


The Commission on Reading. *Becoming a Nation of Readers.* Champaign, Ill.: Center for the Study of Reading, University of Illinois. 1985.


Bibliography


National Reading Panel. Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Washington, D.C.: National Institute of Child Health and Human Development. 2001.

Standards for the English Language Arts. National Council of Teachers of English (NCTE) and the International Reading Association (IRA). Urbana, Ill.: NCTE; and Newark, Del.: IRA. 1996.


**English Language Arts Standards**

*National Council of Teachers of English/International Reading Association*

**Standard 1.** Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

**Standard 2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.

**Standard 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

**Standard 6.** Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

*Only the standards relevant to this volume are listed.*
SOCIAL STUDIES STANDARDS*

National Council for the Social Studies (NCSS)

NCSS Theme I: Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can

• Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.

• Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

NCSS Theme IV: Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity so that the learner can

• Identify and describe ways in which regional, ethnic, and national cultures influence individuals’ daily lives.

• Identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.

NCSS Theme IX: Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence so that the learner can

• Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

*Only the standards relevant to this volume are listed.
National Geography Standards*

American Geographical Society, Association of American Geographers, National Geographic Society, National Council for Geographic Education

Essential Element II: Places and Regions

The geographically informed person knows and understands

• **Standard 4**: The physical and human characteristics of places
• **Standard 6**: How culture and experience influence people’s perception of places and regions

Essential Element III: Physical Systems

The geographically informed person knows and understands

• **Standard 7**: The physical processes that shape the patterns of Earth’s surface
• **Standard 8**: The characteristics and spatial distribution of ecosystems on Earth’s surface

Essential Element IV: Human Systems

The geographically informed person knows and understands

• **Standard 9**: The characteristics, distribution, and migration of human populations on Earth’s surface
• **Standard 10**: The characteristics, distribution, and complexity of Earth’s cultural mosaics

*Only the standards relevant to this volume are listed.*
Standards

- **Standard 11**: The patterns and networks of economic interdependence on Earth’s surface
- **Standard 12**: The processes, patterns, and functions of human settlement
- **Standard 13**: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface

**Essential Element V: Environment and Society**

The geographically informed person knows and understands

- **Standard 14**: How human actions modify the physical environment

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