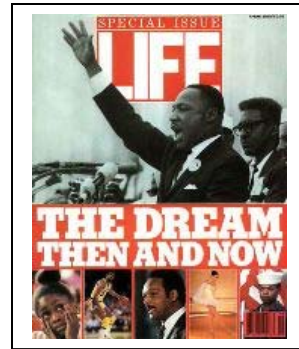


## **PEACE STUDIES: WHERE IN THE WORLD IS PEACE?**

**GRADE LEVEL:** 6 - 8

**TOPIC:** P.E.A.C.E. – People Evolving and Cooperating Everywhere

**CONTENT AREAS:** Social Studies  
Language Arts  
Art



### **LEARNING OBJECTIVES/QCC:**

The students will:

- **Social Studies:** Civic Participation— Identify and demonstrate alternative methods of managing conflict;
- **Social Studies:** Civic Participation - Recognize the right of others to present different viewpoints;
- **Language Arts:** Reading - Determine the connotative and denotative meanings of words; and
- **Art:** Artistic Skills and Knowledge Creating, Performing, Producing—Design and produce artwork such as graphics, jewelry, pottery, weaving and public art for a specific function.

### **CRITICAL QUESTIONS:**

1. What is peace?

2. What does peace look and feel like?
3. Are peacekeeping strategies such as non-violent social action always the best approach for addressing a conflict?
4. Which peacekeeping strategies can be used to promote peace in everyday interactions with parents, relatives, peers, and teachers?
5. Which peacekeeping strategies have been proven successful?
6. Can peace coexist with hunger, homelessness, racism, sexism, environmental destruction and political oppression?

### **BACKGROUND:**

In this multi-week lesson, students move from interacting about their personal concepts of peace to exploring peace movements around the globe. Students will conduct “peace” surveys in their school, home and community. They will also look at the works of international Nobel Peace Prize winners and conduct in-depth research into the lives and works of these historical figures. Students will be encouraged to contemplate provocative questions about the relationship between social justice and peace as they take on roles and simulate a session with peacemakers.

To prepare for this lesson, it would be helpful to read from the following websites and to do at least one of the recommended webquests before beginning the lesson.

History of Peace Movements

<http://www.fred.dk/biblion/paxbib.htm>

Short, easy to read information about the history of peace movements is presented.

Peace Movements and Non-Governmental Organizations  
<http://www.betterworldlinks.org/friedensbewegung.htm>  
This site provides links to international peacekeeping organizations listed by continents.

## **MATERIALS/RESOURCES:**

### **Online:**

History of Peace Movements  
<http://www.fred.dk/biblion/paxbib.html>  
Short, easy-to-read information about the history of peace movements is presented.

Peace Movements and Non-Governmental Organizations  
<http://www.betterworldlinks.org/friedensbewegung.html>  
This site provides links to international peacekeeping organizations listed by continents.

American Peace Movements  
<http://www.potsdam.edu/library/Guides/AmericanPeaceMovement.html>  
This site provides bibliographic listing of print resources on American Peace Movements.

A Webquest on the Indo-Pakistani Conflict  
<http://www.angelfire.com/wy/peacequest/>  
This webquest facilitates students' exploration of international conflict while involving them in a simulation where concrete peacekeeping strategies can be employed.

Middle East WebQuest  
<http://www.acsamman.edu.jo/~ms/ss/mepeace/>  
This site presents a simulation wherein students become members of a peace-seeking task force,

which is designed to involve research and critical thinking skills.

Peace

<http://www.seanet.com/~lindquist/WebQuest.html>. This webquest is designed to get students to think about peace in a practical, tangible and active way in everyday life.

The Peacemakers Speak

<http://www.thecommunity.com/crisis/>  
Nobel Peace Prize winners speak following September 11, 2001

**Attachment/Handout:**

Attachment 1: Thinking about Peace

Attachment 2: Dictionary definitions of *acronym*, *peace*, *war*, *violence* and *conflict*.

Handout 1: Peacemaker Research Chart

Handout 2: Format for Action Plan

**Equipment:**

Computers with internet access

**Other:**

Chart paper, colored paper, markers, glue, glitter, and other craft materials

**HOOK:**

1. Write the word *acronym* on the board. Ask if students know what it means and pass out the dictionary definition or if time permits, have students

look up the word in a dictionary. Have students brainstorm acronyms that they use and hear often.

2. Put the words *peace*, *war*, *violence* and *conflict* on the board.
3. Present P.E.A.C.E. as an acronym for People Evolving and Cooperating Everywhere. Point out how this acronym for the word *peace* actually captures something of the meaning of peace. Have student teams create an acronym for peace that also captures the meaning of peace. They can also make acronyms out of the other words on the board.
4. Combine student teams together in think-pair-share groups. Have groups identify words, images, concepts and ideas common to both teams and make lists under each word. Have groups create a collective definition of peace.

