's time to invite your friends! Help TOP continue to spread the word by sharing our online presence with fellow educators in the Social Studies and STEM fields. Invite others to take part in the dialogue by sharing a post, sending a pin or retweeting. If you have a suggestion about what types of information you would like to see on our social media platforms, or if you have ideas about new ways to use our social media, we would love to hear from you!

CONTACT TOP

On the Web:

www.goethe.de/top

By E-mail:

top@washington.goethe.org

By Phone:

(202) 289-1200

By Postal Mail:

TOP
Goethe-Institut Washington
812 7th Street NW
Washington, DC 20001



THE DC TOP TEAM

Program Coordinator:

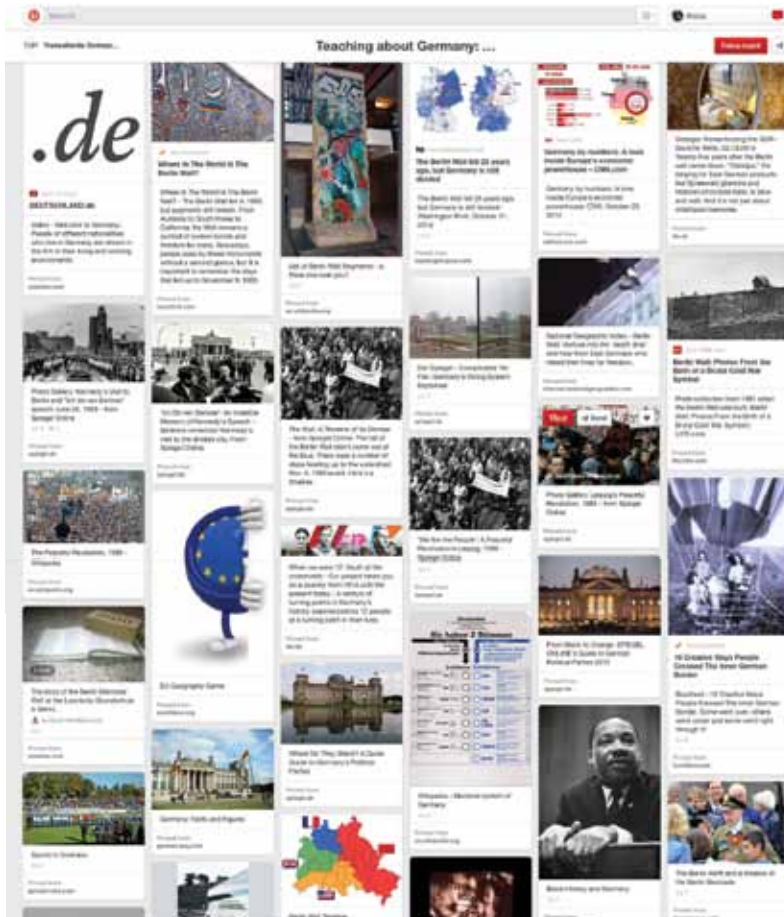
Sarah Yabroff

Program Administrator:

Jenny Windell

Managing Director:

Wood Powell



COVER PHOTO

Study tour participant, Ruben Rivera, touches history while visiting the Berlin Wall Memorial at Bernauer Straße, Berlin.

CULTURAL | CORNER

Check in for TOP's picks on what's relevant in the modern Germany classroom today, what's new in educational resources and what can't be missed.



SCREEN

Not to be missed is the work of acclaimed German-Turkish director, **Fatih Akin**, whose films confront themes of immigration, youth and cultural identity. *The Edge of Heaven* (2007) or *Auf der Anderen Seite* follows the story of German-Turkish immigrants and what it means to live in a country with a migration background. German with English subtitles. Not Rated. ■



In *The Wave* or *Die Welle* (2008), a high school teacher attempts to involve his apathetic students with an experiment simulating autocracy or theories of totalitarianism. When the experiment becomes

out of control, the participants in this **Dennis Gansel** film must confront realities in human behavior. German with English subtitles. Not Rated ■



Nominated for the Academy Award for Best Foreign Language Film in 2008, *Baader Meinhof Complex*, directed by **Uli Edel**, is the powerful story of the militant group the Rote Armee Fraktion (Red Army Faction, or RAF) from 1967 to 1977 in Germany. German with English subtitles. Rated R. ■

ONLINE

Head of **DJ Flula**? We bet your students have. This German DJ and comedian is blowing up the internet with his unique take on common English idioms, observations on peer behavior in the U.S., and hilarious lessons on how to speak German like a pro. Check out his videos on YouTube but be advised, his language may need to be screened before use in a classroom! (<https://www.youtube.com/user/djflula>) ■



Learning German or simply want to stay up-to-date on international news? TOP's go-to sources for fair and accurate news when it comes to Germany are the online version of the German news magazine **Der Spiegel** (<http://www.spiegel.de/international/>) and **Deutsche Welle** (<http://www.dw.de/>). With articles in both English and German, you can stay informed and practice a second-language at the same time! ■

TEXT

If you've ever had the pleasure of traveling on a TOP study tour with guide **Stefan Zeidenitz**, you'll love his wacky take on all things culturally German. In ***The Xenophobe's Guide to the Germans*** (Stefan Zeidenitz, Ben Barlow), hilarious observations are made about the characteristics of the German soul, and just why Germans like to follow rules. ■
ISBN-10: 1906042330
ISBN-13: 978-1906042332



Many have heard about or seen the popular film, ***The Reader***, which follows the story of a young boy involved with the troubling history of an older woman's past, but we're recommending the book. Written by **Bernhard Schlink** and the inspiration for the film, this text explores

the first post-WWII generation in Germany and how their histories became the present. ■
ISBN-10: 9780375707971
ISBN-13: 978-0375707971

All of the above titles are available online at Amazon.com.

Do you have a book, movie or online recommendation you think we should check out?

Let us know by email: top@washington.goethe.org!



Bringing TOP to the Teacher Education Classroom



When I learn something new, my first thought is nearly always, “I need to share this with my class!” That was true when I taught fourth grade, and it is true now, when I teach undergraduate and graduate teacher education students. When I learned about TOP, and participated in a summer study tour to Germany, I knew I needed to share this experience with the students in my undergraduate elementary social studies methods class. We had discussed the potential limitations of the traditional expanding horizons social studies curriculum framework, in which students begin their social studies education with a focus on themselves, then progress to including attention to family and community, before moving beyond to issues involving state, nation, and world (Wade, 2002). Any direct attention to world issues does not appear in our state social studies standards until the upper elementary grades, despite the fact that even our youngest students have more opportunities to build global awareness through the use of various technologies and exposure to media. Students are now much more likely than I was as a child to encounter people from other places in the world, whether it’s through actual or virtual travel. This brings into question the relevance of the expanding horizons framework, since we are preparing students to truly be global citizens.

All of my students apparently agreed that we should “bring the world” to elementary students at younger ages, perhaps by focusing on cultural universals. With that in mind, I used the TOP lesson, “Let’s Eat” from *Let’s Explore Modern Germany* (Goldberg, Book, & O’Neil, 2014), having my college students participate as learners and critique the lesson as future teachers. The students definitely saw how this lesson promoted the notion of cultural universals; how it would help to surface stereotypes, assumptions and generalizations about people based on where they live; and how getting a glimpse of another culture by looking at the food people eat could lead to further inquiry into how we are alike and different from others in the world. Imagine my surprise then, when some students questioned the relevance and the time we spent on this lesson. Their reasons for resistance? They didn’t see attention to Germany in the standards for their preferred grade level; they didn’t know any German people; they didn’t expect to have German students in their future classrooms; they already felt competent in teaching multiculturalism because they are planning to have cultural celebrations including food and fashion. I began to think about the myriad assumptions and beliefs about multiculturalism we bring with us into the classroom as teachers and students, and the work we teachers still need to do as culturally conscious educators. There are many things my students need to learn about teaching and living in a diverse world:

- 1) Learning about other people and places in the world is not just preparation for meeting people from those places. This is like the teacher who believes she doesn’t need any books about Chinese children in her classroom because she doesn’t have any Chinese students. Multicultural education is for everyone, providing a chance to learn about ourselves when we learn about others. A lesson such as “Let’s Eat” is a chance to focus on the ways in which we bring our prior knowledge to the forefront when comparing cultures, surfacing assumptions and exposing prejudices. It’s a chance to study our own approaches to culture – both our culture and the culture of others.
- 2) We are teaching students to be members of a world that will change in ways we can’t even imagine. How can we possibly anticipate the places we’ll go, or the people

we'll meet? When I talk to my students about other places in the world, I make sure to say, "When you go to...;" not "If you go to..." Teachers should encourage students to see beyond the context in which they currently live, and to do that believably, we need to see beyond our own context. We need to feel comfortable moving globally throughout our lives.

