

**Teacher Grant Application**

**Deadline: March 6, 2023**

INSTRUCTIONS:

1. Complete this document, answering all questions on pages 2 - 4. If you would like to be considered for the Charlie Baker Legacy Award, please complete the final page. If not, please just leave blank.
2. Once complete, save this document in .**pdf** or **.doc format** and include your name in the file name. For example: Joanna Smith Teacher Grant.pdf
3. Follow [this link](https://airtable.com/shr6aIdVteQ25uf6T) to submit an online application and attach this document. If the link doesn’t work, cut and paste this URL into your browser: https://airtable.com/shr6aIdVteQ25uf6T
4. You will need to fill out a short online form, duplicating some of the applicant contact information. At the bottom of the form, you will find a link to upload your completed application.
5. Once your grant is submitted, you will receive an email confirmation to acknowledge receipt of the application and that everything uploaded properly. This may take 1 business day.
6. The Teacher Grant Committee will review the grants in Late March and Early April. The announcement of successful applications will be made by email in April, 2023.

If you have any questions, or need assistance in uploading your application, please call 617-232-3846 or email Jennie@brooklineeducation.org or Elizabeth\_Ascoli@brooklineeducation.org.

**Thank you for applying for a BEF Teacher Grant!**

Additional Awards for Teacher Grants:

The [**Charlie Baker Legacy Award**](https://brooklinefoundation.org/awards-and-funds/charlie-baker-legacy-award/) ($1,000) is given to an exceptional Teacher Grant application in the areas of U.S. History or World Geography.

The [**David E. Pradell Award**](https://brooklinefoundation.org/bef-establishes-the-david-e-pradell-award/) ($500) is given to a middle school Teacher Grant recipient whose work will stimulate students’ development of self-assurance, collaboration, and sense of social responsibility.

The [**Adam Russell Gelfand Fellowship**](https://brooklinefoundation.org/awards-and-funds/adam-russell-gelfand-fellowship/gelfand-fellowship-recipients/) ($500) is given to a Teacher Grant recipient whose project is recognized by the committee for its excellence.

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Teacher Grant Application for 2023-2024 Academic Year

APPLICATION DEADLINE: ***Monday, March 6, 2023 at 5:00 pm***

**Cover Page**

**APPLICATION MUST BE TYPED**

| Project Title | Reconsidering Rome |
| --- | --- |
| Name of Applicant(s) | Elyse Terry |
| School and Grades/Subjects You Teach | Heath School, 6/7 Social Studies |
| Telephone Number(s) | 978-609-8353 |
| Email Address(es)  | elyse\_terry@psbma.org |
| Years Teaching in PSB, Total Years Teaching  | 4 years teaching in PSB, 11 years teaching total |
| Amount Requested | $2,327.44 |
| Are you applying for the Charlie Baker Legacy Award? | No |
| Please list previous BEF grants (year, title, teacher/collaborative) | 2021, Putting Project-Based Learning into Practice, Teacher Grant |

I understand that, should the Brookline Education Foundation fund my grant application, I am obligated to submit photographs documenting the grant, a written evaluation of my project at its completion and present the results of my grant at a BEF sponsored event. Evaluations of projects completed during the summer will be due by December 31, 2023. Evaluations of projects completed during the school year will be due by May 31, 2024. Photographs may be submitted at any time. I further understand that only educators employed by the Brookline Public Schools at the time the project is undertaken are eligible to receive funds.

Acknowledgement of Applicant(s): Elyse Terry Date: 3/6/23

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Teacher Grant Application for 2023-2024 Academic Year

**Project Description Section**

1. **Project Summary** (1-3 sentences)

I am requesting funding to travel to Rome, Italy, to support my work as a middle school Social Studies teacher by better understanding Rome’s ancient history and how that history is documented. This trip is planned to take place over seven days during the summer of 2023.

1. **Goal Statement**

What are your explicit goals for the project? What would be the best outcome for the work you propose?

Through this project, I seek to (1) deepen my knowledge of Roman history, (2) practice the work of artifact analysis, and (3) create an improved unit of curriculum on ancient Rome.

