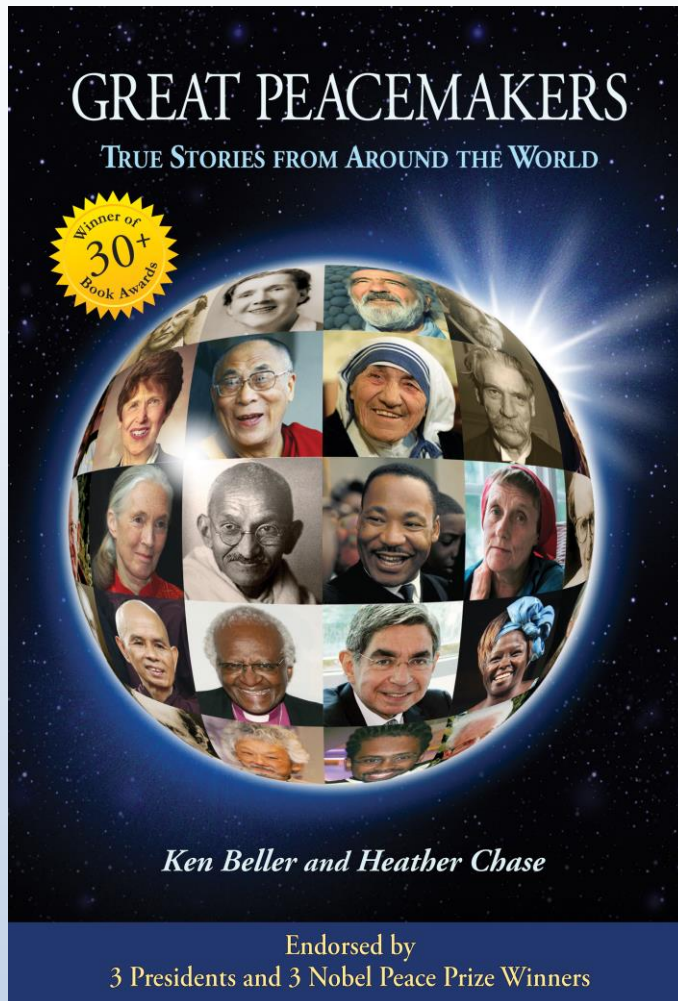


# GREAT PEACEMAKERS

## STUDY GUIDE

FOR  
COLLEGE AND UNIVERSITY CLASSES



### SUITABLE FOR USE IN:

- Peace Studies
- Conflict Resolution
- English/Communication
- Sociology/Anthropology
- History (U.S. & World)
- Civics/Political Science
- Philosophy/Ethics
- Leadership
- Multicultural Studies
- International Studies
- Social Work/Human Services
- Journalism

### INCLUDES:

- Lesson Plans
- Reproducible Worksheets
- Answer Keys
- Rubrics

“Powerful, well researched and, above all, timely, *Great Peacemakers* should be required reading for the youth of the world.”

—Dr. Oscar Arias, former president of Costa Rica and Nobel Peace Prize recipient

# GREAT PEACEMAKERS

## TRUE STORIES FROM AROUND THE WORLD

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### STUDY GUIDE

FOR

### COLLEGE AND UNIVERSITY CLASSES

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# TABLE OF CONTENTS

<b>Table of Contents</b> .....	<b>2</b>
<b>Study Guide Overview</b> .....	<b>3</b>
<b>Lesson Plans</b> .....	<b>5</b>
Lesson 1: Reading and Discussion .....	6
Lesson 2: Journal Writing .....	7
Lesson 3: Vocabulary.....	8
Lesson 4: Geography .....	17
Lesson 5: World History .....	20
Lesson 6: Peacemaker Information Matrix .....	23
Lesson 7: Crossword Puzzle.....	25
Lesson 8: Letter Writing.....	29
Lesson 9: Critical Thinking and Problem Solving.....	30
Lesson 10: Reflective Essay .....	32
Lesson 11: Analytical Research Report .....	33
Lesson 12: Career Research Report.....	35
Lesson 13: Peacemaker Research Report .....	37
Lesson 14: Oral Presentation .....	40
Lesson 15: Community Service Project .....	41
Lesson 16: Guest Speaker or Field Trip .....	42
Lesson 17: Truth and Reconciliation Commission .....	43
Lesson 18: Nonviolent Demonstration .....	44
Lesson 19: Presentation and Assembly.....	45
Lesson 20: Junior Peace Corps.....	46
Lesson 21: Peace Party .....	47
<b>Appendix A: Questions for Reflection and Discussion</b> .....	<b>50</b>
<b>Appendix B: Companion Journal</b> .....	<b>58</b>
<b>Appendix C: Rubrics</b> .....	<b>67</b>
Rubric for Reading and Discussion.....	68
Rubric for Journal Writing.....	69
Rubric for Letter Writing .....	70
Rubric for Critical Thinking and Problem Solving.....	71
Rubric for Reflective Essay.....	72
Rubric for Research Report .....	73
Rubric for Oral Presentation .....	74
Rubric for Service Project.....	75

# STUDY GUIDE OVERVIEW

## Introduction

If you are an educator seeking positive role models and thought-provoking material for your students, the activities in this guide are designed to help meet your needs. By completing this program, students will learn about twenty inspiring individuals, men and women who represent a broad diversity of races, religions, age, and nationalities who have made peace their choice in life. The basis for this study guide is the book, *Great Peacemakers: True Stories From Around The World*.

## Purpose

This program is designed to allow students to fulfill fundamental educational requirements through the concept of peacemaking. This program is flexible and the activities can be taught together as a compressive program or individually as standalone activities to meet specific learning objectives.

## Objectives

Through this program, students will be introduced to important leaders and fundamental concepts in peacemaking.

## Target Audience

This program is designed for college and university students.

## Content Area

This program is suitable for use in disciplines such as peace studies, conflict resolution, English/communication, sociology/anthropology, history (U.S. & world), civics/political science, philosophy/ethics, leadership, multicultural studies, international studies, social work/human services, and journalism.

## Time

The time required for completing this program is flexible from one week to one semester, depending on the number of activities chosen and the rigor that is applied to each activity.

## Materials

A copy of the book *Great Peacemakers* is required for each student to complete the activities in this guide. Other materials, including rubrics, the Companion Journal, Vocabulary Lists, World Map, and Historical Event Timeline worksheets, are also required for some activities and are supplied in this guide. A few activities, such as community service projects, require assignment-specific materials that are not listed in this guide.

## **Media Publicity**

With each of these activities, their effectiveness and lasting impact are significantly increased if the students are positively reinforced and publicly honored for their participation through media coverage. Therefore, leaders are encouraged to guide students in writing a press release and sending it to relevant reporters from local newspapers, radio stations, and television news programs well in advance of the date of the planned the event. It is also helpful to follow up with a phone call or e-mail personally inviting the reporter to cover the event.

## **Feedback**

After completing this program, please share your feedback, and that of your students, with us. To do so, simply go to the “For Educators” page at [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) and fill out the Group Leader Survey. Also, please invite your students to go to the “Fun Stuff” page of the Web site and fill out the Group Participant Survey. Thank you in advance for your feedback and we look forward to hearing your thoughts about this program.

## **Revisions**

For the latest revision of this study guide, please visit [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com).

# LESSON PLANS

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“Why are we violent but not illiterate?  
Because we are taught to read.”

—Colman McCarthy, peace educator  
as quoted in *Great Peacemakers*

# LESSON 1: READING AND DISCUSSION

## Purpose

This activity introduces students to the five paths of peace and the twenty peacemakers featured in the book *Great Peacemakers* and encourages them to think more deeply about peace-related choices that they can make in their daily lives.

## Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) participate in group discussions, and 3) perceive issues from others' perspectives.

## Materials

1. *Great Peacemakers* book—one per student
2. Questions for Reflection and Discussion—Appendix A
3. Rubric for Reading and Discussion—Appendix C

## Step 1

To introduce the activity, facilitate a group discussion with questions such as:

1. What is a peacemaker?
2. Who can be a peacemaker?
3. Do you know of any peacemakers? If so, who are they and how do they make peace?

## Step 2

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. Throughout this process, invite the students to discuss their general impressions of the material they have just studied. Ask open-ended questions and encourage students to discuss their responses. Sample questions can be found in Appendix A: Questions for Reflection and Discussion in this study guide.

During the discussions, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

## Step 3 (Optional)

Ask the students to identify a film about a peacemaker they are interested in learning more about and obtain the film. Such films are listed in the bibliography of *Great Peacemakers* and can often be borrowed through inter-library loan. As a group, watch the film, discuss it, and compare it to the chapter. As in Step 2, all students should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

## Step 4

Assess students' performance. If suitable for your students, use the Rubric for Reading and Discussion as is, or adapt it to best meet your students' situation.

## LESSON 2: JOURNAL WRITING

### Purpose

This activity allows students to reflect more deeply on the five paths to peace and the twenty peacemakers introduced in the book *Great Peacemakers* and encourages students to express their thoughts in writing.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) practice thoughtful reflection on a subject, 3) express their thoughts using well-constructed sentences with proper writing mechanics, and 4) write fluent and rhythmic sentences.

### Materials

1. *Great Peacemakers* book—one per student
2. *Great Peacemakers* Companion Journal—Appendix B
3. Rubric for Journal Writing—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. Throughout this process, ask the students to write their thoughts and insights for each section in the Companion Journal—included in Appendix B of this study guide.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Journal Writing as is, or adapt it to best meet your students' situation.

## LESSON 3: VOCABULARY

### Purpose

This activity allows students to improve their vocabulary skills as new words and concepts are introduced in the book *Great Peacemakers*.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) research and define new vocabulary words, and 3) participate in group discussions.

### Materials

1. *Great Peacemakers* book—one per student
2. Vocabulary Lists—one per student, following this activity plan
3. Dictionaries
4. Key for Vocabulary Lists, following the Vocabulary Lists

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. Throughout this process, have the students complete the Vocabulary Lists using *Great Peacemakers* for context and dictionaries for definitions as needed.

### Step 2

Facilitate a group discussion regarding the vocabulary words and their uses. Ask the students if these words were familiar or unfamiliar to them and if the word definitions or concepts surprised them. Ask the students to use the words appropriately in sentences.

During the discussion, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

### Step 3

Assess students' performance. Provide students with correct answers using the Keys for Vocabulary Lists.

