



February 2016

Dear Professional Educator:

Can you answer “Yes!” to one or more of the following questions? Would you like to

- *Explore first-hand a rainforest ecosystem in Costa Rica?*
- *Research successful literacy education in New Zealand?*
- *Study art or architecture in Italy?*
- *Research major sites of World War II?*

The point is:

- *Have you ever wanted to pursue an independent study program of your own design?*
- *Is finding financial support a problem?*

If you can answer “Yes!” to the last two questions, we would like to invite you to apply for a scholarship administered under the *Success Through Academic Research (STAR) Project* at the University of Alabama in Huntsville, through the Intensive Language and Cultural Program.

A limited number of *STAR* scholarships will be awarded to Alabama teachers (K-12) for independent study conducted before January 31, 2017. The amount of each scholarship will not exceed \$3,300. Any proposed projects from the core subject areas of mathematics, science, English, reading and language arts, civic and government, foreign languages, arts, geography, history, and economics are eligible for consideration. Preference will be given to programs conducted outside of the United States.

Please take a few moments to read the enclosed material for other eligibility requirements and the application process. If you have an idea for an independent study project, I urge you to apply. **If you are interested in applying, please notify us of your intent by sending an email to star@uah.edu. We will use this information to convene our review panel.**

Email your intent to apply to star@uah.edu by 5pm March 1, 2016. The deadline for applications is 5:00pm, March 14, 2016. Evaluation of applications will begin March 15, 2016. Announcements of awards will go out by the March 30, 2016. If you have any questions, please e-mail star@uah.edu or call 256-824-2370.

Sincerely,

Andrea Word, Ed.D.
Director, Intensive Language and Culture Program

Attachments



ATTENTION K-12 TEACHERS

STAR

"Success Through Academic Research" Project

Scholarships of up to \$3,300
are available to qualified teachers who
have submitted meritorious proposals.

Design your own program of independent
study to enhance your teaching!

Preference will be given to programs
conducted outside of the United States.

Application Deadline is March 14, 2016.

The 2016-17 STAR Project is administered by: Intensive Language and Culture
The University of Alabama in Huntsville
Morton Hall - Room 232B
Huntsville, Alabama 35899
star@uah.edu 256-824-2370

This project is funded in part by a federal grant awarded to the PSC Dept. under the No Child Left Behind Act administered by the Alabama Commission on Higher Education. \$36,525 of the cost of the project is financed with federal funds. The opinions expressed herein do not necessarily reflect the position of the Alabama Commission on Higher Education (ACHE) and no official endorsement by this agency should be inferred.

2016-2017 STAR
Success Through Academic Research Project: The Independent Study Scholarship Program
Information/ Instruction

Grants: Limited number of scholarships up to \$3,300 will be awarded

Objective: To provide meritorious Alabama teachers (K-12) with an opportunity to enhance subject-matter expertise in classroom teaching through an independent study project, ***preferably outside of the United States***

Eligibility Requirements: Teachers must meet the following requirements:

- Have completed at least three years of full-time teaching
- Are, or will be, under contract as a full-time classroom teacher in an Alabama school for the 2016-2017 academic year
- Have at least five years of teaching service remaining before retirement
- Have the capacity for study as demonstrated by previous accomplishments and as certified by letter of recommendation
- Have not already been awarded an *ACE* or *STAR* scholarship

Application Procedures: Teachers who meet the conditions of eligibility and who desire consideration for a scholarship must submit the following application materials:

1. Completed scholarship application form
2. *Curriculum vitae* or *résumé*
3. A study plan (see below)
4. Completed budget form (use form included)
5. One letter of recommendation from the applicant's principal or a colleague, either of whom can comment on the classroom character of the applicant

Study Plan:

- Describe completely and specifically the proposed independent project of study
- Provide dates and location
- Give reasons for applying and discuss the impact that you anticipate the study project will have on your professional life
- Discuss how this project will be beneficial to your intellectual growth and classroom effectiveness, including the use of technology where applicable
- Identify special core subject area needs in your school and community
- See sample plan included

Evaluation: In order to determine the value of the independent study project, each scholarship recipient will be assigned a mentor with whom he or she can devise strategies to incorporate into classroom teaching the benefits of the independent study experience. A follow up session will be held in Spring 2017. A final report will be due at the end of the school year.