My first goal is to get a stronger understanding of an area I have been teaching about for eight years, but have no lived experience with. Seeing Roman ruins and artifacts up close will be thrilling, and will also help me understand the city and surrounding empire in a deeper way. The Rome unit is very important in the middle school Social Studies sequence, helping bridge the study of world civilizations (6th and 7th grade) to modern civics (8th grade). Supporting students to understand the way that Rome has shaped our world is important to me. I will be able to do this with greater depth, and with a stronger emphasis on the diversity of ancient Rome, if I actually go there to explore the area for myself.

Second, I want to reengage in a task that I often ask students to try: artifact analysis. It is such an important part of being a Social Studies student, and of understanding how historians reconstruct the past. At the same time, it can often be a dry classroom experience that students push through with the hope of getting to “something better.” Applying some of the approaches that I use in Brookline, and working to see how museum curators and guides encourage visitors to interact with artifacts, will help me revitalize my approach to this work. I have learned about Rome by looking at secondary texts and images, and exploring virtual tours when I can. I think I will have a more impactful experience, and get the best ideas for how to make artifact analysis more engaging for my students, if I grapple with the process myself.

Third, I want to apply my experience with project-based design to the content knowledge that I will deepen during this trip to create a new unit on ancient Rome. I have found that it is all too easy to fall into a “surface level” treatment of Rome, that emphasizes highlights of architecture and engineering, dramatic emperors, and little else. I want my students to experience Rome as a complex civilization facing dilemmas that they can relate to. Who got counted as a citizen? What kinds of power were available to women? How did communities without access to wealth or representation still find ways to navigate and document their lives? These are the types of questions that I want students to explore. Additionally, I want them to see how artifact analysis – rather than just relying on Rome’s own records and secondary histories – can help them answer those questions. I have looked to other units to provide diverse perspectives that students can connect to, but have now come to understand that if I create an inquiry-based unit that uses primary source analysis, the Rome unit can *also* include diverse perspectives. Taking this trip will allow me to have the experiences I need to build this unit the way I’d really like to.

3. **Context**

What experiences (inside or outside the classroom) have led you to apply for this grant?

Since I was young, I have been fascinated with the mythology and grandeur of ancient Rome. As I got older, my understanding of this ancient civilization become more complex. I realized that the white, marble statues I thought I knew had once been covered in colorful paint. I learned that the Romans loved to borrow – many of the achievements I had assumed were “original” to them were in fact based on work the Greeks, the Egyptians, and far-off trade partners. Then, in August 2017, the BBC produced an educational cartoon that depicted a powerful Black Roman soldier and his multiracial family to teach middle school aged students about ancient Rome. The sparked an intense debate between those who could not abide any sign of the classical world’s diversity and Classics scholars such as Mary Beard, who argued for a new ways of understanding the past. The debate got my attention. What else didn’t I know? What were the actual people of this civilization like? What could I learn about Rome if I did some of my own research and looked for the more hidden stories?

As I have worked to learn more about Rome, I have also been learning more about the best practices of being a Social Studies teacher – and specifically, about the importance of allowing students to see themselves reflected in the curriculum. The Rome unit is, in many ways, the apex of Brookline students’ progression through 6th and 7th grade. After studying many great world civilizations, in the spring of their 7th grade year, they learn about Rome. This, combined with the continued celebration of this civilization in western culture, means that students get a strong sense that Rome is *the* civilization – the most interesting and significant. When the curriculum mostly tells the story of Rome as the story of men, and particularly white men, that’s all the students get to see. I would like to rewrite the Rome unit so that my students are better mirrored in the history they study. Going to Rome in person, to see the artifacts that tell the story of Rome’s class, ethnic, and racial diversity, would allow me to achieve this goal.

I originally planned to visit Rome in the summer of 2020. In the time since then, I have done more research to learn what sites and museums I could visit when they reopened. I have consulted with other teachers who have visited Rome to learn from their experiences, and figured out how best to navigate this busy city and its surrounding areas at the height of tourist season. I have now planned a trip that is going to be personally rejuvenating after some very depleting years of teaching, and that will also revitalize my content knowledge and my pedagogical approach to teaching one of the most impactful units for which I am responsible.

4. **Project Description**

Describe the structure of this grant. What is your time frame? When and where will you be working? With whom will you work? You may include copies of supporting material (e.g., conference brochure, tour itinerary). Links to websites may be used for supporting materials and are preferred, if available.