## Vocabulary List for Part One: Choosing Nonviolence

Name: \_\_\_\_\_

Look up the following terms in a dictionary and write their definitions below. If several definitions are listed, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Violence /  
Nonviolence**

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**Justice /  
Injustice**

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**Prejudice**

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**Discrimination**

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**Segregation**

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## Vocabulary List for Part Two: Living Peace

Name: \_\_\_\_\_

Look up the following terms in a dictionary and write their definitions below. If several definitions are listed, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Ethics**

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**Conscience**

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**Stereotype  
(noun)**

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**Solidarity**

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**Demilitarization**

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## Vocabulary List for Part Three: Honoring Diversity

Name: \_\_\_\_\_

Look up the following terms in a dictionary and write their definitions below. If several definitions are listed, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Diverse /  
Diversity**

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**Reconcile /  
Reconciliation**

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**Equitable**

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---

**Human Rights**

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**Compassion**

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## Vocabulary List for Part Four: Valuing All Life

Name: \_\_\_\_\_

Look up the following terms in a dictionary and write their definitions below. If several definitions are listed, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Humane /  
Inhumane**

---

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---

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**Pacifism /  
Pacifist**

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---

---

**Sentient**

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---

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**Enmity**

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**Reverence**

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## Vocabulary List for Part Five: Caring for the Planet

Name: \_\_\_\_\_

Look up the following terms in a dictionary and write their definitions below. If several definitions are listed, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Sustainable**

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**Organic**  
(as in farming)

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**Natural  
Resources**

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**Indigenous**

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---

**Conservation**

---

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## Key for Vocabulary Lists

The following definitions are from *Webster's New Universal Unabridged Dictionary* (1994) or Merriam-Webster Online, [www.m-w.com](http://www.m-w.com). Use them as guides when checking students' definitions.

### Part One: Choosing Nonviolence

<b>Violence / Nonviolence</b>	rough or injurious physical force, action, or treatment / the policy or practice of refraining from the use of violence, as in reaction to oppressive authority
<b>Justice / Injustice</b>	the quality of being just, impartial, or fair / absence of justice: violation of right or of the rights of another
<b>Prejudice (noun)</b>	preconceived judgment or opinion; an adverse opinion or leaning formed without just grounds or before sufficient knowledge
<b>Discrimination</b>	treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit
<b>Segregation</b>	the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means

### Part Two: Living Peace

<b>Ethics</b>	a set of moral principles: a theory or system of moral values
<b>Conscience</b>	the sense of what is right or wrong in one's conduct or motives, impelling one toward right action
<b>Stereotype (noun)</b>	something conforming to a fixed or general pattern; especially: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment
<b>Solidarity</b>	unity (as of a group or class) that produces or is based on community of interests, objectives, and standards
<b>Demilitarization</b>	to place under civil instead of military control

## Key for Vocabulary Lists (continued)

### Part Three: Honoring Diversity

<b>Diverse / Diversity</b>	differing from one another: unlike / the condition of being diverse
<b>Reconcile / Reconciliation</b>	to restore to friendship or harmony; settle, resolve / the action of reconciling; the state of being reconciled
<b>Equitable</b>	having or exhibiting equity: dealing fairly and equally with all concerned
<b>Human Rights</b>	rights (as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons
<b>Compassion</b>	sympathetic consciousness of others' distress together with a desire to alleviate it

### Part Four: Valuing All Life

<b>Humane/ Inhumane</b>	marked by compassion, sympathy, or consideration for humans or animals / not humane
<b>Pacifism / Pacifist</b>	opposition to war or violence as a means of settling disputes / one who strongly and actively opposed to conflict and especially war
<b>Sentient</b>	responsive to or conscious of sense impressions; aware; finely sensitive in perception or feeling
<b>Enmity</b>	a feeling or condition of hostility; hatred; ill will; animosity; antagonism
<b>Reverence</b>	a feeling or attitude of deep respect tinged with awe; veneration

## Key for Vocabulary Lists (continued)

### Part Five: Caring for the Planet

<b>Sustainable</b>	capable of being sustained; of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged
<b>Organic (as in farming)</b>	of, relating to, yielding, or involving the use of food produced with the use of feed or fertilizer of plant or animal origin without employment of chemically formulated fertilizers, growth stimulants, antibiotics, or pesticides
<b>Natural Resources</b>	industrial materials and capacities (as mineral deposits and waterpower) supplied by nature
<b>Indigenous</b>	having originated in and being produced, growing, living, or occurring naturally in a particular region or environment
<b>Conservation</b>	a careful preservation and protection of something; especially: planned management of a natural resource to prevent exploitation, destruction, or neglect

## LESSON 4: GEOGRAPHY

### Purpose

This activity allows students to improve their world geography knowledge by identifying on a world map the birth countries of each of the twenty peacemakers profiled in the book *Great Peacemakers*.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material and 2) identify various countries on a world map.

### Materials

1. *Great Peacemakers* book—one per student
2. World Map—one per student, following this activity plan
3. World atlases, globes, and/or maps
4. Key for World Map, following the World Map

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. During or after the process, ask them to fill in the World Map for each of the twenty peacemakers profiled in the book using a world atlas, globe, and/or map as needed.

### Step 2

Assess students' performance. Provide students with correct answers using the World Map Key.

## World Map

Name: \_\_\_\_\_

Note the countries in which the peacemakers were born and write their corresponding numbers in the boxes on the map below.



1. Thoreau	5. Mother Teresa	9. Hussar	13. Salt	17. Carson
2. Gandhi	6. Nhat Hanh	10. Tutu	14. Schweitzer	18. Suzuki
3. King	7. McCarthy	11. Eisler	15. Lindgren	19. Khalili
4. Sá	8. Arias	12. Dalai Lama	16. Goodall	20. Maathai

## Key for World Map

Below are the approximate locations of the countries in which the peacemakers were born. Use this as a guide when checking students' papers.



1. Thoreau	5. Mother Teresa	9. Hussar	13. Salt	17. Carson
2. Gandhi	6. Nhat Hanh	10. Tutu	14. Schweitzer	18. Suzuki
3. King	7. McCarthy	11. Eisler	15. Lindgren	19. Khalili
4. Sá	8. Arias	12. Dalai Lama	16. Goodall	20. Maathai

## LESSON 5: WORLD HISTORY

### Purpose

This activity allows students to improve their world history knowledge by identifying on a timeline the dates of peace-related historical events that are mentioned in the book *Great Peacemakers*.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) identify peace-related historical events, and 3) plot events on a historical timeline.

### Materials

1. *Great Peacemakers* book—one per student
2. Historical Event Timeline—one per student, following this activity plan
3. Key for Historical Event Timeline, following the Historical Event Timeline

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. During or after the process, have them fill out the Historical Event Timeline for each of the significant events listed on the worksheet and mentioned in *Great Peacemakers*.

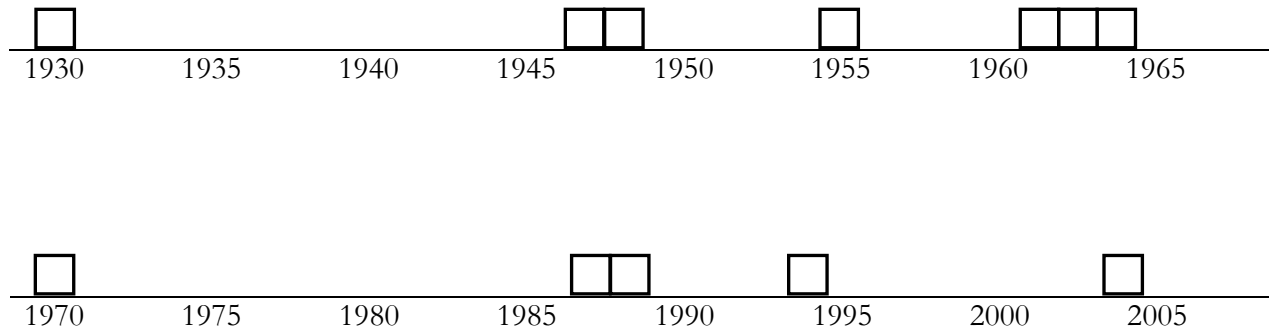
### Step 2

Assess students' performance. Provide students with correct answers using the Historical Event Timeline Key.

## Historical Event Timeline

Name: \_\_\_\_\_

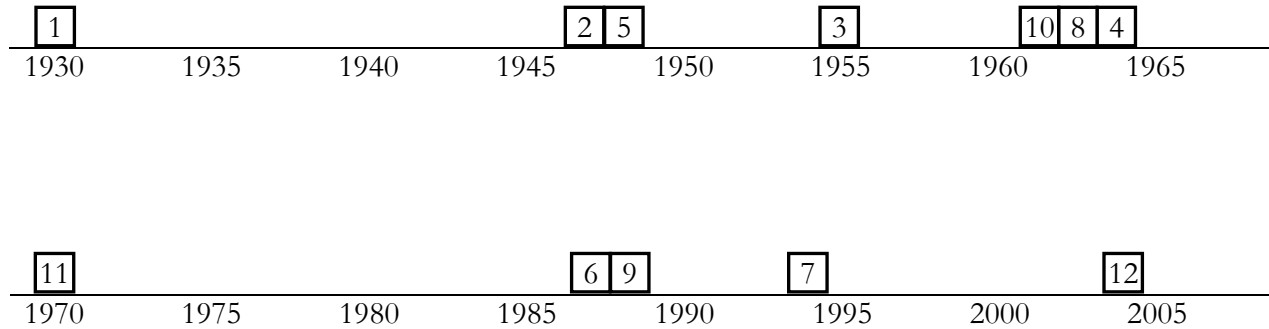
Note the years in which the following historical events happened and write their corresponding numbers in the boxes on the timeline below.



1. The Salt March	7. South Africa's first democratic election
2. Independence of India Bill passed	8. Nuclear Test Ban Treaty signed
3. Montgomery Bus Boycott started	9. Sweden's Animal Welfare Law passed
4. U.S. Civil Rights Act passed	10. Goodall observed chimpanzees making and using tools
5. Costa Rica's army abolished	11. U.S. Environmental Protection Agency established
6. Arias Peace Plan signed	12. First Nobel Peace Prize awarded to an environmentalist

## Key for Historical Event Timeline

Below are the years in which the listed historical events occurred. Use this as a guide when checking students' papers.



1. The Salt March (1930)	7. South Africa's first democratic election (1994)
2. Independence of India Bill passed (1947)	8. Nuclear Test Ban Treaty signed (1963)
3. Montgomery Bus Boycott started (1955)	9. Sweden's Animal Welfare Law passed (1988)
4. U.S. Civil Rights Act passed (1964)	10. Goodall observed chimpanzees making and using tools (1961)
5. Costa Rica's army abolished (1948)	11. U.S. Environmental Protection Agency established (1970)
6. Arias Peace Plan signed (1987)	12. First Nobel Peace Prize awarded to an environmentalist (2004)

## LESSON 6: PEACEMAKER INFORMATION MATRIX

### Purpose

This activity allows students to reinforce their knowledge of peacemakers by creating a peacemaker information matrix.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) identify key information about historical figures, and 3) identify nonviolent methods for accomplishing goals.

### Materials

1. Great Peacemakers book—one per student
2. Key for Peacemaker Information Matrix, following this lesson plan

### Step 1

While or after students read *Great Peacemakers*, have them make an information matrix for the peacemakers that they studied. The matrix should include the following information for each peacemaker:

- Name
- Life theme
- Path to peace
- Key accomplishment
- Key method used to accomplish goals
- Birth country
- Year of birth
- Year of death

### Step 2

Assess students' performance using the Key for Peacemaker Information Matrix.