### **PROCEDURE:**

1. Discuss the differences in the feelings generated by peace-related words and conflict/war/violence-related words. Have students write about their personal experiences with feeling peaceful and also with violence or conflict. Ask them to pay attention to how remembering peaceful events makes them feel versus how remembering conflicts and violence makes them feel.
2. Have each student draw a picture to represent the words that she or he wrote. Discuss pictures and words. Ask the following questions: What situations or circumstances keep us from experiencing peace? Are there things that we can do to increase the peace in our lives?



**Note to the teacher:** Share a little information about the fact that many people are concerned with promoting, studying and teaching about peace. Such concern has resulted in the development of degree programs in peace studies. People pursuing a degree in peace studies research peace movements, peacekeeping strategies etc. As the future policymakers of the world, those who will make decisions that will directly impact the level of peace in the world, you have been commissioned to engage in peace study activities that will empower you to make such critical decisions. Your peace study will begin with an examination of the lives of notable peace-makers.

3. Direct students to the websites for Peace Makers. Students are to select a peacemaker to research. In class they will have to “become” that peacemaker and represent his or her voice at the policymakers’ table. To represent their peacemakers’ voice well students must use resources beyond the PeaceMaker website. Each student must use at least one resource from each category in his or her research:

**Print Resources:**

- a. Encyclopedia
- b. Biography
- c. Newspaper article
- d. Magazine article
- e. Atlas to locate the primary region where Peacemaker worked

**Online Resources:**

Website on the issue/organization for which Peacemaker is noted

Website with detailed biographical information

**All Presentations Must Include:**

- Date of Birth
- Place of Birth

- Information about family
- Life events that led to interest/concern for peace
- History and timeline of critical events around Peacemakers' contributions
- Important aspects of the Peace maker issue
- Key peacekeeping strategies used and/or advocated by Peacemaker
- Summary of key points in Peacemakers' response to Sept. 11, 2001
- Based on what you know of your peacemaker, a statement written of what your peacemaker would say on the policy issue being discussed.



***Note to the teacher: Act as the convener of a major meeting to discuss an issue selected by the class.***

4. Have students introduce themselves in role as the Peacemaker and carry on the discussion about the social issue in that role.
5. Have students produce statistical information about the number of varying strategies.

### **CENTERS/EXTENSION ACTIVITIES:**

1. Create a sign to carry in a march about a social issue of concern to you.
2. Develop an action plan to address a social issue.

3. In teams develop a questionnaire to survey the students at your school, your relatives and community members to find out what they think about non-violent protests.
  
4. Imagine yourself receiving the Nobel Prize for Peace in 30 years. What cause would you have championed? Which peacekeeping strategies would you have used? Write an acceptance speech for your award that reminds the audience of the importance of your cause and how and why you dedicated so much of your life to serving in this area.



## **Thinking About Peace**

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In 1983 a group of educators from Boston, the Boston Area Educators for Social Responsibility created *Perspectives: A Teaching Guide to Concepts of Peace*. Following are some summaries of some of their very thoughtful ideas about how to push students to think more deeply about peace.

1. When students or the class generates a “limited definition” of peace such as peace is quiet, you can help them direct attention to think about their own experiences with peace including “moments that you felt peace, moments that you observed individuals involved in peacemaking.” Other thinking prompts include directing students to recall and think about peacemakers in their environment or who they have heard about. They are encouraged to think about the social justice and peace as well as their own dreams around world peace.
2. Students who think of peace as the absence of war are encouraged to envision the nature of a world without war, thereby helping to clarify and further define peace.
3. For students who see peace as “passive, weak and boring,” Boston educators suggested that the teacher ask “Can we feel hopeful for the future?” and “How have people struggled to overcome what seemed to be impossible goals?”

Ideas, prompts and questions from: \_\_\_\_\_, (1983). *Perspectives: A Teaching Guide to Concepts of Peace*. National Office of Educators for Social Responsibility.