3) Teachers need to be the most enthusiastic, most adventurous, most risk-taking *learners* in the classroom. We need to broaden our own worldview, be receptive to learning from a range of sources, and recognize the value in experiential learning ourselves. When pre-service teachers are learning methods of teaching, they need to consider experiences from dual perspectives – as learners and as teachers. To better understand their students, having the learner's perspective reveals the struggles, challenges, and successes that impact learning. These experiences as learners should not stop once someone obtains a teaching certificate.

4) New standards, such as the Common Core Standards for ELA in History/Social Studies, Science, and Technical Subjects, and standards based on the College, Career, and Civic Life Framework (C3) for Social Studies State Standards (2013) are telling us we need to build skills in critical thinking, collaboration, and inquiry. In many cases, these standards are leaving the specific content of the curriculum (primarily at the elementary level) and pedagogical choices up to the teacher. Teachers need to use their professional knowledge and judgment to decide how they'll teach the thinking processes and skills these standards require, in ways that are relevant and motivating for students. Perhaps the study of Germany is not a specific standard at the elementary level; however, the new standards are moving toward a focus on learning processes. The Common Core State Standards document describes students who meet these standards, including, "Students come to understand other perspectives and cultures" (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010, p. 7). The C3 Framework focuses on inquiry and concepts, not prescriptive content. These guiding documents impel us to make room for the study of culture, something the National Council for the Social Studies continues to advocate in its standards, in which "culture" is the first theme listed in its collection of ten themes or standards.

Certainly, the four items above are addressed in teacher education courses, but do the messages "stick" when they are taught within the walls of the college classroom? Although it was many years ago, I still remember the excitement and anxiety I felt in my own teacher preparation program. These college students want to be the best teachers they can be, reaching every standard, meeting every child's needs, sparking a love of learning. These are exactly the kind of early-career educators for whom TOP's work is so important.

Currently, TOP's efforts are dedicated to providing curriculum resources, workshop materials, and study tour opportunities for practicing social studies teachers. It's undeniably important for teachers to continue learning and growing during their teaching years, but it's also important for pre-service teachers to have these same opportunities. While teacher preparation students are focused on learning how to teach, they also need to focus on continually learning how to learn. They need to commit to this themselves, so they can be role models for their own students. TOP provides a wonderful opportunity for this through the resources it provides, and I encourage TOP to extend these benefits to pre-service teachers as they launch their careers as culturally conscious social studies educators. ■

Jacqueline LaRose is currently an Associate Professor of Teacher Education at Eastern Michigan University where she teaches courses in literacy, children's literature, and social studies methods.



**We need to
feel comfortable
moving globally
throughout our lives.**

References

National Council for the Social Studies (NCSS) (2010). *National curriculum standards for social studies: A framework for teaching, learning, and assessment*. Silver Spring, MD: Authors.

National Council for the Social Studies (NCSS) (2013). *The college, career, and civic life (C3) framework for social studies state standards: Guidance for enhancing the rigor of K-12 civics, economics, geography, and history*. Silver Spring, MD: Authors.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors.

Wade, R. (2002). *Beyond expanding horizons: New curriculum directions for elementary social studies*. *The Elementary School Journal* 103(2): 115-130.



FOUR AMERICAN PRESIDENTS AND THE BERLIN WALL: GRAFFITI IN AN IDAHO CLASSROOM

One of the goals of the Transatlantic Program (TOP) is to encourage us to use curriculum in our classrooms that enhances our students understanding of Germany, and as educators we are encouraged to take content and make it into our own; something our specific students will be receptive to. To make TOP relevant for my classroom, I frequently use lessons from *Germany in Focus: Instructional Strategies for Secondary Educators* and recreate them to fit the specific needs of my classroom. For example, I've added a twist to *Four American Presidents and the Berlin Wall* and my students and I had an experience

in Room 17 that made the ideas of freedom, barriers, and the wall seem a bit more real.

I split the lesson between two 50-minute periods and used it in all six of my Government sections. I wanted all 170 of my students to be a part of the process. Our state has a requirement for Comparative Government Understanding and also a requirement dealing with famous speeches of U.S presidents. TOP lessons fold in very well with State and Common Core requirements. On the first day, we had a discussion on the creation of the Berlin Wall and we viewed YouTube clips of the speeches by Kennedy, Reagan, Clinton and Obama. In addition, we looked at Internet images of the wall and tried to gain a feel for what the Berlin Wall looked like and what it represented. We then created four groups to study the different speeches and become experts on the selected portions of the speech. Each group would also select one of their members to be the president and give a portion of the speech the next day in front of the class at our own Berlin Wall. This is when we all became part of a very interesting process. Like many classrooms, I have a full wall of whiteboard, which would become the backdrop for the student versions of the speeches. I found as many whiteboard markers as I could and told the students they could use their imaginations and we would create our own version of the Berlin Wall. I was encouraging graffiti and hoping they would catch the spirit of the wall.

The first hour was confronted with a big blank space, similar to the big cinder blocks or the *Stacheldraht* (barbed wire) of 1961. What would they do? Would they be creative? Would they use current ideas or would they use historical topics? Would they even want to draw on their own wall? I watched as the first class kind of paced around and was unsure what to do. After first hour, there were a couple of signatures and a few pictures, but I was worried they did not see my vision. The second period students arrived and immediately asked questions about what was going on as soon as they saw the few items on the board, and after learning it was now their turn, they were a little more enthused about the idea. A student began by writing, *СТОП* (Cyrillic) which is Russian for stop. Another wrote, *Freiheit*, which is German for freedom and at this point I'm thinking, 'ah, they're starting to get it'. More students began to write on the board.

Unsere Freiheit



As the next classes come in they see the others references to Europe and the Cold War. At lunch, I had students coming in to see the wall because the morning students were talking about it in some of their other classes. They asked if they too could write on the board. Students that were in first period came back and wanted to write more. They heard their friends talking about it and wanted to have another chance to take part and put their ideas on the wall.

I sat back and watched the board take on a life of its own. Different ideas, pictures, and art began to show up on the

wall. I wondered how it must have been in Berlin. Who decided to be the first to draw and write on the wall? How did they get their ideas? And what were the messages they wanted to convey? Was this wall in Idaho helping us to better understand a far off place in a different time? Did the initial artists show courage in expressing their ideas on a wall that symbolized the difference between democracy and dictatorship? Would my students make the correlation between the Berlin Wall and what I was trying to get them to grasp here?

As the afternoon went on, the board in my classroom filled up with phrases, pictures, hashtags (the 21st Century did eventually creep in!) and people wanting to see how our wall changed over the course of the day. The more students wrote on our wall, the bolder people became. As a teacher of teenagers I did keep a wary eye on the board and even though I am not a fan of state sponsored thought control, I had to edit the work once or twice as my wall visitors got a little carried away in their desire to be clever. I guess even in Berlin, the West Berlin authorities scrubbed on occasion. Like most teachers, I have two large whiteboards. In the end, one whiteboard represented the West Berlin side of the wall and the other the East Berlin side of the wall. The board representing West Berlin filled up and was very engaging. The whiteboard representing the East Berlin side of the wall remained blank the entire day. When anyone thought they would be clever and write on that board, I would erase it almost as fast as they could write on it. Interestingly enough, when students asked about the blank wall, I simply said "That is East Berlin and you are not allowed to write on that wall." With very few exceptions, they accepted that and went to West Berlin to express their opinions. You can see where I took that conversation the next day as we discussed the wall and the value of understanding what it represented.