## Key for Peacemaker Information Matrix

Below is the basic information for each peacemaker in the book *Great Peacemakers* for use as a guide when checking students' work. Use your discretion regarding the key accomplishments and key methods used to accomplish goals.

<b>Name</b>	<b>Theme</b>	<b>Path to Peace</b>	<b>Born/Died</b>	<b>Birth Country</b>
Henry David Thoreau	Living Deliberately	Choosing Nonviolence	1817 / 1862	USA
Mahatma Gandhi	Nonviolent Resistance	Choosing Nonviolence	1869 / 1948	India
Martin Luther King, Jr.	Daring to Dream	Choosing Nonviolence	1929 / 1968	USA
Anderson Sá	An Instrument of Change	Choosing Nonviolence	1981 / –	Brazil
Mother Teresa	Love in Action	Living Peace	1910 / 1997	Macedonia
Thich Nhat Hanh	Being Peace	Living Peace	1926 / –	Vietnam
Colman McCarthy	Teaching Peace	Living Peace	1938 / –	USA
Oscar Arias	“Us” Refers to all of Humankind	Living Peace	1940 / –	Costa Rica
Bruno Hussar	Interfaith Harmony	Honoring Diversity	1911 / 1996	Egypt
Desmond Tutu	All Belong	Honoring Diversity	1931 / –	South Africa
Riane Eisler	Partnership, not Domination	Honoring Diversity	1931 / –	Austria
The Dalai Lama	Universal Compassion	Honoring Diversity	1935 / –	Tibet
Henry Salt	The Creed of Kinship	Valuing All Life	1851 / 1939	India
Albert Schweitzer	Reverence for Life	Valuing All Life	1875 / 1965	Germany/ France
Astrid Lindgren	A Voice for the Voiceless	Valuing All Life	1907 / 2002	Sweden
Jane Goodall	Realizing Our Humanity	Valuing All Life	1934 / –	England
Rachel Carson	The Balance of Nature	Caring for the Planet	1907 / 1964	USA
David Suzuki	Redefining Progress	Caring for the Planet	1936 / –	Canada
Nader Khalili	Sustainable Community	Caring for the Planet	1938 / –	Iran
Wangari Maathai	Planting Seeds of Peace	Caring for the Planet	1940 / –	Kenya

## LESSON 7: CROSSWORD PUZZLE

### Purpose

This activity allows students to improve their reading comprehension and reinforce their knowledge of peacemakers by completing a peacemaker-themed crossword puzzle.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) participate in group discussion, and 3) enjoy the learning process.

### Materials

1. *Great Peacemakers* book—one per student
2. Crossword Puzzle—one per student, following this activity plan
3. Clues for Crossword Puzzle—one per student, following the Crossword Puzzle
4. Key for Crossword Puzzle, following the Clues for Crossword Puzzle

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, have them complete the Crossword Puzzle individually, in pairs, or in small groups.

### Step 2

Facilitate a group discussion about the puzzle. Invite students to give their answers to the questions on the puzzle and discuss the results.

During the discussion, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

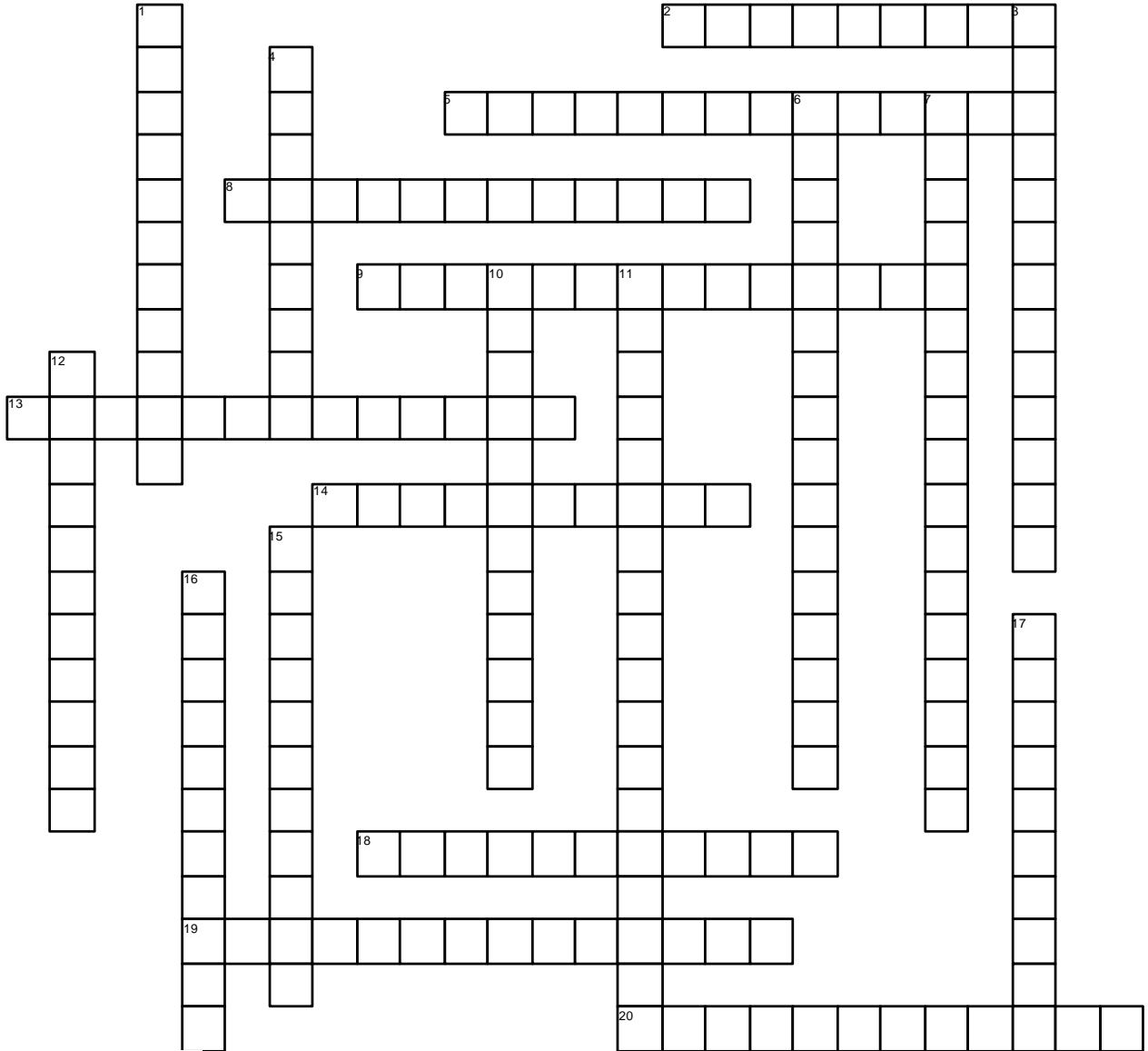
### Step 3

Assess students' performance. Provide students with correct answers using the Key for Crossword Puzzle.

# Crossword Puzzle

## Great Peacemakers

Who are these peacemakers?



## Clues for Crossword Puzzle

### ACROSS

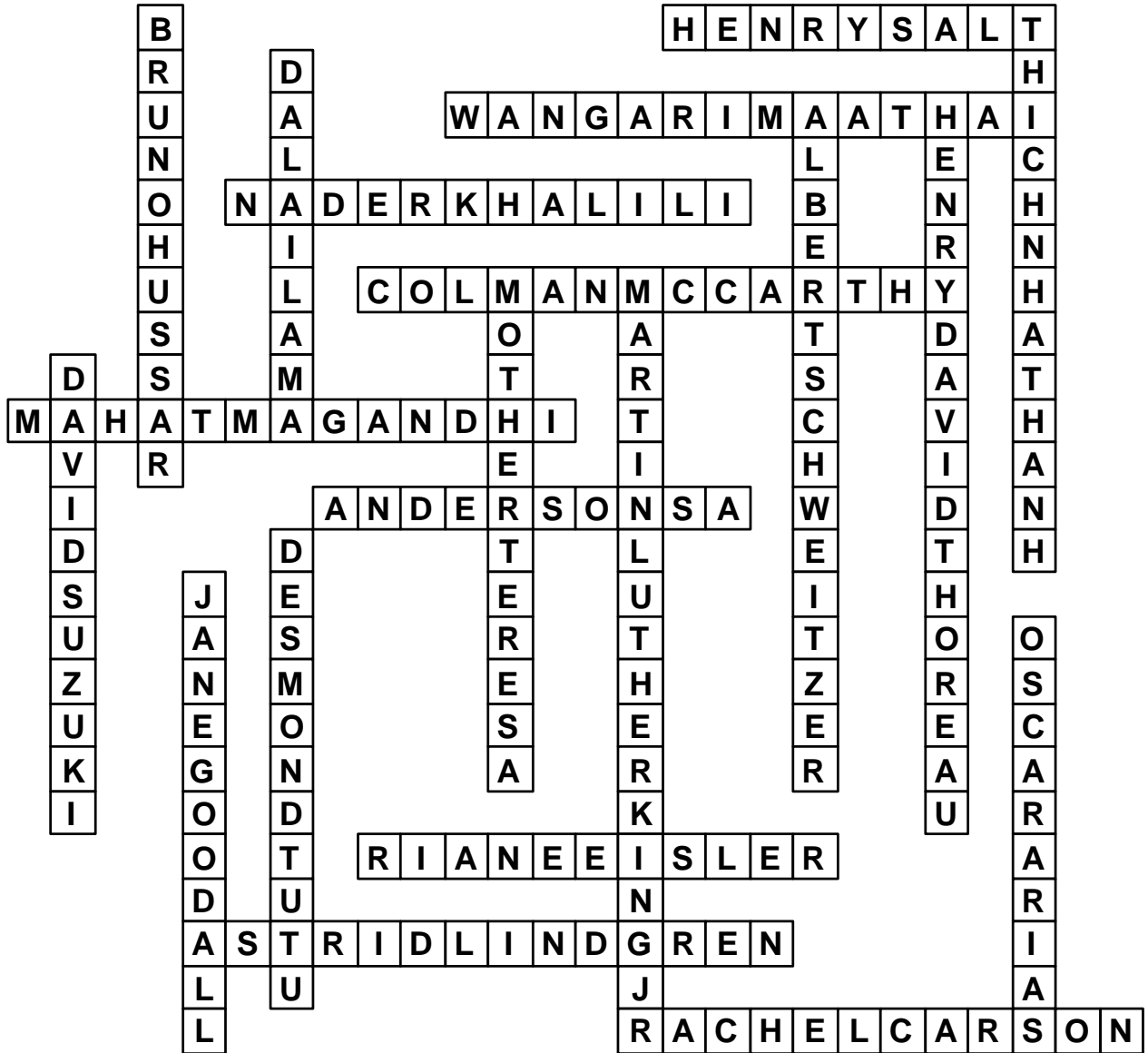
- 2 Redefined “humanitarian” to mean one who has compassion for both humans and animals
- 5 Teaches that protecting the global environment is directly related to securing peace
- 8 Races to achieve his own potential rather than competing against others
- 9 Is convinced that peacemaking is a skill that can be learned
- 13 Fasted for peace
- 14 Inspires at-risk youth to choose nonviolence
- 18 Her research shows that violence is not innate to human nature
- 19 Was a voice for the voiceless—children and animals
- 20 Reminded people of the importance of respecting the balance of nature

### DOWN

- 1 Created a village called Oasis of Peace where Jews and Arabs live, learn, and work together
- 3 Holds that a key to world peace is the practice of “being peace”
- 4 Defines compassion as “the wish for another being to be free from suffering”
- 6 Believed that we should have reverence for all life
- 7 Refused to pay the poll tax
- 10 Strove to love and serve each person she encountered
- 11 Said, “Everybody can be great because everybody can serve.”
- 12 Urges people to leave a cleaner environment for future generations
- 15 Chooses restorative over retributive justice
- 16 Her discovery blurred the line between humans and animals
- 17 His country does not have a military

## Key for Crossword Puzzle

Below is the completed crossword puzzle. Use it as a guide when checking students' papers.