The experiential part of this grant will take place during July 2023, when I travel to Rome for a week. Each day, I will explore different parts of the city, splitting my time between features that are best seen with a guide, and those than I can investigate independently. I will also be visiting both museums that house important artifacts and actual archaeological sites.

There are an abundance of sites to visit in Rome. The ones I am prioritizing during my 7 day visit are:

* The [Roman Colosseum, Palatine Hill, and the Roman Forum](https://www.viator.com/tours/Rome/Official-Colosseum-Roman-Forum-and-Palatine-Hill-Tour-in-Rome/d511-15932P15). These sites reflect both how the Roman government wanted to be seen by the world, and how the government helped shape the public’s perception of other peoples and places. Additionally, lesser-known parts of these sites, such as the House of Livia, represent women’s perspectives and power in ancient Rome.
* The [Vatican Museums and Archeological sites](https://m.museivaticani.va/content/museivaticani-mobile/en/collezioni/aree-archeologiche0.html) – of particular interest in this vast system of museums is the Lapidary Gallery, which contains a “stone library” that documents Roman history in a unique way, and the Necropolis of the Via Triumphalis, which is an ancient burial site that has stelae which tell the story of lower class Romans.
* The [Capitoline Museums](https://www.museicapitolini.org/en/mostre_ed_eventi/mostre) – in addition to the famous “She-Wolf” sculpture, this museum hosts a variety of bronzes, coins, and other artifacts that are excellent options for analysis.
* The [National Roman Museum](https://museonazionaleromano.beniculturali.it/en/) – this museum specializes in archeological finds from pre-historic and early Rome.
* [Ostia Antica](https://www.ricksteves.com/watch-read-listen/read/articles/ostia-antica-near-rome), a partially excavated archaeological site just outside Rome, at the mouth of the Tiber River. The remains of this city give a window into the lives of “everyday” Romans and how they were impacted by trade and travel, and also is a chance to see archeological and historical preservation work up close.
* [The Jewish Quarter](https://www.turismoroma.it/en/places/old-jewish-quarter), escorted by a private guide who is specially trained to take visitors through ancient synagogues and introduce them to members of the community, which is one of the oldest enduring Jewish communities outside of Israel

*Potential itinerary:*

Day 1: arrive, get situated, evening tour of the Colosseum, Palatine Hill, and Roman Forum

Day 2: Jewish Quarter tour in the morning, walking visits of other sites such as the Arch of Constantine and the Pantheon

Day 3: Day trip to Osia Antica

Day 4: Vatican Museums and Archeological Sites

Day 5: Capitoline Museums

Day 6: National Roman Museum

Day 7: If time allows, a trip to the [Catacombs](https://www.rome-museum.com/catacombs-of-rome.php) or the [Domus Aurea](https://parcocolosseo.it/en/area/the-domus-aurea/) before departure

After I return to America, I will spend time applying my learning to the creation of a new unit. I will share the unit with colleagues for feedback during the fall, and have it ready to implement in the spring of 2024.

5**. Impact**

a. Describe as specifically as possible the impact of the work you propose:

* On Yourself - How do you expect this project will change you as an educator? How might this work impact future professional activity?

First, this trip will rejuvenate me by exposing me to the type of artifact analysis that helped me fall in love with history in the first place. I want to see the actual places I’ve been teaching about, and challenge myself to step into a historian’s work of putting together my research to build a narrative about the past. I am excited to get to do the type of work that I ask my students to do – to become a student myself.

Additionally, this trip will prepare me with the additional knowledge that I need to revitalize the Rome unit and teach it in a more engaging and culturally responsive way.

* On Your Colleagues - What impact will your project have on your professional community, either directly or indirectly?

Currently, our department is in the middle of creating units that are easily accessible to any Social Studies teacher, and I think our redesign process will benefit from the addition of this Rome unit. Many of the middle school teachers in our district, including my colleague at Heath, teach at least one section of 7th grade students, and I think they will benefit from seeing a different approach to a unit that isn’t often closely examined. Additionally, members of the Heath middle school team are interested in collaborating on cross-disciplinary work. With a stronger understanding of Roman history, I can better partner with ELA, Science, Math, and Art teachers to create projects that allow students to show what they know in a variety of ways.