The next day with the wall all completed, we had our four presidents give their speeches at the West Berlin side. This was also a great time to share my favorite Cold War Berlin riddle. Question: *Why don't compasses work in West Berlin?* Answer: *They always point to the East.* So there you have it- my detailed and specific use of the TOP materials in the classroom. Now is your chance: be creative and enhance the lessons in ways that you think will benefit your students- the outcomes may be surprising. ■

LESSON TIE-IN

GERMANY IN FOCUS

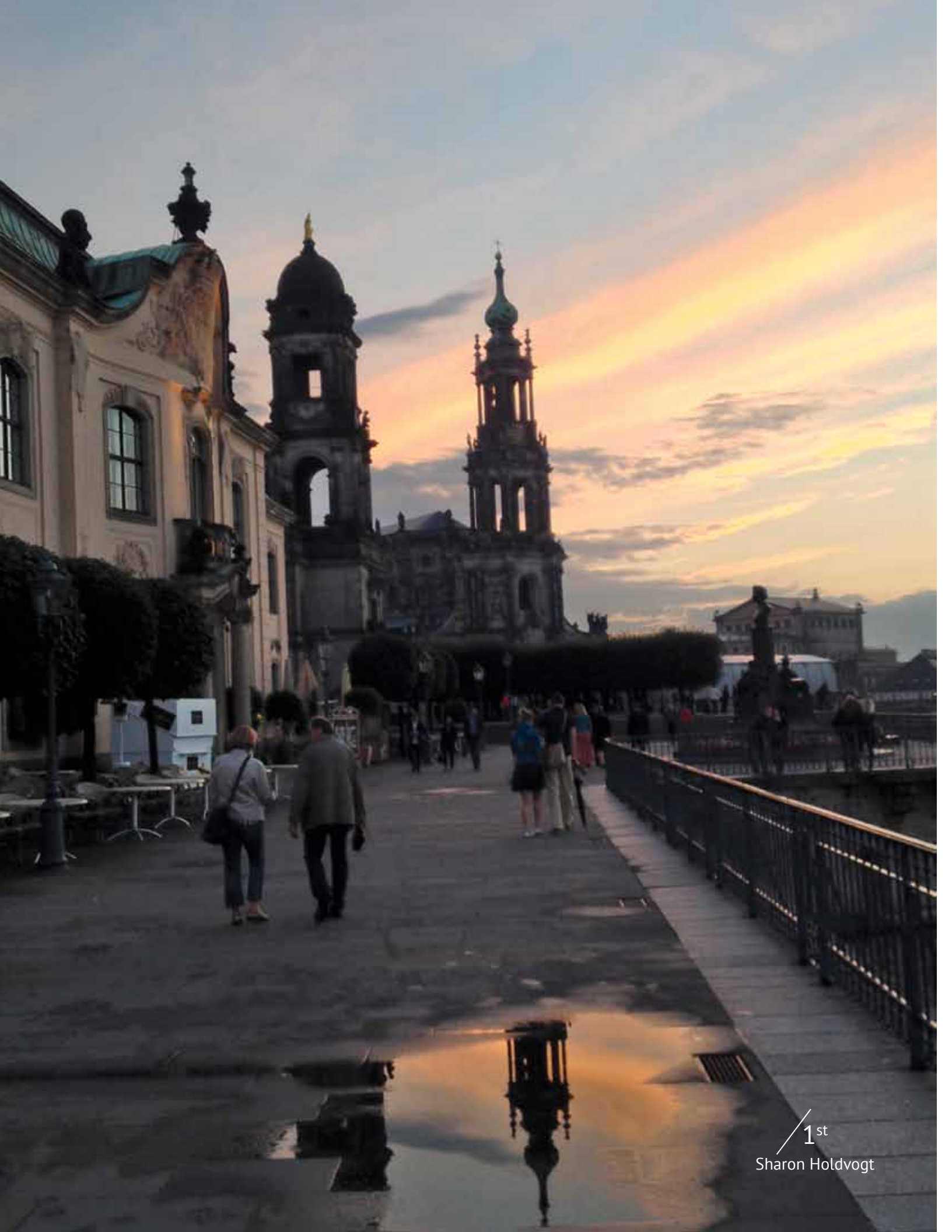
1.6

Four American Presidents and the Berlin Wall



Matt Bundy is a TOP Trainer Specialist and Social Studies teacher in the secondary classroom in Mountain Home, ID. For more information on his lesson, please contact Matt at mbundy@toponline.org







2nd
Shayne Dove



3rd
Paul Dickler

Through the Lens

TOP's First Alumni Photo Competition: Fall 2014

In fall of 2014, the Transatlantic Outreach Program held its first photo competition for Alumni. TOP Fellows from all over North America were invited via Email, Facebook and Twitter to submit their best photo of Germany taken on a study tour. After many talented submissions, TOP is pleased to announce that the panel has voted, the results are in and the photos are simply breathtaking. ■

Want to submit
your work for a
future competition?
Check out the next
deadlines on page 26
of this newsletter.

Competition Winner: Sharon Holdvogt, TOP 2014. Sharon's photo of Dresden, Germany after the rain was chosen because of its beautiful sunset and reflection of the city and its history. In addition to having her photo featured on TOP's website, Sharon will also receive a prize.

First Runner-Up: Shayne Dove, TOP 2014. Shayne calls this stunning photo: Frankfurt at Sunset.

Second Runner-Up: Paul Dickler, TOP Fellow of the Year 2010, captured this unique shot of the small German town of Vacha.



TOP Fellows in the News

■ **Denise Ames, 2013, NM**, has all four of her books available through the Social Studies School Service catalog. Her books include *Waves of Global Change: A Holistic World History*, *An Educator's Handbook for Teaching a Holistic World History*, *The Global Economy: Connecting the Roots of a Holistic System*, and *Financial Literacy: Wall Street and How it Works*. Denise also developed a Cross-Cultural Approach for Teaching about Germany and the U.S. Check out her website at www.global-awareness.org and check out her blog on Germany.

■ **Mike Anderson, 2010, WA**, teaches at St. John High School, where his students have enjoyed learning about Germany and benefitted from his experiences there for years. Recently though, Mike's time in Germany helped him land a University gig. Washington State has started a program called Running Start, which allows students to earn college credit while still attending high school. High School teachers are given professorial standing and hired to teach various subjects at a more rigorous college level. Upon completion of the course, their students are given college credit. The teacher selection criterion for the Running Start program is very demanding and those chosen are highly vetted. What helped make the difference? According to Anderson, his association with TOP went a long way towards getting him accepted as a college instructor. "Since they wanted me to teach an International Relations class, my participation was certainly a key to my selection."

■ **Michele Anderson, 2013, MI**, has created lesson plans on the Norwayne Community for the Detroit Historical Museum. The Norwayne Community was recognized in October as a historical district by the state of Michigan's Historical Commission. Michelle has continued having students interview WWII and Korean War veterans for the Library of Congress Veterans Project followed in the spring by a Korean War USO dance open to the public. This year they have added Vietnam veterans to the interviews and will host a Vietnam USO dance for the community on April 29. Michele also received the High School Teacher of the Year award for Michigan by the VFW and the National History Teacher of the Year award from the Gilder Lehrman Institute of American History, History®, and Preserve America.

■ **Bryan Ashkettle, 2014, OH**, received an adjunct teaching position from Kent State University along with his full time teaching position at Solon High School.