## LESSON 8: LETTER WRITING

### Purpose

This activity allows students to practice civic engagement by expressing their opinion about a social issue important to them in a letter to a peacemaker, relevant public official, editor of a publication, or business leader.

### Objectives

This activity is designed to help students: 1) practice civic engagement by expressing their opinion concerning a social issue or their appreciation for a peacemaker's contribution to a social cause, 2) communicate their ideas in a clear and organized fashion, and 3) write well-constructed sentences with proper writing mechanics and letter format.

### Materials

1. *Great Peacemakers* book—one per student
2. Writing paper, envelope, postage—one per student
3. Rubric for Letter Writing—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation.

Option 1: Ask the students to choose a living peacemaker and write a polite letter of opinion or appreciation to him or her.

Option 2: Ask students to choose a social issue important to them and express their views about it in a polite letter to a relevant public official, editor of a publication, or business leader.

To protect the privacy of the students, have them use the school address as the return address. After you review the letters, have the students mail them to the peacemakers in care of their organization (listed in the *Great Peacemakers* bibliography) or to the office of the public official, editor, or business leader.

### Step 2

Clip any letters that get published in newspapers or magazines and save any replies from public officials or business leaders. Post them on a bulletin board to honor and provide positive reinforcement for students' participation and impact. If applicable, read the letters and the responses during regular announcements. It might also be fun to track the number of letters sent by each class, record that number on "thermometers" on a central bulletin board, and honor the class that sends the most letters or gets the most responses with some type of reward.

### Step 3

Assess students' performance. If suitable for your students, use the Rubric for Letter Writing as is, or adapt it to best meet your students' situation.

## LESSON 9: CRITICAL THINKING AND PROBLEM SOLVING

### Purpose

This activity allows students to recognize various forms of physical and passive violence and to suggest ways to decrease this violence, thereby strengthening their skills in critical thinking and problem solving.

### Objectives

This activity is designed to help students: 1) analyze information, 2) practice logical reasoning, critical thinking, and problem solving, 3) perceive issues from others' perspectives, and 4) participate in group discussions.

### Materials

1. *Great Peacemakers* book—one per student
2. Violence Worksheet—one per student, following this activity plan
3. Chalk board and chalk, or white board and markers
4. Rubric for Critical Thinking and Problem Solving—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, have them complete the Violence Worksheet.

### Step 2

On the board, draw two columns as shown on the Violence Worksheet. Ask students to share some examples of violence they have written on their worksheets. Write these examples on the board in the corresponding columns. Discuss the results and ask questions such as:

1. What types of bullying could be considered physical violence?
2. What types of bullying could be considered passive violence?
3. How can passive violence lead to physical violence?
4. How can physical violence lead to passive violence?
5. Which examples of physical violence do you believe are most prevalent in our school or community?
6. Which examples of passive violence do you believe are most prevalent in our school or community?
7. What could be done to decrease these types of violence in our school or community?
8. What could be done to decrease these types of violence in the world?

During the discussion, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

### Step 3

Assess students' performance. If suitable for your students, use the Rubric for Critical Thinking and Problem Solving as is, or adapt it to best meet your students' situation.

# Violence Worksheet

Name: \_\_\_\_\_

Mahatma Gandhi identified two types of violence: physical and passive.

**Physical violence** is obvious and includes physical force to people or animals. Some examples include war, murder, beating, torture, etc.

**Passive violence** is less noticeable and does not include physical force, but it is still harmful. Some examples include discrimination, oppression (economic, political, social, cultural, religious, racial, and gender), name-calling, gossiping, neglect, abandonment, etc.—in other words, any action that hurts others, consciously or unconsciously.

Think of examples of physical and passive violence in the book *Great Peacemakers* and/or in your school or community and write them in the corresponding columns below.

## Examples of Violence

### Physical

### Passive

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## LESSON 10: REFLECTIVE ESSAY

### Purpose

This activity allows students to reflect deeply on questions related to the book *Great Peacemakers* and to clearly express their thoughts in writing.

### Objectives

This activity is designed to help students: 1) reflect deeply and express their thoughts in writing, 2) write clear and strong positions statements and conclusions, 3) sequence arguments in a logical order, and 4) write well-constructed sentences with proper writing mechanics.

### Materials

1. *Great Peacemakers* book—one per student
2. Questions for Reflection and Discussion—Appendix A
3. Rubric for Reflective Essay—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, ask them to choose a chapter specific question from the Questions for Reflection and Discussion page and respond to it in detail in a reflective essay. Set the word count based on the students' educational level and the rigor desired.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Reflective Essay as is, or adapt it to best meet your students' situation.

### Step 3 (optional)

Invite students to submit their essay for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have the students upload their completed document to [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) or send it to the address listed on the Web site. Please ask them keep the original and send a copy, as these documents will not be returned. Also, please instruct them to include their name and contact information with the submittal—this contact information will be kept confidential and used only to notify writers if their work is selected.

## LESSON 11: ANALYTICAL RESEARCH REPORT

### Purpose

This activity allows students to choose a question from a list of peace-related topics and analyze it in a research report.

### Objectives

This activity is designed to help students: 1) accurately research and document resource information on the topic, 2) write a comprehensive report that adequately addresses the topic, 3) provide several supporting details for each main point made, 4) write well-constructed sentences with proper writing mechanics, and 5) include diagrams and illustrations to support the text.

### Materials

1. *Great Peacemakers* book—one per student
2. Analytical Research Report Guidelines—one per student, following this activity plan
3. Information Sources (library books, Internet access, interview subjects, etc.)
4. Rubric for Research Report—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, ask them choose a peace-related topic and write a report about it according to the Analytical Research Report Guidelines. Set the word count based on the students' educational level and the rigor desired.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Research Report as is, or adapt it to best meet your students' situation.

### Step 3 (optional)

Invite students to submit their report for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have the students upload their completed document to [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) or send it to the address listed on the Web site. Please ask them keep the original and send a copy, as these documents will not be returned. Also, please instruct them to include their name and contact information with the submittal—this contact information will be kept confidential and used only to notify writers if their work is selected.

## Analytical Research Report Guidelines

### Step 1

Select one of the following topics:

1. How do environmental changes, such as floods, storms, drought, etc., affect economic and social structures in ways that affect peace at local, national, and global levels?
2. How do a society's core values, beliefs, and attitudes influence scientific and technological choices and advancement, and how do these affect peace?
3. What are some peace-related international and multinational organizations? What roles do they play in the global arena?
4. What are some ways in which language, art, music, belief systems, and other cultural elements facilitate global understanding or misunderstanding?
5. What is citizenship? What is civic life? What are the rights and responsibilities of citizens? How can citizens participate in civic life?
6. What are civil rights? What are human rights? What are animal rights? Who defines these rights? How are they similar and different from each other?
7. Today, what are key ways in which the world is interconnected socially, economically, environmentally, culturally, and politically? How do these connections positively and negatively affect peace in the world?
8. What is an environmental problem in your community? What are its consequences? Who else in the world faces this same problem? What would be an effective solution to this problem and how could it be prevented in the future?
9. How do cultural norms and traditions influence assumptions and interpretations you and other people draw about social or environmental issues and how to address them?

### Step 2

Investigate and analyze the topic in a research report to the length set by your instructor. Include the following:

1. A thorough analysis of the topic.
2. Relevant quotes and/or examples from *Great Peacemakers* and other sources to support your analysis.
3. Diagrams and/or illustrations to support the text.
4. A detailed bibliography of the sources of information in the format of the *Great Peacemakers* bibliography.

## LESSON 12: CAREER RESEARCH REPORT

### Purpose

This activity allows students to explore careers that interest them, the relation of these careers to peacemaking, and the training or education needed to pursue these careers.

### Objectives

This activity is designed to help students: 1) accurately research and document resource information on the topic, 2) write a comprehensive report that adequately addresses the topic, 3) provide several supporting details for each main point made, 4) write well-constructed sentences with proper writing mechanics, and 5) include diagrams and illustrations to support the text.

### Materials

1. *Great Peacemakers* book—one per student
2. Career Research Report Guidelines—one per student, following this activity plan
3. Information Sources (library books, Internet access, interview subjects, etc.)
4. Rubric for Research Report—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, ask them write a report in accordance with the Career Research Report Guidelines. Set the word count based on the students' educational level and the rigor desired.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Research Report as is, or adapt it to best meet your students' situation.

## Career Research Report Guidelines

### Step 1

Select a career that interests you. In making your choice and doing your research, consider the following questions:

1. What are your talents and passions in life? Think of these not as something you can do, but something you “can’t not do.” For example, if you constantly doodle, perhaps drawing is one of your talents and passions.
2. What are some careers that involve these talents and passions?
3. Do you know someone who has chosen any of these careers? Can you interview him or her?
4. Are there books you can check out at the library to learn more about these careers?
5. Is there an organization to contact for more information about these careers?
6. Of these careers, which appeals to you most?

### Step 2

Research this career and write a report about it to the length set by your instructor. Include the following:

1. A description of the career and why it interests you.
2. An explanation of how the career could help cultivate peace in your life and in the world.
3. A discussion of the skills, knowledge, and attributes needed for the career.
4. A discussion of where the necessary skills or knowledge for the career could be gained (for example, a mentor with whom one could apprentice in the field, a company offering an internship in the field, an educational institution offering certificates or degrees in the field).
5. Diagrams and/or illustrations to support the text.
6. A detailed bibliography of the sources of information in the format of the *Great Peacemakers* bibliography.

## LESSON 13: PEACEMAKER RESEARCH REPORT

### Purpose

This activity allows students to choose a peacemaker not featured in the book *Great Peacemakers* and write a research report about him or her in the same format as the chapters in the book.

### Objectives

This activity is designed to help students: 1) accurately research and document resource information on the topic, 2) provide several supporting details for each main point, 3) write a comprehensive report that meets the Research Report Guidelines, 4) write well-constructed sentences with proper writing mechanics, and 5) include pictures to support the text.

