



## Applicant(s) Information

Select one:  Single Teacher Applicant  Team of Applicants (1-3 teachers only)

LIST PRIMARY TEAM CONTACT FIRST.

Teacher Name: Raedell Coogler Teacher Title/Position: Art teacher  
 Home Address: [REDACTED]  
 City/State/Zip: [REDACTED]  
 Home Phone Number: ( [REDACTED] ) [REDACTED] - [REDACTED]  
 E-mail Address: [REDACTED]

Teacher Name: Jessica Fredricks Teacher Title/Position: Music teacher  
 Home Address: [REDACTED]  
 City/State/Zip: [REDACTED]  
 Home Phone Number: ( [REDACTED] ) [REDACTED] - [REDACTED]  
 E-mail Address: [REDACTED]

Teacher Name: \_\_\_\_\_ Teacher Title/Position: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 City/State/Zip: \_\_\_\_\_  
 Home Phone Number: ( [ ] [ ] [ ] ) [ ] [ ] [ ] - [ ] [ ] [ ] [ ]  
 E-mail Address: \_\_\_\_\_

## School Information

School Name: Bethune Academy  
 School Address: 900 Avenue F  
 City/State/Zip: Haines City, FL 33844  
 School Phone Number: ( 8 6 3 ) 4 2 1 - 3 3 3 4  
 School District: Polk principal is Sharon Knowles Principal's Name: Sharon Knowles

Tell us a little about yourself/yourselfs:

Raedell has been teaching children at Bethune Academy for 15 years, the last 9 of those years as art teacher. Jessica has been teaching music at Bethune Academy for 9 years.

Both enjoy collaborative projects -- they are three-time winners of both the Bright House Networks STAR teacher award and the Disney Teacheriffic award.

Bright House Networks Contact Name: Edna Rohland

**Deadline: March 1, 2008.**

Completed entries from a teacher (or a team of up to three teachers) must be received no later than March 1, 2008. (Materials submitted will not be returned. Please make a copy of your entry before mailing.)

All project materials to support your entry need to be submitted in an 8.5 x 11" binder. Lesson plans, student examples, and other printed materials that support your entry should be included. Audiovisual entries must be on VHS format tapes (3/4" or 1/2") or DVD, and not more than four minutes in length. Indicate start/stop cues on tape label or provide a cue sheet if more than one clip is on the tape. Please label all materials completely with a project title, teacher name(s), school name, address and phone number. All entries must be shipped pre-paid. Send all entry materials to:

Bright House Networks  
 ATTN: National Star  
 Teachers Awards  
 301 E. Pine Street  
 Suite 600  
 Orlando, FL 32801

# About the Project

Project Name: Passport to Africa: Egypt

Number of Students Involved in Project: 468

Course of Study: Geography, Art, Music, Character Development

Grade Level: K-5

Duration of the Project: 9 weeks

Network Program(s) Utilized: History Channel Mummies, A&E Classroom, TLC Pendemonium

**Please Indicate Channel(s) Used:**

- A&E
- ABC Family
- American Life TV Network
- Animal Planet
- Bay News 9
- BET
- Biography
- Bravo
- Central Florida News 13
- C-SPAN Classroom
- CHBC
- CHN
- Court TV
- The Discovery Channel
- Discovery Health
- Disney Channel
- ESPN
- ESPN Classic
- ESPN2
- Food Network
- G4TV
- Game Show Network
- Hallmark Channel
- History Channel
- History International
- HITN-TV
- HGTV
- Lifetime
- MSNBC
- MTV
- Nickelodeon
- Noggin
- Ovalton
- Pentagon Channel
- SCI FI Channel
- Showtime
- The Learning Channel
- The Weather Channel
- The Travel Channel
- USA Network
- VH1
- Other: \_\_\_\_\_

Respond to the following (A-H) and attach your answers on a separate page:

- A. Project Description (include a general overview and any activities performed).
- B. List Materials and Resources used.
- C. What was your learning objective for this project?
- D. Describe how Cable in the Classroom programming was incorporated into the lesson.
- E. Evaluate the effectiveness of the project in relation to the learning objective.
- F. List any benefits of the project to students, including curriculum enhancement, attitude changes, research results, community and/or school involvement generated as a result.
- G. Does the project tie to State Standards? If so, how?
- H. If this is a team application, describe each team member's contribution to the overall project.

## Application Checklist

Project properly submitted in an 8.5x11" binder?  yes  no

Support materials enclosed?  yes  no (Materials cannot be returned. Copies acceptable.)