■ **John Baldrige, 2014, OK**, participated in the Russian/American Educators Exchange in Moscow, Smolensk, and Yelnya, Russia from December 2014 to January 2015. John

immersed himself in Russian culture and observed New Years and Christmas holiday traditions. He and his fellow teachers visited rural and urban schools and made presentations on American culture to the students and staff at these institutions. The Russian/American Educators Exchange is a program of American Friends of Russian Folklore, with funding from the U.S. Department of State's Peer-to-Peer Dialogue Program.

John was also recently selected to become a member of the Board of Directors for the Oklahoma Council for History Education and is excited at the opportunity to serve in this capacity.

■ **Ashlee Mae Beckett, 2014, PA**, was selected for Duquesne University's Leading Teacher Excellence Award Recipient for 2014. Ashlee also founded an International Club at her school and each January she hosts an International Night. All money raised goes to orphanages in Haiti that she is personally involved with and visit each year. With everyone's efforts, they will raise over \$4,000 for an orphanage in Haiti through the Cali Orphanage Fund. One hundred percent of the funds raised will go to help an abused and abandoned girl's orphanage in Port au Prince. Her students have developed a true sense of empathy for those who are less fortunate and they know that their efforts in this annual event truly show that even middle school aged children can make a positive difference in the world.

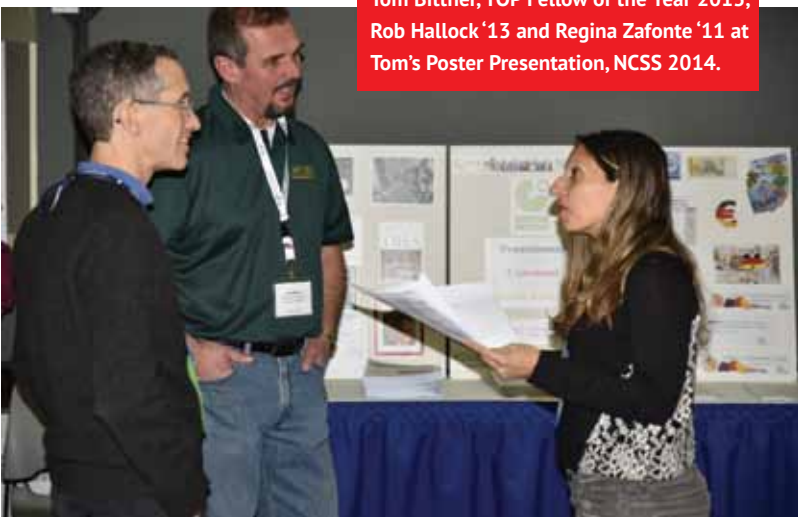
■ **Linda Bennett, 2007, MO**, researched the higher education system at the German-American Fulbright Commission in Germany.

■ **Orah Bilmes, 2014, RI**, was selected to partner with the Highlander Institute to pilot creating a blended learning classroom for 9th grade ESL World History. This program will provide 21st century tools and resources to enable ELLs to be able to read, write and speak about important history topics. Orah has been selected to attend the Hana-Stanford Conference on teaching about Korea in July of 2015.

■ **Tom Bittner, 2008, 2012, FOTY 2013, NY**, is a TOP Network Trainer for the Northeast Region. Tom presented TOP Workshops at both the NYSCSS and NCSS conventions during 2014, and he will be presenting again at the upcoming NYSCSS Conference in March, 2015. Additionally, Tom conducted four TOP Workshops in Vermont in July 2014 and was honored to make a co-presentation with TOP Fellow Ron Eisenman (2013) in December at the VASS Conference. Tom is grateful to the teachers of the Green Mountain State, and especially to Ron Eisenman, for their kindness and consid-

The Latest Updates from Past Study Tour Participants

Tom Bittner, TOP Fellow of the Year 2013, Rob Hallock '13 and Regina Zafonte '11 at Tom's Poster Presentation, NCSS 2014.



eration during his visits. Most of all, however, Tom is most proud to have had the privilege of leading TOP 5, 2014. The group's members represented their families, their schools and their country with dignity. Their professionalism and altruism made his job very easy.

■ **Jason Buelterman, 2004, GA**, serves as the International Baccalaureate Program Coordinator at Johnson High School in Savannah and has also served as the Mayor of the City of Tybee Island since 2006. As part of his 12th grade IB 20th Century History class, Jason has been able to use what he learned through TOP to develop a mock debate that allows students to re-enact the July 1932 Reichstag elections. This is done in conjunction with the Brown University Choices program as well. Jason's experiences in Berlin in particular have been very helpful in developing this activity. Students learn a lot about what Weimar Germany was facing at the height of the global Depression and are able to articulate the viewpoints of four of the major political parties vying for the votes of the German people in 1932.

■ **Keith Chu, 2006, NJ**, recipient of the NISOD Teaching Excellence Award in May, 2014, was invited to be an AP Human Geography Reader by the College Board and completed his sixth year as chair of the history department at Bergen Community College, where his tasks included promoting the teaching and research of German history and culture. Keith was also elected to the Board of Education of Rutherford, NJ.

■ **Linda Cotter, 2002, 2006, 2008, 2011, OH** and **Nancy NgDung, 2006, OH**, are being honored for their years of service at St. Mary School. Nancy will be recognized for 42 years and Linda will be recognized for 41 years at the St. Mary Gala 2015. In their biographies for the program, it

mentions that they are both TOP Fellows. Nancy and Linda are good friends and have both been at St. Mary School for their entire teaching careers. Having two TOP Fellows as teachers has given students great exposure to information about modern Germany!

■ **Timothy Davis, 2007, VA**, recently got engaged to Leslie Edwards another travel enthusiast. This past summer Tim traveled to China as a part of the Fulbright Hays program. Tim was in China for one month and visited four cities while there.

■ **Wanda Dengel, 2008, 2012, OH**, welcomed her sixth grandchild the day before arriving home from Portugal, Croatia, and Bosnia-Herzegovina. In Lisbon, Portugal she ventured into the military fortifications of the Belem Tower that was commissioned by King John II in the early 1500's to protect the country during the Age of Discovery (Vasco de Gama, etc.). She also visited sites in Croatia and Bosnia-Herzegovina that recounted a more recent past, the atrocities of the War in the Balkans two decades ago.

■ **Tom W. Glaser, 2008, FL**, participated with Centropa in a seminar in Vienna, Zagreb, and Sarajevo with TO Fellow Frank Kemkes. It was truly amazing to stand at that corner during the centennial of the assassination. Tom also visited Versailles and the Armistice Grove in France. He presented at the annual conferences Miami-Dade Council for the Social Studies, the Florida Council for the Social Studies, the National Council for the Social Studies, the International Society for the Social Studies, and for the first time at the National Council for History Education. He is now the program chair of FCSS.

■ **Jerry R. ("Rusty") Godfrey, 2012, SC**, renewed his National Board certification in 2014 for another ten years. On June 25, 2014, Rusty became the Lay Supply Pastor of Monaghan United Methodist Church in his hometown of Greenville, SC. Rusty is still teaching full-time and serving as a pastor, and will be bi-vocational for the next five years. Rusty hopes to attend Duke University this summer and begin the course of study program for "local pastors" of the United Methodist Church.

■ **Brenda Hargrove, 2013, NC**, welcomed her first grandson, Casey Thomas Robinson, on June 5, 2013 on his father's birthday! Brenda is an online adjunct professor for grad students and also an adjunct for undergrad teacher education students at her local college.