### Materials

1. *Great Peacemakers* book—one per student
2. Peacemaker Research Report Guidelines—one per student, following this activity plan
3. Information sources (library books, Internet access, interview subjects, etc.)
4. Rubric for Research Report—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, ask them to choose a peacemaker not profiled in the book and write a report about him or her, according to the Research Report Guidelines.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Research Report as is, or adapt it to best meet your students' situation.

### Step 3 (optional)

Invite students to submit their report for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have students upload their completed document to [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) or send it to the address listed on the Web site. Please ask them keep the original and send a copy, as these documents will not be returned. Also, please instruct them to include their name and contact information with the submittal—this contact information will be kept confidential and used only to notify writers if their work is selected.

## Peacemaker Research Report Guidelines

### Step 1

Select a peacemaker not featured in *Great Peacemakers* about whom you would like to learn more. In making your choice and doing your research, consider the following questions:

1. Does the person have a strong commitment to nonviolence?
2. Was the person born after 1800? (Recent peacemakers are preferred to help readers better relate to them.)
3. Is enough information about the person available in English to write a complete report?
4. Is there a book (preferably an autobiography), film, or organization to consult for more information about the person's life?

### Step 2

During your research, note approximately ten to twenty quotes by the peacemaker and the sources of these quotes, including page number in a publication or time during a film. Note significant events in the peacemaker's life and the years in which they occurred.

Following the chapter format in the book *Great Peacemakers*, write a report about the peacemaker that includes the following:

1. Path to peace, peacemaker name, and theme (a brief phrase expressing his/her essential approach or message, preferably in his/her own words. For example, Albert Schweitzer's theme in *Great Peacemakers* is Reverence for Life).
2. A brief introduction about the peacemaker (70 to 80 words).
3. The peacemaker's life story (1,400 to 1,450 words). Convey a sense of his/her personality through writing style and use of quotes. Identify the source of each quote.
4. One close-up portrait and two life-illustrating photographs. Identify the source of each photo.
5. Approximately five significant quotes for "The Words of ..." page. Identify the source of each quote.
6. A detailed bibliography of the sources of information in the format of the *Great Peacemakers* bibliography.

## Peacemaker Research Report Guidelines (continued)

If you have trouble finding a peacemaker to research, here are some candidates to consider.

Name	Country	Description
N/A	Various	Recipients of the Nobel Peace Prize
Eve Abe	Uganda	Works to regenerate wildlife and tribal culture
Juan Carlos Antezana	Bolivia	Founder of a refuge for children and wildlife
Corazón Aquino	Philippines	President, nonviolence advocate
A.T. Ariyaratne	Sri Lanka	Founder, Sarvodaya peace & development movement
Henry Bergh	U.S.	Animal and child welfare advocate
Bono	Ireland	Musician, humanitarian
César Chávez	U.S.	Farm workers' rights leader
Jacques Cousteau	France	Oceanographer, filmmaker
Pierre de Coubertin	France	Founder of the modern Olympics
Nelsa Curbelo	Uruguay	Founder of Ser Paz, which helps inner city youth
Albert Einstein	Germany	Physicist, peace advocate
Jeremy Gilley	England	Promoter of the International Day of Peace
Mary Gordon	Canada	Founder, Roots of Empathy education program
Bria Huculak	Canada	Judge, promoter of restorative justice
Emmanuel Jal	Sudan	Musician, former child soldier
Fatima Jibrell	Somalia	Peace and sustainable development activist
Helen Keller	U.S.	Disability rights activist, pacifist
Petra Kelly	Germany	Politician, environmentalist, nonviolence advocate
Azim Khamisa	Kenya/U.S.	Investment banker, forgiveness advocate
Abdul Gaffar Khan	Afghanistan	Leader of the world's largest nonviolent army
Bob Luitweiler	U.S.	Conscientious objector, founder, Servas hospitality org.
Eboo Patel	India/U.S.	Executive Director of Interfaith Youth Core
Sr. Pauline Quinn	U.S.	Nun, founder of the Prison Dog Program
Marshall Rosenberg	U.S.	Psychologist, creator of Nonviolent Communication
Zainab Salbi	Iraq/U.S.	Founder of Women for Women International
Anna Sewell	England	Author of <i>Black Beauty</i> , animal advocate
Henry Spira	Belgium	Animal protection activist
Rabindranath Tagore	India	Writer, artist, advocate of interfaith tolerance
Leo Tolstoy	Russia	Author, advocate of nonviolent resistance
Robert Yazzie	U.S.	Judge, promoter of Navajo peacemaking methods

## LESSON 14: ORAL PRESENTATION

### Purpose

This activity allows students to improve their public speaking skills by presenting their reflective essays or research reports to the group in an oral presentation.

### Objectives

This activity is designed to help students: 1) prepare and rehearse an oral presentation, 2) demonstrate full understanding of the topic being presented, 3) present using appropriate enunciation, posture, eye contact, and volume, and 4) utilize visual aids to enhance the presentation.

### Materials

1. *Great Peacemakers* book—one per student
2. Completed Reflective Essay or Research Report—one per student (Activities 8–11)
3. Rubric for Oral Presentation—Appendix C

### Step 1

After the students have finished reading or listening to *Great Peacemakers* and they have written reflective essays or research reports, have them present their essays or reports to the group in oral presentations. Set the duration based on the students' educational level and the rigor desired. Encourage students to rehearse their presentations and enhance them through the use of visual aids such as props, slides, handouts, etc.

### Step 2

Assess students' performance. If suitable for your students, use the Rubric for Oral Presentation as is, or adapt it to best meet your students' situation.

## LESSON 15: COMMUNITY SERVICE PROJECT

### Purpose

This activity allows students to practice civic engagement by choosing, planning, and conducting a community service project to promote peace.

### Objectives

This activity is designed to help students: 1) develop time-management and problem-solving skills, 2) practice civic engagement through active community service, 3) practice cooperation with a positive attitude, and 4) be self-directed and maintain focus on tasks.

### Materials

1. *Great Peacemakers* book—one per student
2. Chalk board and chalk, or white board and markers
3. Project-specific supplies, as determined by the project chosen
4. Rubric for Service Project—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, have them suggest community service projects they would like to act upon to promote peace. Write these suggestions on the board. Considering factors such as the timeframe, risk, materials, and cost involved, help them choose a project and define its goal and tasks. Ask students to volunteer to do specific tasks.

Obtain any necessary permissions or permits required to complete the project. Guide students in planning and performing the project using proper health and safety procedures and a spirit of cooperation and service.

### Step 2 (optional)

Invite participants to photograph the group doing their project and, with the group's permission, submit the photos for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have students upload their photos to [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) or send them to the address listed on the Web site. Please have them keep the originals and send copies, as these photos will not be returned. Also, please instruct them to include the writer's name and contact information with the submittal—this contact information will be kept confidential and used only to notify writers if their work is selected.

### Step 3

After completing the service project, facilitate a group discussion with questions such as:

1. How would you rate the experience on a scale from 1 (worst) to 10 (best)? Why?
2. Do you believe we accomplished our goal, fell short of it, or exceeded it? Why?
3. What did we learn from this project that will help us with future projects?

### Step 4

Assess students' performance. If suitable for your students, use the Rubric for Service Project as is, or adapt it to best meet your students' situation.

## LESSON 16: GUEST SPEAKER OR FIELD TRIP

### Purpose

This activity allows students to choose and host a peace-related guest speaker, or choose and visit a peace-related site, thereby enhancing their education through an experiential learning component.

### Objectives

This activity is designed to help students: 1) identify and experience sources of information from outside the classroom and 2) plan and coordinate the details of a guest speaker's visit or a field trip.

### Materials

1. *Great Peacemakers* book—one per student
2. Chalk board and chalk, or white board and markers
3. Writing paper, envelope, postage—one per student
4. Rubric for Reading and Discussion and Rubric for Letter Writing—Appendix C

### Step 1

Have the students read *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, ask them to name peace-related people they would like to invite to class, or peace-related sites they would like to visit. If they are unfamiliar with these, have them first research these topics. Write their suggestions on the board. Consider factors such as the timeframe, risk, and cost involved. Help students choose a speaker to invite or a site to visit.

### Step 2

If inviting a guest speaker, write or call to invite him or her to speak to the group. If taking a field trip, write or call the site host and ask permission for the group to visit the site. This can be done by the instructor or the students as best meets the instructional situation.

### Step 3

Have students read background information about the speaker or site. Have them identify specific questions they would like to have answered about the speaker or site. Encourage students to listen attentively, ask their questions, and participate in group discussion during the visit.

### Step 4

After the guest speaker's visit or the field trip, have students write letters to the speaker or site host, thanking him/her for their time and sharing some things they learned from the experience.

### Step 5

Assess students' performance. If suitable for your students, use the Rubric for Reading and Discussion and the Rubric for Letter Writing as is, or adapt them to best meet your students' situation.

## LESSON 17: TRUTH AND RECONCILIATION COMMISSION

### Purpose

This activity gives students the opportunity to create a Truth and Reconciliation Commission and resolve a conflict in their school or community by using restorative justice, rather than retributive justice.

### Objectives

This activity is designed to help students: 1) comprehend written and/or oral material, 2) participate in group discussions, 3) perceive issues from others' perspectives, and 4) practice methods of conflict resolution and restorative justice.

### Materials

1. *Great Peacemakers* book—one per student
2. Tissues, as needed if conflict is emotionally charged

### Step 1

Have the students read the chapter about Desmond Tutu in *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, invite them to identify a conflict in their school or community that they would like to see resolved. Have students form three groups: one group representing one side of the conflict, a second group representing another side of the conflict, and a third group serving as moderators.

### Step 2

If possible, arrange seating democratically, such as in a circle or semicircle. Set guidelines to ensure that each side gets an equal amount of time to speak uninterrupted in an atmosphere of openness and mutual respect. Guide moderators in asking each side to tell its experience of the conflict—what happened to them, what they did, why they did it, how they felt, etc.

### Step 3

Have moderators invite each side, if they feel inclined, to forgive or to ask forgiveness for the actions that occurred. If appropriate to the situation, moderators may also ask each side to offer or to accept some type of reparation—for example, a formal public apology or the repair of a broken item—as a step toward closure.

### Step 4

Assess students' performance. If suitable for your students, use the Rubric for Reading and Discussion as is or adapt it to best meet your students' situation.

## LESSON 18: NONVIOLENT DEMONSTRATION

### Purpose

This activity gives students the opportunity to exercise their right to free speech and public assembly by planning and conducting a nonviolent demonstration regarding an issue important to them.

### Objectives

This activity is designed to help students: 1) develop time-management and problem-solving skills, 2) practice civic engagement through nonviolent demonstration, 3) practice cooperation with a positive attitude, and 4) be self-directed and maintain focus on tasks.

### Materials

1. *Great Peacemakers* book—one per student
2. Materials for signs, banners, costumes, etc. as needed
3. Caution tape or cones as needed
4. Rubric for Service Project—Appendix C

### Step 1

Have the students read the chapter about Dr. Martin Luther King, Jr. in *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, help the students choose an issue they would like to address through a nonviolent demonstration. Have students create signs, banners, songs, costumes, etc. to help convey their message.