Please e-mail the completed application materials to star@uah.edu or mail it to the address below by 5pm, March 14, 2016:

The University of Alabama in Huntsville
Intensive Language and Culture Program (Attn Ms Chronis)
Morton Hall – Room 232B
Huntsville, AL 35899

2016-2017 STAR
Success Through Academic Research Project:
The Independent Study Scholarship Program

SCHOLARSHIP APPLICATION FORM
(An incomplete application form will result in disqualification.)

CORE SUBJECT AREA: (please check only one and give specific subfield if applicable)

- | | | |
|---|--|--|
| <input type="checkbox"/> Mathematics _____ | <input type="checkbox"/> Arts _____ | <input type="checkbox"/> History _____ |
| <input type="checkbox"/> Science _____ | <input type="checkbox"/> Geography _____ | <input type="checkbox"/> English _____ |
| <input type="checkbox"/> Civics and Government _____ | <input type="checkbox"/> Economics _____ | <input type="checkbox"/> Foreign Languages _____ |
| <input type="checkbox"/> Reading or Language Arts _____ | | |

TITLE OF PROPOSED STUDY PLAN: _____

DATES OF PROPOSED PROJECT (must be completed by January 31, 2017): _____

PROPOSED PROJECT LOCATION: _____

NAME: (Dr. Mr. Mrs. Ms. Miss) _____

- White, non-Hispanic Black, non-Hispanic Hispanic Asian/Pacific Islander American Indian/Alaskan Native Other

ADDRESS: _____

PHONE: home or cell: _____ work: _____

E-MAIL ADDRESS: _____

SCHOOL (where currently teaching): _____

ADDRESS: _____ **CITY:** _____ **STATE:** _____ **ZIP:** _____

SCHOOL DISTRICT: _____

APPLICANT'S HIGHEST LEVEL OF EDUCATION (BA, MA, PH.D.): _____ **Other:** _____

CERTIFICATE LEVEL (A, AA, B, Other-specify, no certificate): _____

TOTAL NUMBER OF YEARS TEACHING (do not count internship): _____

GRADE LEVEL(S) CURRENTLY TEACHING: _____ **HOW LONG:** _____

SUBJECT AREAS CURRENTLY TEACHING: _____

TOTAL NUMBER OF STUDENTS ANNUALLY IN ALL OF YOUR CLASSES: _____

CERTIFICATION OF TEACHER APPLICANT:

"I certify that all the statements made in this application form and accompanying study plan are true and complete to the best of my knowledge. If awarded an independent study project scholarship, I will comply with all of the requirements described in this application."

Teacher Signature

Date

CERTIFICATION OF APPLICANT BY PRINCIPAL:

"I certify that the foregoing information is correct to the best of my knowledge. The candidate is currently employed at this school, and is expected to teach here or in Alabama following the independent study project."

Principal Signature

Date

Name of School

2016-2017 STAR
Success Through Academic Research (STAR) Project:
The Independent Study Scholarship Program

DETAILED BUDGET FORM

Please include appropriate program costs and any sources of support. Do *not* request funding for the following items: classroom books and equipment, tuition for a graduate course, support for another ACHE-sponsored program, passport, medical vaccinations, insurance, and fees for national board or other certification.