TOP Fellows in the News

- **Maeve Hitzenbuhler, 2014, MA**, participated in an NEH seminar, “Mesoamerican Cultures (human geography and Mayan codices) in Oaxaca, Mexico for five weeks in the summer of 2014.
- **Joseph Iannacone, 2005, NY**, still teaches history at The Hewitt School on Manhattan’s upper east side, where he lives. In 2013, Joseph participated in a summer fellowship at Clare College at Cambridge University. Joseph is currently leading up a gay men’s tennis rally in New York City.
- **Jen Jolley, 2004, 2010; Group Leader 2007 & 2014, FL**, is a TOP Network Trainer for the Southeast Region; she moved to Sebastian, FL in 2013 and is now teaching World History at Palm Bay Magnet High School in Melbourne, FL. Jen earned her M.A. in American History and Government from Ashland University in August 2014.
- **Frank Kemkes, 2012, MT**, attended the 2014 Gilder Lehrman Institute’s Thomas Jefferson and the Enlightenment Seminar at the University of Edinburgh, Scotland. He also attended the 2014 Centropa Summer Academy, hosted in three cities: Vienna, Austria (at the Diplomatische Akademie Wien); Zagreb, Croatia; and Sarajevo, Bosnia-Herzegovina. The Centropa topics of study included European Jewish history, centennial perspectives on the outbreak of World War I, and the Yugoslav Civil War of the 1990’s.
- **Lynn Klopfer, 2013, CA**, has traveled to Germany twice to sell the journals that her book business, Brown Bag Books, makes. Lynn works in Berlin at Shakespeare and Sons, a German/English bookstore in the Friedrichshain neighborhood. Instagram: @brownbagbooks
- **Rhonda Leduc, 2009, BC**, was selected to be a Provincial Peer Support Consultant by the BC Teachers Federation in 2014. Rhonda, also spent the month of July in Freiburg, Germany studying German at the Goethe-Institut.
- **Michele Parcell Mar, 2014, FL**, presented “TED + Socrates= Collaboration for Diverse Learners” at the Annual Advanced Placement Conference in Philadelphia, Pennsylvania in July. Michele also read and scored Advanced Placement Human Geography Exams in Cincinnati, Ohio in June. Finally, Michele participated in an Economic History for Leaders course in Los Angeles, California in July with the Foundation for Teaching Economics.
- **Mark Matthews, 2012, IN**, attended the James Madison Fellowship’s Summer Institute on the Constitution at Georgetown University last summer. Mark’s family hosted their fourth German student for two months during the summer break.
- **Melissa Nabbe Matusevich, 2002, VA**, is now fully retired, and spends her time writing. In September, Melissa and her father published a book about his experiences as a chauffeur in Washington, DC during World War II. Pfc. Robert W. Nabbe was assigned to drive high-ranking officers, and during his tenure as a chauffeur he drove Generals Eisenhower, Clark, Bradley, Marshall, and Groves as well as Col. Oveta Culp Hobby. Woven throughout her dad’s oral history are letters his brother sent home from the front lines in Europe where he participated in the D-Day Invasion and the Battle of the Bulge. The book is entitled *Brothers in War: Nabbe Brothers in World War II*. This month Melissa will have her first book published. *Where the Orange Blossoms Grow* is a memoir about growing up on Florida’s Suncoast in the 1950s.
- **Merwin A. McCoy, 2008, TN**, is in his 6th year as an assistant professor in the School of Education at the University of Tennessee at Chattanooga. Merwin was named the 2014 “Teacher of the Year” for UTC’s College of Health, Education, and Professional Studies.
- **Mark Nadobny, 2011, SC**, was awarded “Teacher of the Year” honors from the local VFW Post #10624 in March 2014 for his efforts in teaching Americanism and Citizenship. During the summer of 2014, Mark was awarded a 10-day study tour scholarship, with the Keizai Koho Center, to study in Japan with a group of ten educators from around the United States. He’s currently maintaining a weblog of the study tour, feel free to visit at: www.dobskkc.wordpress.com
- **Joyce O’Day, 2013, NV**, left the classroom in August 2014 to become Social Studies Project Facilitator for the Clark County School District, the fifth largest school district in the nation. Joyce will be beginning a second Master’s Degree at the University of Nevada - Las Vegas in Urban Leadership in January 2015.
- **Siggi Piwek, 2009, WI**, had a professionally busy but rewarding year giving 13 presentations at workshops and conferences. Among the highlights of his professional development was an invitation to participate in an expert workshop on STEM subjects at the University of Leipzig, Germany. Siggi also became President of German Immersion Foundation, and is organizing for 2015 an exhibit in Wisconsin related to the 25th anniversary of the so-called Peaceful Revolution that led to the re-unification of the formerly divided Germany.

The Latest Updates from Past Study Tour Participants

- **Mike Raymer, 2007, 2012, GA**, Co-Presented “Exploring the Modern German Economy” at the October 2014 Council for Economic Education Financial Literacy and Economic Education Conference in Dallas, TX.
- **James Redelsheimer, 2012, MN**, recently co-authored an AP Economics review book: Barron’s AP Microeconomics / Macroeconomics - 5th Edition which will be available in February 2015.
- **Susan Reeder, 2013, FL**, is currently teaching APUSH and AP Macro and Micro Economics at The Affiliated High School of South China Normal University, International Department in Guangzhou, China.
- **Sarah Segal, 2012, OR**, was honored as a 2014 Lowell Milken Center for Unsung Heroes Fellow. Sarah’s Oregon History and Constitutional Law classes are researching and working with the Yasui Tribute Project to bring national attention to Unsung Hero - Minoru Yasui. A native of Hood River and accomplished lawyer, after the bombing of Pearl Harbor, Mr. Yasui intentionally defied curfew set for people of Japanese heritage in order to be arrested. Yasui’s case went all the way to the Supreme Court, where it was constitutional in time of war.
- **Christopher Shaffer, 2007, AL**, became Dean of University Libraries at Troy University in August, 2014.
- **Casey Siddons, 2014, MD**, was featured in a Washington Post article about “bring your own device” policies in the classroom! Here’s the link: <http://wapo.st/X5gf13>. Casey also had a short article published in AMLE Magazine.
- **Tom Siembor, 2011, NY**, has been doing a video exchange with his school’s sister GAPP school in Stuttgart, Germany. The German class is studying American Civil Rights, and Tom has a group of students that meets at the end of school to respond to their questions through Moodle. It’s been fun and educational (and they may have a few marriage proposals as well).
- **Wendy Sierra, 2010, TX**, participated in the week-long Gilder-Lehrman Summer Seminar: American Environment in Historical Perspective at the University of Colorado - Boulder (July 2014). Wendy also traveled to 8 cities across India with Fulbright-Hays Summer Seminar Abroad: Religious Pluralism of India (July-August 2013).
- **Dave Stuart, 2013, MI**, had his first book published by Jossey-Bass this past September. It’s called “A Non-Freaked Out Guide to Teaching the Common Core: Using the 32 Literacy Anchor Standards to Develop College- and Career-Ready Students.”
- **Allen Sylvester, 2014, DE**, attended NCSS in Boston, enjoyed the Goethe-Institut, Washington’s Christmas Party, and is expecting another son in April. Allen is trying to keep up his Social Studies website, www.thesocialstudsdepartment.com
- **Vonda Tabor, 2003, VA**, spent three weeks in Ecuador in June 2014 exploring the Galapagos Islands, Quito, the Andean Mountain villages and volcanoes, and trekking in the Amazon Rain Forest.
- **Melissa Blair Tracy, 2012, DE**, was chosen as a 2014 National Hope Street Group Fellow, an America Achieves Fellow, and she currently serves as a member of the Rodel Teacher Council. Most recently she contributed to a Blueprint for Personalized Learning, one of the first examples of educators developing policy recommendations for personalized learning. Melissa and her husband successfully hosted a German exchange student during the 2013-2014 academic school year.
- **Debra Troxell, 2012, NC**, was named as National Council for Geographic Education Distinguished Teacher in 2014. She presented Geo-Math Lessons at NCGE National Conference in 2014 and developed questions for Learnerator, the online AP review site. Debra was named as a When We Were British Fellow and will spend a week working at the British National Archives gathering materials to write American History lessons.
- **Andi Webb, 2012, NC**, taught at a school in a rural part of Indonesia and participated in NOAA’s Teacher at Sea program in the summer of 2014. Andi is also participating in North Carolina’s Governor’s Teacher Network.
- **Laura West, 2010, AR**, received her National Board Certification in Social Studies/History and Early Adolescence in 2014. Laura was also the Teacher of the Year for Hot Springs School District and had the opportunity to travel to Russia with the American Friends of Russian Folklore program for 2 weeks over New Years, 2014.
- **Bill Wyss, 2006, 2010, 2014, OH**, will be co-leading a study abroad exchange of Malone University (Canton, OH) students to Lillebaelt University in Odense, Denmark in June 2015.