### Step 2

If needed, obtain any necessary permissions and/or permits required by local law, school authorities, etc. to hold a demonstration. Take proper safety precautions for the demonstration, such as using caution tape or cones to define the demonstration area, and supervise students at all times during the demonstration. After the event, poll students to see if they believe the demonstration increased awareness of the issue and had the intended effect on the school or community.

### Step 3 (optional)

Invite participants to photograph the group doing their demonstration and, with the group's permission, submit the photos for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have students keep the originals and send copies to Great Peacemakers, c/o LTS Press, P.O. Box 4165, Sedona, AZ 86340, USA. Please include the group's name, grade level, a brief description of the demonstration, and contact information with the submittal—this contact information will be kept confidential and used only to notify the group if their photos are selected. If preferred, upload the photos to [www.GreatPeacemakers.com](http://www.GreatPeacemakers.com) and include the above information.

### Step 4

Assess students' performance. If suitable for your students, use the Rubric for Service Project as is or adapt it to best meet your students' situation.

## LESSON 19: PRESENTATION AND ASSEMBLY

### Purpose

This activity allows students to express their views regarding an issue important to them with relevant officials during a scheduled event.

### Objectives

This activity is designed to help students: 1) prepare and rehearse an oral or audio-visual presentation, 2) demonstrate full understanding of the topic being presented, 3) present using appropriate enunciation, posture, eye contact, and volume, and 4) utilize visual aids to enhance the presentation.

### Materials

1. *Great Peacemakers* book—one per student
2. Audio-visual equipment as needed
3. Poster-making materials such as poster board and markers as needed

### Step 1

Have the students read the chapter about Rachel Carson in *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, help them identify a current law or school policy they would like to see changed or a new one they would like to see implemented. Have students write a position statement about this issue.

### Step 2

Help the students identify a relevant official involved in this issue and invite him or her to the school for presentations regarding the issue at a scheduled event. The invitation can be made by the instructor or the students as best fits the situation.

### Step 3

Guide students in preparing oral and/or audio-visual presentations conveying their views about the issue. During the event, have students give their presentations before the official and the student body.

### Step 4 (optional)

Feel free to invite students to create posters regarding the issue and post these in the event area for the official to see.

### Step 5

After the event, have students write letters to the official, thanking him or her for their time and sharing some of the things they learned from the experience.

### Step 6

Assess students' performance. If suitable for your students, use the Rubrics for Oral Presentation and Letter Writing as is or adapt them to best meet your students' situation.

## LESSON 20: JUNIOR PEACE CORPS

### Purpose

This activity gives students the opportunity to make peace and community service part of their daily lives by creating a “Junior Peace Corps.”

### Objectives

This activity is designed to help students: 1) develop time-management and problem-solving skills, 2) practice civic engagement through community service, 3) practice cooperation with a positive attitude, and 4) be self-directed and maintain focus on tasks.

### Materials

1. *Great Peacemakers* book—one per student
2. Materials as determined by service projects chosen
3. Rubric for Service Project—Appendix C

### Step 1

Have the students read the chapter about Colman McCarthy in *Great Peacemakers* at home or in class, silently or aloud, as best fits the instructional situation. When they are finished, guide them in forming a “Junior Peace Corps”—a group of students who regularly promote peace through community service projects. Once the group is formed, have the members suggest peace-related projects they would like to conduct throughout the school year. Considering factors such as the timeframe, materials, cost, and risk involved, help students choose their first project, define its goal and tasks, and guide them in planning the project.

### Step 2

If needed, obtain any necessary permissions and/or permits required by local law, school authorities, etc. Supervise students in conducting the project using proper safety procedures and a spirit of cooperation and service. Invite participants to photograph the group doing their project and, with the group’s permission, post these photos on a bulletin board or submit them to the school newspaper to honor their accomplishment.

### Step 3

After completing the service project, facilitate a group discussion with questions such as: 1) How would you rate the experience on a scale from 1 (worst) to 10 (best)? Why? 2) Do you believe we accomplished our goal, fell short of it, or exceeded it? Why? 3) What did we learn from this project that will help us with future projects?

### Step 4

Assess students’ performance. If suitable for your students, use the Rubric for Service Project as is or adapt it to best meet your students’ situation.

### Step 5

Repeat the process described above for the other projects that group members choose to do throughout the school year.

## LESSON 21: PEACE PARTY

### Purpose

This activity allows students to celebrate successful completion of the *Great Peacemakers* program by planning and throwing a peace party.

### Objectives

This activity is designed to help students: 1) plan and coordinate the details of an event, 2) practice cooperation, 3) use proper food preparation health and safety procedures, and 4) participate in the aesthetic experiences of various ethnic and cultural students.

### Materials

1. *Great Peacemakers* book—one per student
2. Recordings of upbeat world music and equipment on which to play the recordings
3. International decorations
4. Peace Party Suggestions—one per student, following this activity plan
5. Ingredients and utensils for making and serving chosen dishes
6. Small cards for identifying dishes

### Step 1

After the students have read or listened to *Great Peacemakers* and completed many or all of the activities in this guide, celebrate this accomplishment with a peace party. Give participants copies of the Peace Party Suggestions and ask them to volunteer, as individuals or small students, to provide specific music, decorations, and/or dishes from around the world.

### Step 2

Advise participants in obtaining the necessary ingredients for their dishes. If using your school's kitchen, supervise students in preparing their dishes using proper health and safety procedures. Encourage students to work together in a spirit of cooperation and, if conflicts arise, encourage participants to resolve them equitably and nonviolently.

### Step 3

Supervise students in playing upbeat world music, decorating with international decorations, and serving international dishes for all to enjoy. Celebrate successful completion of *Great Peacemakers* program and have fun!

## Peace Party Suggestions

Throw a party with international flair! Play upbeat world music, decorate with international decorations, and serve international dishes. Place a card by each dish with the dish's name, the region it represents, and names of peacemakers from that region. Below are some sample recipes.



Tip: In the spirit of peace, help animals, nature, and farmers by choosing ingredients that are vegetarian, organic, and fairly traded. Look for products bearing symbols such as these.



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### Hummus

(Represents the Middle East, home of Bruno Hussar and Nader Khalili)

4 cups chickpeas or garbanzo beans	juice of 2 or 3 lemons
½ cup tahini (sesame paste)	4 garlic cloves
2/3 cup olive oil	1 ½ teaspoon salt

Blend all ingredients in a food processor until smooth. Spoon mixture into serving dish. Garnish with a drizzle of olive oil and a sprinkle of paprika. Serve with pita bread wedges or cucumber slices. Makes 5 cups.

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### Mint Chutney

(Represents Asia, home of Mahatma Gandhi, the Dalai Lama, and Thich Nhat Hanh)

1 bunch fresh cilantro	1 medium onion, quartered
1 ½ cup fresh mint leaves	1 tablespoon tamarind juice or lemon juice
1 tart apple, peeled, cored, and quartered	½ teaspoon salt

Blend all ingredients in a food processor, adding water as needed to achieve a thick sauce. Spoon mixture into serving dish. Serve with pieces of papadum or chapati (thin Indian flatbread). Makes 3 cups.

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### Corn and Black Bean Salad

(Represents Central and South America, home of Oscar Arias and Anderson Sá)

2 cup canned black beans, drained	1 bunch of fresh cilantro, chopped
2 cup corn (preferably fresh, uncooked)	juice of one lime
1 red onion, chopped	½ cup vegetable oil
salt to taste	

Combine all ingredients in medium bowl. If possible, refrigerate 2 to 3 hours. Spoon mixture into serving dish. Serve with tortilla chips or slices of jícama (crisp root vegetable). Makes 6 cups.

### **Kunde (Kenyan black-eyed peas & tomatoes)**

(Represents Africa, home of Desmond Tutu and Wangari Maathai.)

Allergy Alert: This dish contains peanuts.

2 teaspoons oil	¼ cup peanut butter
1 onion	¼ cup water
2 cups tomatoes, diced	salt & pepper to taste
2 cups cooked black-eyed peas	6 cups cooked rice
2 cups chopped kale or spinach (optional)	

Heat oil over medium heat in large saucepan. Mince onions and sauté lightly until translucent. Add diced tomatoes and kale or spinach and cook for about 10 minutes. Add remaining ingredients, except rice, and mix well. Lightly mash the peas with a fork. Simmer about 10 minutes over medium heat, stirring occasionally. Add more water as needed to obtain a stew-like consistency. Serve with cooked rice. Makes 6 cups.

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### **Dessert Crêpes**

(Represents Europe, home of Albert Schweitzer, Mother Teresa, Jane Goodall, Henry Salt, Riane Eisler, and Astrid Lindgren)

1 cup soymilk or water	½ teaspoon salt
¾ cup unbleached, all-purpose flour	1 tablespoon margarine
1 teaspoon baking powder	whipped topping, fresh berries, or jam

Combine soymilk or water, and flour, baking powder, and salt, do not over stir—a few small lumps are fine. Melt margarine in frying pan. Pour batter in thin 4-inch rounds. Fry until golden. Top with whipped topping, fresh berries, or jam and serve. Makes 12 crêpes.

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### **Chocolate Chip Cookies**

(Represents North America, home of Henry David Thoreau, Martin Luther King, Jr., Colman McCarthy, Rachel Carson, and David Suzuki)

1 cup margarine	2 ¼ cups unbleached, all-purpose flour
½ cup sugar	½ teaspoon salt
½ brown sugar	1 teaspoon baking soda
¼ cup soymilk or water	12 ounces semi-sweet chocolate chips
1 teaspoon vanilla extract	

Preheat oven to 350° F. In large bowl, mix margarine, sugar, and brown sugar until light and fluffy. Stir in soymilk or water, and vanilla. Add flour, salt, and baking soda. Fold in chocolate chips. Drop small spoonfuls onto nonstick cookie sheets and bake for 8 to 10 minutes. Makes 25 to 30 cookies.

# **APPENDIX A:**

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## **QUESTIONS FOR REFLECTION AND DISCUSSION**

## Questions for Reflection and Discussion

### General Questions for Discussion for Each Chapter

1. Have you ever heard of this peacemaker before?
2. How well did you relate to this peacemaker and his or her message?
3. What about this chapter did you find most interesting?
4. In this chapter, which quote did you like most? Why?
5. If you could meet this peacemaker, what question would you ask him or her?

### Part One—Choosing Nonviolence

#### Chapter 1. Henry David Thoreau: Living Deliberately

1. Thoreau went to the woods because he “wished to live deliberately.” What does living deliberately mean to you?
2. Thoreau urged people to “Simplify, simplify.” How do you define a simple life? What do you see as the positives and negatives of living simply?
3. “There are a thousand hacking at the branches of evil to one who is striking at the root,” said Thoreau. What do you think he meant by this, and do you agree with the statement?
4. In objection to war and slavery, Thoreau refused to pay the poll tax. In your opinion, is refusing to pay tax ever justifiable? Why or why not?
5. Thoreau said, “The mass of men lead lives of quiet desperation.” Do you agree? How could this condition contribute to violence? How could it be prevented?