* On Your Students - How will your students benefit from this project in the short or long term?

My students will benefit from this project because they’ll have a chance to try a project-based unit that asks them to think deeply about Rome as a complex place. They will grapple with more interesting questions and have more chances to connect what they learn to their own lives. They will also have the chance to be taught this unit by a teacher who is really excited to share what she’s learned!

b. How will you **evaluate** the success of this project?

I will know I have been successful with this project if I end the trip with a plan about how I can rework my Rome unit so that it properly emphasizes the diversity of the Roman past and the skills that researchers use to uncover that past. Further, I will get feedback on the unit I design from peers and from students.

**6. Dissemination**

How will you share your learning with others in your school and district community? For example, will you share it departmental or school meetings, in an online format, or design other forms of dissemination of your project?

I plan to share my unit digitally with my colleagues in the history department, and also interested members of Heath’s middle school staff. I have regular meetings with both groups, which will afford me the chance to present my unit, seek feedback, and share other knowledge that I’ve gained from the experience.

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Teacher Grant Application for 2023-2024 Academic Year

**Budget and Finances Section**

| Expense | Purpose | Cost |
| --- | --- | --- |
| Consultant (Expert guide)  | Private guide/small group tour of the Jewish quarter led by a specialized tour guide  | $135.12  |
| Materials and Supplies | N/A | $0.00 |
| Travel and Accommodations\**please include applicable taxes.* | Round trip airfare from Boston to RomeAccommodations at a Roman monastery for the duration of the trip72-hour public transport pass, used to get to and from Ostia Antica (other visits are accessible by foot) | $1,500 (current “high” estimate from Google Flights as of 3/5/2023)$484.75 (includes city tax rate)$19.10 |
| Conference Fee | N/A | $0.00 |
| Other | Vatican Museums admission Vatican Archaeological sites admissionColosseum, Palatine Hill, and Roman Forum admissionCatacombs admission Domus Aurea tourNational Roman Museum admissionOstia Antica entry Capitoline Museums admission | $22.00$22.00$34.38$13.84$37.25$23.00$19.00$17.00 |
| Substitutes\*\*(please indicate days/hours needed) | N/A | $0.00 |
| TOTAL |  | $2,327.44 |

**\* Single rooms are acceptable, if preferred by the applicant.**

**\*\*The BEF’s ability to pay for subs is limited; requests will be considered on a case-by-case basis.**

Please be as specific as possible.

**Finances**

 a. Will there be additional funding from other sources? Please describe.

There will be no additional funding.

b. Are resources needed to continue the work of the project after BEF funding ends? If yes, please describe how these resources will be obtained. If no, please describe how the work of the project will be funded or continued after completion of funding by the BEF.

I will use what I learn on this trip to revise my Rome unit and will not need additional resources to accomplish this work.

c. Do you foresee any potential challenges /obstacles and, if so, what is your strategy for dealing with them should they occur?

I am mindful that COVID-19 may impact my travel plans. Extreme weather (heat) was a factor in Italy last year – being strategic about the timing of my excursions (visiting outdoor sights early in the morning and in the evening, focusing on museum exploration during the day) will help. I will seek out refundable options for travel, lodgings, and experiences whenever possible. I am also willing to reschedule this trip to February or April break 2024 if the pandemic prevents me from travelling this summer.

d. Will you be able to complete the project if only partial funding is available? **\_X\_\_**Yes **\_\_\_**No

If only partial funding is available, would you be able to redesign the project? \_X\_\_Yes \_\_\_No

Please explain:

The major cost of the trip is the flight, which I cannot change. I could change some of the experiences from guided to self-guided, or reduce the number of sites I visit, if only partial funding is available.

e. For groups of three or more educators applying together: If the BEF can fund only a subset of your group,

is there a reason this would pose a problem for you? **\_\_\_**Yes **\_\_\_**No

Please explain:

I am applying on my own!

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Teacher Grant Application for 2022-2023 Academic Year

**Charlie Baker Legacy Award Section**

If you are applying for the Charlie Baker Legacy Award (fully described in the Call for Proposals), please indicate how the additional $1,000 funding would extend and/or enrich your project.

Please limit your response to one page.