The Transatlantic Outreach Program, in cooperation with the American Council on Germany, is proud to announce its upcoming Alumni Network Lecture Series with Mr. Volker Bausch, Director of the Point Alpha Foundation on

*Point Alpha at Freedom's Frontier:
Hot Spot in the Fulda Gap Landmark of
American Military Commitment in the
Cold War and Symbol of German Unity*

The lectures and receptions are being unveiled as part of TOP's Alumni Network and all Fellows, prospective Fellows and those interested (family and friends) are invited to attend at the following locations:

Saturday, May 2, 2015

5:00 – 8:00 PM
Goethe-Institut, Chicago
150 N Michigan Ave., #200
Chicago, IL

Sunday, May 3, 2015

6:00 – 9:00 PM
Goethe-Zentrum Atlanta
Colony Square Mall,
1197 Peachtree St. NE
Atlanta, GA

Thursday, May 8, 2015

8:00-10:00 am
Location TBD

Monday, May 11, 2015

6:00-9:00 pm
Goethe-Institut Washington
812 7th St. NW
Washington, DC

Volker Bausch has been the director at Point Alpha Foundation and Point Alpha Academy since 2011. “Observation Post Alpha” was one of several American Border Observation Posts (OP) along the inner-German border. Now a German national monument supported by the Point Alpha Foundation, Point Alpha is situated in the “Fulda Gap,” the strategic region in which a Soviet attack was expected at any time during the Cold War due to its proximity to the Rhein-Main Region. This lecture will take you on a fascinating trip through the history of this unique place from its beginnings with the liberation of Hesse and Thuringia through units of the 3rd US Army 70 years ago and finally its development from a hot spot in the Cold War to a learning site of history. Highlights include the strategic situation in the Fulda Gap, the role of American units, the character of the communist regime in the border district of a rural area and the overthrow of 1989 and re-unification in 1990.

These are free events and all are welcome to take part, catch up with Fellows from your study tour, and continue the dialogue on modern Germany.

RSVP by emailing top@washington.goethe.org

Arizona School Experiences German History



What do you get when you mix a group of 7-12 grade students at a school in the desert southwest with Point Alpha director Volker Bausch? An immersion in German culture before and after reunification with a personal perspective. Foothills Academy College Preparatory school in Scottsdale, Arizona experienced an extraordinary visit from Volker Bausch, of the Point Alpha Stiftung, and his wife Mikaela last spring. Herr Bausch was on a visit to Phoenix on behalf of Point Alpha and, after being in touch with TOP 2013 alum, Kathy Forrester, planned a visit to the school.

Kathy teaches 7th grade U.S. History and 8th grade Civics and runs the school's Model United Nations program. After meeting Mr. Bausch on her tour, she found out about his planned trip to Phoenix, kept in contact with him, and they set up the visit. Kathy feels very strongly about engaging the students through personal experiences and interaction with history and knew Bausch's presentation would offer a tremendous contribution to her curriculum.

Mr. Bausch gave a slide show presentation about the history of divided Germany, the significance of Point Alpha, how the border operated during the German division, and how life has changed since reunification. Students also heard firsthand stories about what it was like when East Germany was under the control of former the Soviet Union from Volker's wife Mikaela. A question and answer session at the

end of the presentation generated good discussion about students' understanding of the history of the country and their experiences economically, politically, and culturally with the issues of both the division and the reunification.

After the presentation, Volker and Mikaela visited classrooms and toured the eco-friendly campus. Mrs. Forrester's students shared the Government and Constitution project that they were working on, discussing some of the best aspects of governing people in the process. Students learned the importance of the preservation of freedoms and human rights.

Mrs. Forrester and Mr. Bausch have been working on creating a virtual classroom experience with Foothills Academy and a school in Germany in order to help the students further develop their understanding of history, government, and foreign policy.

Interested in having
Mr. Volker Bausch present
to your students while he visits?
Please contact
top@washington.goethe.org
as soon as possible to schedule
a free presentation.

TOP ALUMNI NETWORK: Stay Involved!

The Transatlantic Outreach Program is proud to announce the kick-off of a stronger Alumni Network. Check out the following announcements for opportunities to stay involved in TOP and continue the promotion of studying modern Germany!



Photo Competition

Calling all photogs! TOP is looking for the best photo involving themes of environmental sustainability (in or outside the classroom) for its next Photo Competition. Please send all submissions to top@washington.goethe.org by August 1st for this season's competitions. Photo submissions should be unaltered; simply send your photo directly from your camera (or phone's) memory chip. In addition to being featured on TOP's website, winners will receive a prize!



Blog Competition

Bloggers Unite! Love to write? We love to read! TOP is currently looking for bloggers to submit their work! Entries may cover a Germany Study Tour, use of materials in the classroom, or the role modern Germany plays in your teaching (be creative!). Please send all submissions to top@washington.goethe.org by September 1st for this season's competitions. In addition to being featured on TOP's website, winners will receive a prize!



For questions and further information, please contact TOP at top@washington.goethe.org

Mini - Grant Competition

The Transatlantic Outreach Program is proud to announce the sponsorship of a Mini-Grant Competition for all Alumni or TOP Fellows. In the spirit of continuing the discussion or dialogue on modern Germany, TOP is currently accepting submissions by individuals or groups of Alumni interested in creating an event or project for the TOP Fellow community.

The Mini-Grant is available to all current TOP Fellows and can be used for content at any grade level. Creative events could range from planning an Alumni reception at the regional level and inviting a speaker from Germany to lecture, to supporting a cultural concert, theater piece or political debate all pertaining to modern Germany.

The grant funds (a total stipend of \$3,500) will be dispersed at the applicants' discretion as indicated on the proposal and can be used for fees or sponsorship (flights) of speakers, small travel stipends allotted for a certain number of Fellows from surrounding areas to attend the event, or location rentals or food purchase etc. **Be creative!**



Purpose: To continue the discussion of modern Germany and the classroom in the United States and Canada and provide further opportunities for Alumni and TOP Fellows.

Target Population: Although students may directly or indirectly benefit from this project, the target population is other TOP Fellows in the area or region (or online community).

Available Funding: One Mini-Grant available per half-year for the total sum of \$3,500.

Project Period and Deadline: The project of proposal may be completed at any time before the end of 2015.

Application Process: Proposals should be approximately 2-3 pages in length and provide a detailed title and description of the project, its objectives, activities and outcomes in addition to a proposed detailed project budget.



TOP 2 2014 participants enjoying a day outdoors at the Templehof park.

TOP TRAINER NETWORK: WORKSHOPS & EVENTS

TOP Trainer Specialist →
Matthew Bundy at a Trainer Workshop held in conjunction with the German American Heritage Center in Davenport, IA (2014).

After a successful first year, the TOP Network of Trainer Specialists (TNTS) is continuing to thrive with grassroots half- and full-day workshops across the United States and Canada. Partnering with various organizations in underrepresented locations, the TNTS attempts to bring modern Germany to regions of North America previously unexposed to the benefits of the program. Educators from Social Studies disciplines (K-12 and University Methods) are invited by TOP Trainer Specialists to attend personalized workshops on modern Germany for their areas in an effort to provide Professional Development for educators who may not be able to attend one of TOP's state, regional or national workshops, or reside in a location with TOP Fellow Alumni who are leading workshops



↑ *TOP Trainer Specialists Kim Gilman and Scott Noet leading the workshop 'Common Core, Citizenship and Carbon: Sustainability and Student Engagement'.*



↑ *TOP Trainer Specialist Jim Feldman leads a Lesson-Study on the transition from a Command to a Market Economy in Livonia, MI.*

Want to hold or host an all-day
Trainer Workshop in your area?