#### Chapter 2. Mahatma Gandhi: Nonviolent Resistance

1. After being thrown off the train, Gandhi faced a difficult choice between violent retaliation, running away, and nonviolent resistance. He chose the latter. Which would you choose and why?
2. Gandhi said, “...being humble does not mean giving in and allowing yourself to be bullied. Humility means giving respect.” What are your thoughts about this statement?
3. Gandhi believed personal change and social change were interlinked and he made major changes in his personal life (renouncing most of his material possessions, fasting regularly, and spending one day per week in silence) to better live his values. In your view, are personal change and social change related and if so how? What personal changes have you made, or could you make, in your life to better live your values?
4. Deeming the salt law to be unjust, Gandhi openly broke that law and willingly accepted the consequences for doing so, including imprisonment. In your opinion, is breaking the law ever justifiable? Why or why not?
5. Gandhi said, “We must be the change we wish to see in the world.” What change would you like to see in the world and how are you being that change?

#### Chapter 3. Martin Luther King, Jr.: Daring to Dream

1. Many participants in the U.S. civil rights movement endured verbal and physical attacks without retaliating violently. Do you think you could ever do this? Why or why not?
2. To accomplish his goals, King used various strategies such as marches, boycotts, and public speaking. In your view, why are these strategies effective, even when the opposing side is using violence?

3. In 1955 Montgomery's black citizens walked and carpooled for more than a year rather than riding segregated buses. Would you be willing to make a sacrifice like this for a cause? Why or why not?
4. King said, "We must realize so many people are taught to hate us that they are not totally responsible for their hate." What are your thoughts about this perspective?
5. King dreamed that one day we would live in a nation where people "will not be judged by the color of their skin, but by the content of their character." In your opinion, how close is our society to realizing this dream? Please explain your reasoning.

#### **Chapter 4. Anderson Sá: An Instrument of Change**

1. Early in life, Sá believed he had only two options in life—become a laborer or a drug trafficker—but later he realized he could create his own alternative option. Do you believe you have limited options in life? How can you create your own alternative option?
2. Sá used his passion for music as an instrument of change. What is your passion, and how could you use it as an instrument of change?
3. By an early age, Sá had seen so much violence that he had become desensitized to it. What are some things in our society that desensitize us to violence?
4. Sá gives back to his community through free drumming lessons, concerts, etc. What are some things you can do to give back to your community?
5. Sá is a role model for many *favela* youth. Who are your role models? Who might consider *you* a role model?

### **Part Two—Living Peace**

#### **Chapter 5. Mother Teresa: Love in Action**

1. Mother Teresa focused on serving at the individual level, rather than the societal level. In your view, is one approach more important than the other? To which approach do you feel most drawn and why?
2. Mother Teresa gave up a sheltered convent life to live among, and as austerely as, the poor people she served. Would you ever consider doing this? Why or why not?
3. The Missionaries of Charity strive to love people who are often overlooked, ignored, or outcast. Who are some people overlooked in our society? How can we love and help them?
4. The Nobel Foundation, in giving the Nobel Peace Prize to Mother Teresa, pointed out that poverty and distress are a threat to peace. Do you agree? Why or why not?
5. Mother Teresa saw two types of poverty: physical poverty (inadequate shelter, rampant disease, and lack of food) and spiritual poverty (broken homes, loneliness, and lack of love). What are your thoughts about these two types of poverty, and what can be done to help alleviate them?

#### **Chapter 6. Thich Nhat Hanh: Being Peace**

1. Thich Nhat Hanh believes, "Only by establishing peace in yourself can you be helpful in contributing to peace. ... being peace is the basis for doing peace, making peace." Do you agree? Why or why not?
2. Thich Nhat Hanh strives to balance inner peace and outer service. Do you believe both are important? Do you strive to balance them in your life? If so, how?
3. During the war in Vietnam, Thich Nhat Hanh refused to take sides. In your opinion, what are the pros and cons of taking sides and the pros and cons of being neutral in a conflict?
4. Thich Nhat Hanh teaches techniques for developing inner peace. What are some things you do to develop inner peace?

5. It is believed by Thich Nhat Hanh that everyone has within them seeds of peace and seeds of violence. From your perspective, what are some influences that water the seeds of peace and some that water the seeds of violence in society today?

### **Chapter 7. Colman McCarthy: Teaching Peace**

1. McCarthy believes that peacemaking is a skill that can be taught. Do you agree? Why or why not?
2. In McCarthy's opinion, few opportunities have as much potential to decrease violence as peace education. What is your opinion about this viewpoint?
3. "Most students come into my classes already well educated, often overeducated, in the ethic of violence," states McCarthy. What are some of the things that you believe educate us in the ethic of violence on a regular basis?
4. In McCarthy's opinion, "No calling is higher or more noble than that of peacemaker, no matter the form it may take." Do you agree? Why or why not?
5. If you taught a class about peace, what main concepts would you emphasize and why?

### **Chapter 8. Oscar Arias: "Us" Refers to All of Humankind**

1. What do you think of Costa Rica abolishing its army? From your perspective, what are some pros and cons of demilitarization?
2. Arias believes poverty can be ended by cutting military spending and redirecting funds to human development. What are your thoughts about this strategy?
3. Arias points out many economic benefits of peace such as increased investment and tourism. In your view, what are some additional economic benefits of peace?
4. Arias was able to get warring parties to meet face to face and agree to a peace plan. In your opinion, what are some ways to convince people in conflict to talk and work things out?
5. Regarding international arms trade, Arias said, "We must not enrich ourselves through the commerce of death." What do you think of this statement? What are some other industries that profit on suffering or death?

## **Part Three—Honoring Diversity**

### **Chapter 9. Bruno Hussar: Interfaith Harmony**

1. At the Oasis of Peace School, students learn to respect and appreciate each other's identities while maintaining their own identity. What are some steps that could be taken to accomplish this in our school or community?
2. For four years, Hussar lived in a small shipping crate with no electricity or water while he worked to realize his dream. What sacrifices would you be willing to make to achieve your dream?
3. Hussar believed that mutual differences between people are enriching. In your opinion, how do differences enrich our lives?
4. At the School for Peace, students role-play, taking on each other's viewpoints. What are additional ways we can practice seeing other people's viewpoints?
5. At Neve Shalom/Wahat al-Salam, residents live and work together as one way to reduce stereotypes about each other. What are some additional ways to reduce stereotypes?

## **Chapter 10. Desmond Tutu: All Belong**

1. Tutu supports restorative justice, rather than retributive justice. Which approach do you believe is more effective? Why?
2. Was there ever a time in your life when you experienced discrimination? What happened and how did you feel?
3. Tutu believes, “Peace is not a goal to be reached but a way of life to be lived.” What are your thoughts about this statement?
4. Forgiveness played a big role in the Truth and Reconciliation Commission. Have you ever harmed someone who, instead of retaliating, forgave you? Have you ever forgiven someone instead of retaliating for something they did to you? In either case, how did you feel?
5. Can you think of other areas of the world today where situations similar to apartheid are occurring? In your opinion, how could these situations be resolved?

## **Chapter 11. Riane Eisler: Partnership, Not Domination**

1. Eisler believes that not all cultural traditions should be continued—people should consider which values a tradition promotes before continuing them. In your view, what are some traditions that promote positive values and some that promote negative values? How so?
2. In your opinion, where do your daily activities fall on a domination/partnership continuum? How so?
3. In your opinion, where do our country’s activities fall on a domination/partnership continuum? How so?
4. Living in Austria, Cuba, and the U.S., Eisler concluded that “just the way things are” varies from culture to culture. Which cultures have you experienced and how is “just the way things are” different among them?
5. In your opinion, what are some problems that could be solved by moving away from a domination model and toward a partnership model?

## **Chapter 12. The Dalai Lama: Universal Compassion**

1. The Dalai Lama defines compassion as “the wish for another being to be free from suffering.” What does compassion mean to you?
2. This chapter mentions human rights. To your knowledge, what are some basic human rights?
3. The Dalai Lama said, “No matter what part of the world we come from, we are all basically the same human beings. We all seek happiness and try to avoid suffering.” What are your thoughts about this statement?
4. In the Dalai Lama’s view, even the people who have done terrible things to Tibet are suffering. Has someone ever done something hurtful to you? How might they be suffering?
5. The Dalai Lama and many Tibetans have suffered severe injustice, yet strive to have compassion for their oppressors. Do you think you could ever do this? Why or why not?

## **Part Four—Valuing All Life**

### **Chapter 13. Henry Salt: The Creed of Kinship**

1. Salt supported animal and environmental protection. In your opinion, how does a person’s treatment of animals and nature affect their treatment of people?
2. Thoreau’s example inspired Salt to simplify his life. Salt’s book inspired Gandhi to continue being vegetarian. Who inspires you? Whom might you inspire? How so?

3. Salt said, “By condoning cruelty to animals, we perpetuate the very spirit which condones cruelty to men.” Do you agree? Why or why not?
4. Salt pointed out ways in which he believed his society was highly uncivilized. In your opinion, how is our society today civilized or uncivilized?
5. Salt believed that in a frantic, competitive society in which commercial profit was the main goal, human and animal welfare would likely be sacrificed for that goal. What are your thoughts about this viewpoint?

### **Chapter 14. Albert Schweitzer: Reverence for Life**

1. Schweitzer said, “Until he extends the circle of his compassion to all living things, man will not himself find peace.” Do you agree with this statement? Why or why not?
2. As a young boy, Schweitzer conquered his fear of losing his classmate’s friendship and shooed away birds before his classmate could shoot them. Have you ever conquered a fear to do what you believed was right? What happened and how did you feel?
3. Schweitzer said, “I am life which wants to live in the midst of other life that wants to live.” In your opinion, how might this perspective cultivate empathy?
4. Reverence for Life, Schweitzer believed, was one simple ethic that could help solve many world problems. Do you agree? Why or why not?
5. Schweitzer felt his greatest contribution to the world was the ethic of Reverence for Life. What do you imagine will be your greatest contribution to the world?

### **Chapter 15. Astrid Lindgren: A Voice for the Voiceless**

1. Lindgren promoted nonviolent child rearing. What do you think about this approach?
2. Growing up on a family farm, Lindgren’s early experiences with animals gave her a compassion for animals that lasted a lifetime. What are some experiences you have had with animals and how did these experiences affect you?
3. Lindgren told a story in which a mother sets a rock on the windowsill to remind herself never to use violence. In our daily lives, what are some additional things we can do to remind ourselves not to use violence?
4. When enacted, Sweden’s Animal Welfare Act was the world’s most comprehensive animal welfare law ever passed. Do you believe animal welfare is important? Do you believe we do enough for it on our society? Why or why not? How could we do more?
5. Lindgren said, “[Pippi] has power, but she never misuses that power, which I think is the most splendid thing, and the most difficult.” What are some examples of misuse of power? How could they be prevented?