Name _____

	<i>AMOUNT</i>
<i>Registration fees, if any</i>	
<i>Travel</i> (describe, e.g., air, car)	
<i>Other transportation</i> (describe, e.g., rental car, taxi)	
<i>Parking</i> \$ _____ daily x _____ days =	
<i>Lodging</i> \$ _____ daily x _____ days =	
<i>Meals</i> \$ _____ daily x _____ days =	
<i>Program materials</i> (describe)	
<i>Other</i> (describe)	
<i>TOTAL PROGRAM COSTS</i>	
<i>Other financial support, if any</i> (describe, e.g., school district, personal)	
<i>AMOUNT REQUESTED</i> (subtract "Other financial support" from "Total Program Costs")	
<i>For office use only</i>	<i>AMOUNT APPROVED</i>

A Modern Woman with a Modernist View

Success Through Academic Research Project Scholarship

1. Proposed Program of Independent Study

With the novel, *The Awakening*, by Kate Chopin, my students and I begin the school year in 20th century New Orleans, following young, rebellious Edna Pontellier on her journey to independence through the city streets. Having followed the strict Creole expectations, she decides to break away from the restrictive bonds her marriage placed on her. With a strong French influence inherent in the Creole culture, my students and I learn about the culture and the language that influenced the people of New Orleans. Due to our proximity to New Orleans, I plan to travel this summer to the city, take pictures to use in my class, and clarify the images of streets, gardens, courtyards, and mansions in the Garden District and French Quarter; all created by Kate Chopin.

From New Orleans we delve into the Modernist Movement. It is here that I meet a stopping point. As we venture through Hemingway's Paris in *The Sun Also Rises* to join Jake Barnes on his search for meaning and direction in life, I have difficulty in bringing this city with the heartbeat of the Modernist Movement to life. It is here that the clarification and vision of the novel become shadowed. Having never visited Paris, let alone Europe, I am not able to describe or help to engage my students in the story as I can with Chopin and Capote in New Orleans, or Faulkner in Mississippi. And here lies my wish, to be able to view Paris through the eyes of the expatriates.

A great deal of the authors and poets we study in American Literature, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Sherwood Anderson, T.S. Eliot, Gertrude Stein, and Ezra Pound, were intricate in the Modernist Movement. By visiting Paris and tracing the footsteps of these authors, I hope to better understand their muses and inspiration, as well as to capture the atmosphere of the setting for *The Sun Also Rises*.

On Sunday, June 28th, I will fly to Paris, France, where I will spend a week exploring the city and its secrets. Checking into my hotel in Montparnasse, I will begin my exploration, traveling by Metro, into Montmartre. It is here, in the 20th century, that Montmartre became known as the heartbeat of the artistic and literary lifestyle. I will visit the haunts of the expatriates in quaint cafes such as Le Dome, La Rotonde, and La Coupole as well as the settings for the wanderings of Jake Barnes: Closerie des Lilas, Jardin du Luxembourg, Place de la Contrescarpe, Quai de Bethune, Notre Dame, the Latin Quarter, (which includes the Musee de Cluny, Institut due Monde Arabe, Museum of Natural History and Jardin des Plantes) Parc Montsouris, St. Etienne du

Mont, and Ile St. Louis. At each small café, garden, courtyard or square, I will capture the images on film (using both my digital camera and my manual camera).

In addition to taking pictures to help my students visualize these monuments and areas, I plan on keeping a journal of my visits that I will make available to them. I want to better understand what drew these authors to Paris. I want to be able to answer my students' questions. Why did these lost souls feel at home in Paris? What was it that so inspired them to write in this city? And why did authors such as Truman Capote, Kate Chopin, and Tennessee Williams seek solace in the comforts of the French-influenced city of New Orleans?

I also plan on visiting the Louvre and other monuments. I have always had an interest in Art History and would love to incorporate it into my curriculum when discussing the Modernist Movement. My students have shown an interest when I introduce the works of Picasso and Gauguin. When I compare the revolutionary perspectives of Stein and Picasso as being both elementary and complex views of a simple object, I would like to be able to give my students better examples and explanations of both art forms. If I could see in person some of these paintings, then I will be able to make better connections between these extraordinary artists and their literary counterparts.

On Sunday, July 5th, I will fly out of France and back into New Orleans, Louisiana, having gained a new perspective on the Modernist Movement and the Lost Generation.