TOP wants **YOU**
to become a multiplier!

If interested,
please contact

top@washington.goethe.org
for further information on
how you can hold a grassroots
workshop for your community
or have a TOP Trainer present
in your area!

RECENT WORKSHOP LEADERS

Rachelle	Bruneau	Edmonton, AB	Carolyn	Crosland	Forest City, NC	Jennifer	Jolley	Weston, FL
Mike	Clares	Markham, ON	Amelia	DeGory	Philadelphia, PA	Susanne L.	Jones	Greenville, NC
Eckhard	Gärtner	Baie-d'Urfé, QC	Lori	DiCenzo-Carter	Charlotte, NC	Meredith	Joseph	Brooklyn, NY
Anita	Jackson	Halifax, NS	Paul	Dickler	Philadelphia, PA	Christine	Kadonsky	Wausau, WI
Arthur	Janzen	Abbotsford, BC	Jennifer	Donnelly	Irvine, CA	Kristi	Karis	Holland, MI
Robert	Jardine	Blaine Lake, SK	Jean-Marie	Donoghue	New York, NY	Averill	Kelly	North Las Vegas, NV
Frank	Moeller	Calgary, AB	Michael	Donovan	Wyoming, MI	Anne	Kelsey-Zibert	Travelers Rest, SC
Julia	Siemer	Regina, SK	Karen	Doolittle	Vestal, NY	Sharon	Kim	Hoboken, NJ
Karen	A'Hearn	Brockton, MA	Susan	Doty	Tyler, TX	Janice	Kimenhour	Hellertown, PA
Suzanne	Acord	Honolulu, HI	Shayne	Dove	Cedar Springs	Lou	Kindschi	Oregon, WI
Kate	Adams	Houston, TX	Ashley	Eccleston	Cincinnati, NY	Brad	Kirk	Cincinnati, OH
Curtis	Allen	Spring Hill, KS	Lindsey	Edwards	Lexington, KY	Richard	Kirstein	Gresham, OR
Kim	Aman	Bridgewater, SD	Tamyke	Edwards	Pasadena, CA	Genia	Klein	Pflugerville, TX
Stephen	Anderson	Clinton Township, MI	Sarah	Egan	San Francisco, CA	Lynn	Klopfer	Lake Arrowhead, CA
Deborah	Anderson	Scribner, NE	Ronald	Eisenman	Rutland, VT	Beth	Kramer	Buford, GA
Rochelle	Anziska	Holliswood, NY	Susan	Elliott	Covina, CA	James	Kravontka	Wethersfield, CT
Carlos	Ardaya	Miami, FL	Walt	Ellison	Fayetteville, GA	Jeannine	Kuropatkin	Mesa, AZ
Kristin	Ayala	Aurora, CO	Wendy	Ewbank	Seattle, WA	Ginger	Langford	Jackson, MS
Danielle	Bagonis	Baltimore, MD	James	Feldman	St. Clair Shores, MI	Nathan	Larsen	Aurora, NE
Michael	Bailey	Belfast, ME	Catherine	Field	Taylorsville, UT	Elizabeth	Lasseter	St. Johns, FL
Kevin	Baker	Mesquite, TX	William	Fitzhugh	Baltimore, MD	Elizabeth	LeBrun	Poultney, VT
John	Baldrige	Oklahoma City, OK	Marcia	Foley	Arapahoe, NE	Thomas	Lenihan	Arlington, VA
Caroline	Bare	Glen Allen, VA	Abbey	Folley	Washington, DC	Cheryl	Levin	Charleston, SC
Elan	Barresi	Medford, NY	Katherine	Forrester	Scottsdale, AZ	Jacqueline	Littlefield	Saco, ME
Mary	Barton	Phoenix, OR	Janice	Foss	St. Albans, NY	Michael	Littman	Miami, FL
Kathleen	Barton	San Jose, CA	Alyssa	Freeland	Adams, NY	Nancy	Logghe	Rochester, NY
James	Barton	South Jordan, UT	Charles	Fritz	Hartsdale, NY	Norma	Mahler	New Town, ND
Michael	Barton	Tyngsborough, MA	Ellen	Georgi	Ijamsville, MD	Karen	Maloley	Richmond, KY
Cayla	Baumann	Minneapolis, MN	William	Gibson	Madison, WI	Michele	Mar	Miami, FL
Erica	Beaton	Cedar Springs, MI	Kimberly	Gilman	Shawnee, KS	Alina	Mar	Ponte Vedra, FL
Lisa	Beauchamp	Midlothian, VA	Tom	Glaser	Hialeah Gardens, FL	Randall	Martinson	Riverdale, MD
Ashlee	Beckett	Pittsburgh, PA	Susan	Gogue	Baraboo, WI	Elizabeth	Mathews	Corte Madera, CA
Kyle	Bergem	Pine River, MN	Tara	Graves	Tacoma, WA	Peter	Mathison	Danvers, MA
Victoria	Berger	New York, NY	Tara	Gray	Bellevue, WA	Erin	Maxon	West Des Moines, IA
Kristi	Berutti	Iron River, MI	Ashley	Greeley	West Lafayette, IN	Ruthann	Mayes-Elma	Mason, OH
Brian	Billings	Whitehouse, OH	Christine	Greenslit	Miramar, FL	Ewan	McCallum	Washington, DC
Orah	Bilmes	Providence, RI	Sharmon	Hagler	Hollister, MO	Mary	McCullagh	Miami, FL
Thomas	Bittner	North Collins, NY	Robert	Hallock	Bellevue, WA	Susan	McDanel	Centerville, IA
Lauren	Blume	Elk Grove, CA	Christy	Hammer	Scarborough, ME	Jan	McDonald	Eldridge, IA
Krista	Boivie	Frisco, TX	Trisha	Hanus	Chicago, IL	Stephen	McPherson	Deltona, FL
Maria	Bonilla	Miami Lakes, FL	Shannyn	Harris	Nashville, TN	Kelli	Miller	Athens, TX
Hollie	Bosse	Mount Pleasant, SC	Katleya	Healy	Chicago, IL	Edwin	Miller	Brownsboro, TX
Lauren	Bradshaw	Decatur, GA	Leonore	Heino	Circle Pines, MN	Jake	Miller	Mechanicsburg, PA
Robert	Breckenridge	Newcastle, ME	Sarah	Henkel	Mendota, IL	Rex	Morrow	Westville, IN
Steve	Bsharah	Tehachapi, CA	Braulio	Hernandez	Hollywood, FL	Michelle	Naylor	Orono, MN
John	Buchanann	Hasting on Hudson, NY	Julie	Hersha	Charlevoix, MI	Kendall	Nickerson	Plant City, FL
Matthew	Bundy	Mountain Home, ID	Melissa	Hogan	Bayside, NY	Cassie	Nodine	Coweta, OK
Brian	Burback	Lincoln, NE	Sharon	Holdvogt	Chicago, IL	Scott	Noet	Owatonna, MN
Carolyn	Bush Williams	Gilmer, TX	Debbie	Holecko	North Olmsted, OH	Timothy	Norfleet	Fort Pierce, FL
Kristen	Bushway	Warren, OH	Debbie	Holford	Rock Hill, SC	Tama	Nunnelley	Guntersville, AL
Megan	Calvin	Highland, UT	Michael	Holloway	Bainbridge Island, WA	Chris	O'Brien	Glendale, AZ
Mary	Campbell	Karns City, PA	Christy	Holt	Bradenton, FL	Melinda	Odom Staubs	Jacksonville, AL
Philip	Casolo	Annapolis, MD	Jaime	Hudgins	Memphis, TN	Amy	Ostrander	Stevensville, MI
Rhonda	Cherry	Valentine, NE	Beth	Hudson	Austin, TX	Melvin	Otten	Surprise, AZ
Kelly	Coleman	Johnston, IA	Donald	Hurt	Greeley, CO	Janis	Overlock	Winston Salem, NC
Lynn	Comer-Jaworski	Arlington Heights, IL	Demetris	Ioannou	Brooklyn, NY	Kerri	Packwood	Springdale, AR
Amanda	Connell	Powder Springs, GA	Melendy	Jacobie	San Antonio, TX	Candida	Palmieri	Camden, NJ
Pat	Conroy	Torrington, CT	Don	Jenkins	Oak Harbor, MA	Nicole	Pauly	Tonawanda, NY
Nina	Corley	Galveston, TX	Laura	Johnson	Groton, CT	Michelle	Penyy	Copiague, NY
Kayte	Cormack	Overland Park, KS	Pamela	Johnson	Goldsboro, NC	Amy	Perkins	Stevensville, MI
Linda	Cotter	Columbus, OH	Jeff	Johnson	Oklahoma City, OK	Brian	Phillips	Holtville, CA
Matthew	Cottone	Rochester Hills, MI	Emily	Jolley	Raleigh, NC	Michele	Plecity	Lake Andes, SD