## Dictionary Definitions

Main Entry: **ac·ro·nym** 🗣️

Pronunciation: 'a-kr&-'nim

Function: *noun*

Etymology: *acr-* + *-onym*

Date: 1943

: a word (as *NATO*, *radar*, or *snafu*) formed from the initial letter or letters of each of the successive parts or major parts of a compound term

- **ac·ro·nym·ic** 🗣️ /'a-kr&-'ni-mik/ *adjective*

- **ac·ro·nym·i·cal·ly** 🗣️ /-mi-k(&-)lE/ *adverb*

Main Entry: **<sup>1</sup>war** 🗣️

Pronunciation: 'wor

Function: *noun*

Usage: *often attributive*

Etymology: Middle English *werre*, from Old North French, of Germanic origin; akin to Old High German *werra* strife; akin to Old High German *werran* to confuse

Date: 12th century

**1 a** (1): a state of usually open and declared armed hostile conflict between states or nations (2) : a period of such armed conflict (3) : **STATE OF WAR**

**b** : the art or science of warfare **c** (1) *obsolete* : weapons and equipment for war (2) *archaic* : soldiers armed and equipped for war

**2 a** : a state of hostility, conflict, or antagonism **b** : a struggle or competition between opposing forces or for a particular end <a class *war*> <a *war* against disease> **c** : **VARIANCE, ODDS** 3

- **war·less** 🗣️ /-l&s/ *adjective*

Main Entry: **<sup>1</sup>peace** 🗣️

Pronunciation: 'pEs

Function: *noun*

Etymology: Middle English *pees*, from Old French *pais*, from Latin *pac-*, *pax*; akin to Latin *pacisci* to agree -- more at [PACT](#)

Date: 12th century

**1** : a state of tranquillity or quiet: as **a** : freedom from civil disturbance **b** : a state of security or order within a community provided for by law or custom <a breach of the *peace*>

**2** : freedom from disquieting or oppressive thoughts or emotions

**3** : harmony in personal relations

**4 a** : a state or period of mutual concord between governments **b** : a pact or agreement to end hostilities between those who have been at war or in a state of enmity

**5** -- used interjectionally to ask for silence or calm or as a greeting or farewell

- **at peace** : in a state of concord or tranquility

Main Entry: **vi·o·lence** 🗣️

Pronunciation: 'vI-l&n(t)s, 'vI-&-

Function: *noun*

Date: 14th century

**1 a** : exertion of physical force so as to injure or abuse (as in effecting illegal entry into a house) **b** : an instance of [violent](#) treatment or procedure

**2** : injury by or as if by distortion, infringement, or profanation : [OUTRAGE](#)

**3 a** : intense, turbulent, or furious and often destructive action or force <the *violence* of the storm> **b** : vehement feeling or expression :

[FERVOR](#); *also* : an instance of such action or feeling **c** : a clashing or jarring quality :

[DISCORDANCE](#)

**4** : undue alteration (as of wording or sense in editing a text)

Main Entry: **<sup>1</sup>con·flict** 🗣️

Pronunciation: 'kän-"flikt

Function: *noun*

Etymology: Middle English, from Latin *conflictus* act of striking together, from *confligere* to strike together, from *com-* + *fligere* to strike -- more at [PROFLIGATE](#)

Date: 15th century

**1** : **FIGHT**, **BATTLE**, **WAR**

**2 a** : competitive or opposing action of incompatibles : antagonistic state or action (as of divergent ideas, interests, or persons) **b** : mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal demands

**3** : the opposition of persons or forces that gives rise to the dramatic action in a drama or fiction

**synonym** see [DISCORD](#)

- **con·flict·ful** 🗣️ /'kän-"flikt

All definitions taken from Merriam Webster online dictionary at <http://www.m-w.com/cgi-bin/dictionary>

**Peacemaker Research Chart**

Name of Peace Keeper

<i>Personal Information</i>	<i>Precipitating Events</i>	<i>Organizational Affiliations</i>
Birthdate	How did sensitivity to issue develop?  Which life events sparked interest?	With what organization was peacekeeper affiliated when he became known as a peacekeeper?
Place of Birth	What were the sources of inspiration/nature, other people who inspired etc.?	What were previous organizational affiliations?
Location Where Childhood Spent	Which nonviolent strategies did peacekeeper use and why?	
Number of Siblings	Does peacekeeper advocate other strategies? If so, which ones and why? If not, why not?	
Marital Status		
Number of Children		
Educational Background		
Personality		

### Format for Action Plan

**An action plan is a roadmap to reaching a destination. It describes the best route to take to reach your goal, and it does so in detail. If, for example, the final goal is to create a school-wide campaign against homelessness, you would need to be specific. What kind of campaign? How would it look? Who would be involved? What would each person do? How would the word of the campaign get out to people? The list of questions is extensive; however, the more questions you ask yourself and your team members the clearer your goal becomes.**

**Following is a sample with the first line completed.**

**Goal: Students collecting items for the homeless**

<b>Task</b>	<b>Person responsible</b>	<b>Resources Needed</b>	<b>Completion Date</b>	<b>Notes</b>
Research what items the homeless need	Name 1	Telephone and survey sheet	Mm/day/yy	We need to identify agencies that help the homeless and call them to see what we can do to help