2. Reasons for Submitting Plan

As a lover of books, it is easy for me to become engaged in whatever novel I am reading. I can imagine the characters, visualize the setting, and set it into motion in my mind. At some times, I feel stolen away by the story, awakening only when I close the book. Unfortunately, fewer and fewer of my students seem to have this ability. It takes a great deal of effort to help them to create these pictures in their mind, and I try my hardest. I give them examples of actors or actresses that may have similarities to the characters. Or I will describe the setting making comparisons to local settings. At times I will even reference movies in hopes of helping my students visualize certain settings. In addition, I try hard to help my students become engaged in the novels we read. I constantly make connections with the tribulations of the characters and the students' own lives.

Each time I read these novels with my students, my ability to describe the setting and involve them in the plot gets better; yet it's never enough. For my students who rarely visit outside of the Southeast, it is hard for them to envision much but with what they are familiar.

When I received the email that introduced this scholarship, I was extremely excited. Yes, it would be the opportunity to visit a magical city, but more so, I would have the opportunity to bring this city back to my students. I want to be able to show them monuments and cafes that are mentioned as we read. I want to explain the smells and the sights that captured the hearts of the expatriates, inspiring them to write classic novels that are treasured to this day.

3. Professional Impact; Intellectual and Classroom Affect

When I first became inspired to complete this scholarship application, I thought, who better to consult on the impact, than my students. I gathered my students together and asked them what kind of impact they believed this trip could have on my teaching of the Modernist Movement and *The Sun Also Rises*. Together we discussed how I could take pictures of all the places that I would visit, bring back answers to their questions, and help to further engage them in their reading.

With my pictures, my souvenirs, and my personal journal, I want to create a WebQuest. The WebQuest will include pre-reading activities, pictures of the various places and areas in Paris, questions as the novel progresses, a study guide to sections of text, a history of various expatriates, examples of paintings from Modernist artists, and excerpts from my personal journal. I will begin the WebQuest in New Orleans, with Kate Chopin and *The Awakening*. I plan on visiting New Orleans as well this summer and hunting down the streets and cafes that Edna frequents in the novel. From there in my WebQuest I will introduce the Modernist Movement including the literary expatriates and their artistic counterparts (Picasso, Gauguin, Klee, and Klimt). Then I will move on to Ernest Hemingway and *The Sun Also Rises*.

My students all agreed that the WebQuest would assist them in visualizing the places that are mentioned in Hemingway's book, help them to gain a better understanding of the places that the expatriates frequented and lived, and give them additional resources from which to read and learn. After finishing *The Sun Also Rises*, my class will go on to study the works of other expatriates: poetry of Ezra Pound, T.S. Eliot, and Gertrude Stein, *The Great Gatsby* by F. Scott Fitzgerald, *Native Son* by Richard Wright, and *As I Lay Dying* by William Faulkner. The WebQuest will continue to serve its purpose by giving visual and written information about each of these expatriates.

After teaching these books for the past three years, this opportunity to create a WebQuest will motivate my ability to pass on my love of these authors and their writing. As teachers we are always looking for ways to incorporate technology in our classrooms. My WebQuest will give my students the chance to independently study using laptops or view aspects of it on my LCD projector.

4.

Alabama

we educate a very diverse population of students. We pride ourselves on our curriculum projects, student and teacher achievements, and the opportunities we provide our students. Yet, despite the education that we are providing our students, many of them rarely get the chance in their lifetime to travel out of the Southeast. It shocks me each year as we read *The Awakening* and discuss Edna Pontellier's rebirth in the ocean, to find out that many of my students, living only an hour from the Gulf of Mexico, have never had the opportunity to swim in the Gulf. These students rarely get the chance to attend college outside of the state or travel very far, let alone have the opportunity or finances to venture into a new culture and country.

I teach four Honors Level English classes and one regular English class, with approximately twenty-five students per class. With this scholarship and travel opportunity, I will be able to bring Paris back to one hundred and twenty-five students. It will be left up to me, my experiences, and my story-telling abilities to enthrall these students with my results. This WebQuest will be created to present to my students beginning in the fall of 2009.