TOP MATERIALS FOR WORKSHOP LEADERS

Mike	Raymer	Atlanta, GA
Michael	Realon	Charlotte, NC
Susan	Reeder	Winter Springs, FL
Henry	Rehn	Shelby Township, MI
Ellen	Resnek	Exton, PA
Cynthia	Resor	Richmond, KY
Nancy Lee	Reynolds	Rancho Palos Verdes, CA
Annette	Reynolds	Vernal, UT
Jacob	Riebe	New Lenox, IL
Eric	Ripken	Circle Pines, MN
Ruben	Rivera	Brooklyn, NY
Scott	Roberts	Mt Pleasant, MI
Matt	Roberts	Brooklyn, NY
Kathryn	Rockwell	Highlands Ranch, CO
Robin	Rodgers	Mechanicsville, VA
Tetyana	Roger	Tulsa, OK
Penny	Rosas	Katy, TX
Christopher	Ruf	Binghamton, NY
Joseph	Russo	Brevard, NC
Sara	Salvato	Mechanicsville, VA
Susan	Sandler	Jay, ME
Nicole	Mulcahy	Cranford, NJ
Sarina	Schamberger	Webster, NY
Lisa	Schuller	Vandervoort, AR
Therese	Schultz Nourse	Silver Springs, FL
Darrell	Schwartz	Royal Palm Beach, FL
Joel	Scott	Wendell, NC
Wendy	Sierra	Georgetown, TX
Shiela	Sievert	Lincoln, NE
Sandra	Skordalos	Baltimore, MD
Ruby	Smart	San Leandro, CA
Michael	Smith	Fort Lauderdale, FL
Patrick	Snead	Athens, GA
Yvette	Snopkowski	Sterling Heights, MI
Christian	Spence	Greensboro, NC
Leighann	Stejskal	Cedar Rapids, IA
Eugene	Streett	Midlothian, VA
Kate	Sutter	Lebanon, MO
Rachel	Sykora	Plainfield, IL
Allen	Sylvester	Wilmington, DE
Paul	Thompson	Sacramento, CA
Scott	Thunstrom	Idaho Falls, ID
Gerard	Trimarco	New York, NY
Anita	Tucker	Victorville, CA
Edward	Vaitones	Derry, NH
Gregory	Valley	Chamblee, GA
Justin	Voldman	Natick, MA
Greg	Walsh	Laurel, MD
Allyssa	Walsh	Philadelphia, PA
Michael	Waxman	New York, NY
Carl	Weiss	Novi, MI
Allison	Weller	Copiague, NY
Melanie	Werner	Seymour, TN
Ken	Wiggins	Ranburne, AL
Leeanna	Williams	Chapel Hill, NC
Brent	Wilson	Buckner, KY
Laura	Woelflein	Thomaston, CT
Cinthia	Woolston	Brunswick, MO
Heike	Wrenn	Landrum, SC
William	Wyss	Louisville, OH
Richard	Zukowski	Grafton, WV

The Transatlantic Outreach Program provides its instructional strategy guides, student workbooks, wall maps, the Field Trip to Berlin DVD, and more to in-service workshop leaders.

Whether you are an experienced teacher-trainer or want to conduct an in-service workshop for the first time, there are many reasons to lead a “modern Germany” workshop with TOP teaching materials. If you are already familiar with our teaching materials, then leading a workshop is the easiest way to obtain copies for your colleagues. Becoming an active workshop leader within your school or district is one way to advance your career as an educator beyond the classroom. Workshop leaders can also gain exposure on the state, regional, and national levels through various educator conferences. Finally, becoming a workshop leader will enhance your application should you apply for a TOP study tour to Germany.

To order materials, visit the TOP website:

www.goethe.de/top



TOP WORKSHOPS & EVENTS

Check out the workshops, Alumni Events and Upcoming Deadlines of the Transatlantic Outreach Program! Stay involved on our Facebook page or check the listings below for when TOP comes to town:



- April 7** TOP Trainer Specialist Workshop led by Paul Dickler in Wane, NE
- April 10** Colorado Council for the Social Studies in Denver, CO
- May 2** Volker Bausch Lecture Series: Point Alpha at Freedom's Frontier: Hot Spot in the Fulda Gap in Chicago, IL
- May 3** Volker Bausch Lecture Series: Point Alpha at Freedom's Frontier: Hot Spot in the Fulda Gap in Atlanta, GA
- May 7** Volker Bausch Lecture Series: Point Alpha at Freedom's Frontier: Hot Spot in the Fulda Gap in Charlotte, NC
- May 11** Volker Bausch Lecture Series: Point Alpha at Freedom's Frontier: Hot Spot in the Fulda Gap in Washington, DC
- May 20-23** National Science Teachers Association STEM Forum & Expo in Minneapolis, MN
- June 24-26** TOP Trainer Specialist Workshop led by Mike Raymer in Bentonville, Fayetteville, and Little Rock, AR
- August 1** Mini-Grant Competition Deadline for Proposal Submission
- August 1** Deadline for Spring 2015 Photo and Blog Competition Submissions
- August 6-9** National Conference on Geography Education Annual Conference in Washington, DC

Dear Educators,

We 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.

The Transatlantic Outreach Program (TOP) - a non-profit, public/private partnership between the Federal Foreign Office of Germany, the Goethe-Institut, Deutsche Bank, the Robert Bosch Stiftung, and the Siemens Corporation - was founded in 2002.

To promote education about Germany,
To encourage intercultural dialogue,
To provide educators the opportunity to experience Germany in person.

TOP promotes awareness of Germany within the context of its education and political systems, vocational training, corporate social responsibility, environmental sustainability, culture, history, geography and more.

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 our website, send us an e-mail, or even “like” us on Facebook!

Thanks for reading!

The TOP Team

Main Office Address:

TOP
Goethe-Institut Washington
812 7th Street NW
Washington, DC 20001

Primary Contact Information:

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

Private Partners:

Deutsche Bank
Robert Bosch Stiftung
SIEMENS Corporation

Public Partners:

Federal Foreign Office of Germany
Goethe-Institut

President of the TOP Board:

German Ambassador Peter Wittig

Teaching Materials Distributed:

16,192

Workshops Sponsored:

324/ 3,888 attendees

Number of TOP Fellows 2014:

113

Number of TOP Fellows to Date:

1,180

TOP | TRANSATLANTIC OUTREACH PROGRAM

TRANSATLANTIC OUTREACH PROGRAM
GOETHE-INSTITUT WASHINGTON
812 7th STREET NW
WASHINGTON, DC 20001

WWW.GOETHE.DE/TOP
TOP@WASHINGTON.GOETHE.ORG
(202) 289-1200

THE TRANSATLANTIC OUTREACH PROGRAM IS A **PUBLIC / PRIVATE PARTNERSHIP**