Type of materials enclosed:

completed application  binder with materials

vhs  dvd  other

Indicate number of pages attached:

Did you fill out both sides of application and sign the application?  yes  no

Signature: \_\_\_\_\_

ENTRY FORM MAY BE COPIED.  
 PLEASE DIRECT ANY QUESTIONS OR COMMENTS TO:  
 BRIGHT HOUSE NETWORKS  
 ATTN: NATIONAL STAR TEACHER AWARDS, 301 E. PINE STREET, SUITE 600, ORLANDO, FL 32801  
 PHONE: 407-215-5005

# Passport to Africa: Egypt

Raedell Coogler and Jessica Fredricks

A. Project Description: *Passport to Africa: Egypt* is an innovative project that used CIC programming as a springboard to interdisciplinary African studies that focus on geography, grammar, art and music. After studying ancient Egypt, students reconstructed mummy cases out of recyclable materials. They learned about traditional Egyptian art and learned to write their names in hieroglyphics. They learned about the variety of native people who lived in Egypt, and about pharaohs, pyramids, and the science of mummification. Students sang Egyptian songs and learned to play the darbuka, a traditional Egyptian drum. Students painted scarab beetles, Egyptian collars, pyramids, portraits of King Tut and they also created stylized self-portraits of themselves as pharaohs. They learned about the gold war that ravaged South Africa, and measured the distance from South Africa to Egypt in kilometers. They partnered with Linda Lee McCollum, a missionary from the Pierce Orphanage in Kokstad, South Africa, and painted musical instruments to be used in a silent auction to benefit the orphans. For our final event, students transformed the campus into an eclectic art gallery, hosting a school-wide art show that featured the Egyptian art of all 468 students – interactive hands-on projects that allowed students to immerse themselves in Egyptian culture while recreating authentic Egyptian art. During this culminating event, students also hosted a Silent Art Auction and Egyptian Festival. Students sang and danced to entertain 50 community leaders while those leaders bid on the painted ukuleles. In just 30 minutes, student artwork raised more than \$2,000.00 for the orphanage – this in a country where \$50 will feed a family of four for an entire month.

B. Materials and Resources used: paper bags, opaque projector, paints and brushes, chalk, glue, costumes, clay, reference materials, fiction books about Egypt and Africa

C. What was your learning objective for this project? Our learning objective was several-fold. First, we wanted students to develop a better geographical and cultural sense. Second, we wanted students to increase their artistic skills. And third, we wanted students to realize that they can make a difference in the world – that they have the power to affect positive change both in their communities and the world at large.

D. Describe how Cable in the Classroom programming was incorporated into the lesson: Students began each lesson with a visual nugget from The Learning Channel, History Channel, Nickelodeon, or A&E Classroom. Through CIC, students interviewed American painter Norman Rockwell, followed archaeologists as they tracked the famous discoveries of the tombs of Tutankhamen and Ramses, and watched in fascination as engineering impacted the Egyptian empire.

E. Evaluate the effectiveness of the project in relation to the learning objective.

This project was extremely effective – students developed not just a geographical sense, but a cultural sense of Egypt as well! The entire school participated in this project – all 468 students and 53 staff members. The look on the faces of the students who helped raise money for the orphans was amazing. Our students wanted to do something to help others, and this project empowered them to do just that! ☺

F. Benefits: Curricular enhancements were obvious in the areas of geography, art, music, and creative writing. Teachers reported improvements in creative writing samples, geographical awareness, and tolerance. School-to-community relations were enhanced as a result of the Silent Art Auction and Egyptian Festival event. Most impressive were improvements in students' attitudes and behavior.

G. Does the project tie to State Standards? If so, how?

Yes, this project ties to many State Standards.

Visual Arts

VA.C.1.2 The student understands visual arts in relation to history and culture.

VA.A.1.2 The student understands and applies media, techniques, and processes.

Music

MU.A.1.2 The student sings, alone and with others, a varied repertoire of music.

MU.C.1.2 The student understands music in relation to culture and history.

Social Studies:

SS.A.1.2 The student understands historical chronology and historical perspective.

SS.A.2.2 The student understands the world from its beginnings to the time of the Renaissance.

Language Arts

LA.B.1.2 The student uses writing processes effectively.

LA.B.2.2 The student writes to communicate ideas and information effectively.

H. Art teacher Raedell Coogler implemented school-wide art projects with every grade level. Coogler printed and mailed invitations to the Silent Art Auction, taught students how to read and write their names in hieroglyphics, and supervised student painting of the donated ukuleles for the Silent Art Auction.

Music teacher Jessica Fredricks taught traditional African and Egyptian songs to every grade level, and implemented an African drumming unit that included the Egyptian darbuka. Fredricks contacted Bright House Networks community representative Edna Rohland to secure sponsorship of the Egyptian Festival event, prepared and coordinated student performances during the Egyptian Festival, located and secured the donation of ukuleles, and contacted the South African missionary.