### **Chapter 16. Jane Goodall: Realizing Our Humanity**

1. Goodall questioned whether violence was a learned behavior or an inherent human trait. What are your thoughts about this question?
2. Goodall has four reasons why she is hopeful about the future. Are you hopeful about the future? Why or why not?
3. Goodall calls for an end to the testing of cosmetics and household products on animals and a reduction in the number of animals used in medical experimentation. What do you think about these issues?
4. To Roots & Shoots “peace means caring for people, animals, and the environment, and realizing that your actions have effects on all living things.” What does peace mean to you?
5. Goodall said, “We cannot live through a day without impacting the world around us—and we have a choice: What sort of impact do we want to make?” In a typical day, how do you impact the world around you? What impact would you like to make?

## Part Five—Caring for the Planet

### Chapter 17. Rachel Carson: The Balance of Nature

1. The more we can focus our attention on the wonders of nature, Carson believed, the less taste we will have for the destruction of our race. Do you agree? Why or why not?
2. Carson pointed out connections between agents of chemical warfare and synthetic chemical insecticides. Did these connections surprise you? Why or why not?
3. During her time, Carson believed humanity had insulated itself from the realities of nature. Do you believe humanity is more or less insulated from these realities today? How so?
4. In 1972 DDT was banned in the U.S., except for use in quarantine, public health, and export. What do you think of these exceptions?
5. Carson reminded people of the importance of respecting the balance of nature. Do you believe it is important to respect this balance? Why or why not?

### Chapter 18. David Suzuki: Redefining Progress

1. As an uncomfortable youth, Suzuki found solace in a wetland near his home. Have you ever found solace or a sense of peace in nature? How so?
2. Suzuki has a plan for *Sustainability within a Generation*. What are some things you are doing (or plan to do) in your daily life to help lessen the stress on the planet?
3. Suzuki laments that many people see environmental destruction as “the price of progress,” and he believes we should start redefining progress. How do you define progress?
4. Suzuki said, “The way we see the world shapes the way we treat it.” How do you see the world? How might someone from another culture see it differently?
5. Did the connections Suzuki points out between environmental destruction and human conflict surprise you? How so?

### Chapter 19. Nader Khalili: Sustainable Community

1. Do you, or does anyone you know, live in an environmentally friendly home? What is it like?
2. Khalili believes he achieves his best by “racing alone,” rather than competing against other people. Which approach do you believe is more effective? Why?
3. Superadobe transforms elements of war—sandbags and barbed wire—into elements of peace. How else could elements of war be transformed into elements of peace?
4. Building officials initially scoffed at Superadobe, but later approved it. What are some other ecologically friendly things that are scoffed at today, but might be accepted in the future?
5. Superadobe represents a simple, ecologically friendly solution to the housing problem. In your opinion, what is another simple, eco-friendly solution to a problem facing humanity?

### Chapter 20. Wangari Maathai: Planting Seeds of Peace

1. Maathai believes that protecting the environment is directly related to securing peace. What are your thoughts about this connection?
2. Maathai points out connections between poverty and environmental degradation. Did these connections surprise you? Why or why not?
3. The Green Belt Movement’s programs help people restore both their livelihoods and the land. In your opinion, what are some additional ways to accomplish both goals?
4. Maathai refers to the Earth as humanity’s life-support system. What are some ways in which the Earth or nature supports our lives?
5. The Green Belt Movement works *with*, rather than *for*, local people and thereby empowers local people. How else could a service project empower people?

## Conclusion

1. Of the peacemakers profiled in this book, which is your favorite? Why?
2. Of the paths to peace outlined in this book (*choosing nonviolence, living peace, honoring diversity, valuing all life, and caring for the planet*), which is your favorite? Why?
3. If you were profiled in this book, what would be your chapter theme (for example, Mother Teresa's is *Love in Action*)?
4. Did this book bring to mind any new insights about peace and violence in your own life? If so, what are some of these insights?
5. Did this book inspire you to take any new actions in your own life to cultivate peace? If so, what are some of these actions?
6. After reading this book, what do you believe is the most effective way to create lasting peace? Why?
7. Whom would you nominate to be profiled in a future edition of *Great Peacemakers*? Why?

# **APPENDIX B:**

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## **COMPANION JOURNAL**

# GREAT PEACEMAKERS

## COMPANION JOURNAL

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This journal is designed to help enhance your reading experience by giving you a place to record your thoughts and insights as you read *Great Peacemakers*.

NAME: \_\_\_\_\_











## Conclusion

Of the peacemakers profiled in this book, which is your favorite? Why?

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Of the paths to peace outlined in this book (*choosing nonviolence, living peace, honoring diversity, valuing all life, and caring for the planet*), which is your favorite? Why?

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If you were profiled in this book, what would be your chapter *theme* (for example, Mother Teresa's is *Love in Action*)?

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Did this book bring to mind any new insights about peace and violence in your own life? If so, what are some of these insights?

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Did this book inspire you to take any new actions in your own life to cultivate peace? If so, what are some of these actions?

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# APPENDIX C:

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## RUBRICS

## RUBRIC FOR READING AND DISCUSSION

CATEGORY	4	3	2	1
<b>Class Participation</b>	Regularly volunteers answers to questions and willingly tries to answer questions s/he is asked.	Often volunteers answers to questions and willingly tries to answer questions s/he is asked.	Seldom volunteers answers to questions, but willingly tries to answer all questions s/he is asked.	Does not willingly volunteer or participate.
<b>Listening</b>	Listens quietly and does not interrupt while others are speaking.	Listens quietly and seldom interrupts while others are speaking.	Listens quietly and regularly interrupts while others are speaking	Interrupts often by whispering and/or making comments or noises that distract others.
<b>Comprehension</b>	Understands the material and accurately answers all questions related to the material.	Understands most of the material and accurately answers most questions related to the material.	Understands some parts of the material and accurately answers some questions related to the material.	Has trouble understanding or remembering most parts of the material or answering most questions related to the material.
<b>Interpersonal Skills</b>	Expresses own ideas and opinions and is always sensitive to the feelings of others and always respects others' responses and opinions.	Expresses own ideas and opinions and is usually sensitive to the feelings of others and usually respects others' responses and opinions.	Expresses own ideas and opinions and is seldom sensitive to the feelings of others and seldom respects others' responses and opinions.	Offers insensitive responses and does not respect others' responses and opinions.

## RUBRIC FOR JOURNAL WRITING

CATEGORY	4	3	2	1
<b>Assignment Completion</b>	All parts of the assignment are completed and demonstrate the full potential of the student's capability.	All parts of the assignment are completed and partially demonstrate the full potential of the student's capability.	Most parts of the assignment are complete and partially demonstrate the full potential of the student's capability.	The assignment was not completed.
<b>Comprehension</b>	Understands the material and accurately answers all questions related to the material.	Understands most of the material and accurately answers most questions related to the material.	Understands some parts of the material and accurately answers some questions related to the material.	Has trouble understanding or remembering most parts of the material or answering most questions related to the material.
<b>Thoughtful Reflection</b>	Writing consistently indicates deep and thoughtful reflection about the topic.	Writing usually indicates deep and thoughtful reflection about the topic.	Writing seldom indicates deep and thoughtful reflection about the topic.	Writing does not indicate deep and thoughtful reflection about the topic.
<b>Sentence Fluency</b>	Demonstrates skillful sentence fluency (varies length, good flow, rhythm, and varied structure).	Demonstrates reasonable sentence fluency (varies length, good flow, rhythm, and varied structure).	Demonstrates minimal sentence fluency (varies length, good flow, rhythm, and varied structure).	Sentence fluency is lacking.
<b>Vocabulary</b>	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary that is precise and purposeful.	Exhibits minimal use of vocabulary that is precise and purposeful.	Lacks use of vocabulary that is precise and purposeful.
<b>Mechanics</b>	Writer makes no errors in grammar, spelling, or punctuation.	Writer makes few errors in grammar, spelling, or punctuation.	Writer makes several errors in grammar, spelling, or punctuation.	Writer makes many errors in grammar, spelling, or punctuation.

## RUBRIC FOR LETTER WRITING

CATEGORY	4	3	2	1
<b>Opening Statement</b>	The opening statement provides a clear statement of the author's position on the topic.	The opening statement provides a fairly clear statement of the author's position on the topic.	An opening statement is present, but does not make the author's position clear.	There is no opening statement.
<b>Idea Expression</b>	Ideas are expressed in a clear and organized fashion. It is easy to figure out what the letter was about.	Ideas are expressed in a fairly clear manner, but the organization could have been better.	Ideas are somewhat organized, but are not very clear. It takes more than one reading to figure out what the letter was about.	The letter seems to be a collection of unrelated sentences. It is very difficult to figure out what the letter was about.
<b>Mechanics</b>	Writer makes no errors in grammar, spelling, or punctuation.	Writer makes few errors in grammar, spelling, or punctuation.	Writer makes several errors in grammar, spelling, or punctuation.	Writer makes many errors in grammar, spelling, or punctuation.
<b>Format</b>	Complies with all of the requirements for a friendly letter.	Complies with most of the requirements for a friendly letter.	Complies with some of the requirements for a friendly letter.	Complies with few of the requirements for a friendly letter.
<b>Envelope</b>	Complete, accurate return address and recipient address. Addresses are in the correct positions.	Complete, accurate return address and recipient address. Position may be slightly off.	Errors in return address or recipient address and position may be slightly off.	Addresses are incomplete and/or are highly inaccurate.

## RUBRIC FOR CRITICAL THINKING AND PROBLEM SOLVING

CATEGORY	4	3	2	1
<b>Class Participation</b>	Routinely volunteers answers to questions and willingly tries to answer questions s/he is asked.	Often volunteers and willingly tries to answer questions s/he is asked.	Seldom volunteers answers, but willing tries to answer all questions s/he is asked.	Does not willingly participate.
<b>Information Analysis</b>	Consistently analyzes the information correctly and completely understands the concepts involved.	Often analyzes the information correctly and usually understands the concepts involved.	Seldom analyzes the information correctly and rarely understands the concepts involved.	Cannot analyze the information correctly and does not understand the concepts involved
<b>Logical Reasoning</b>	Regularly uses logical reasoning skills consistently and with ease.	Often uses logical reasoning skills consistently and with ease.	Seldom uses logical reasoning skills consistently and with ease.	Does not use logical reasoning skills consistently and with ease.
<b>Problem Solving</b>	Regularly uses problem-solving skills consistently and with ease.	Often uses problem-solving skills consistently and with ease.	Seldom uses problem-solving skills consistently and with ease.	Does not use problem-solving skills consistently and with ease.

## RUBRIC FOR REFLECTIVE ESSAY

CATEGORY	4	3	2	1
<b>Position Statement</b>	The position statement provides a clear, strong statement of the author's position on the topic.	The position statement provides a clear statement of the author's position on the topic.	A position statement is present, but does not make the author's position clear.	There is no position statement.
<b>Sequencing</b>	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order; distracting the reader and making the essay seem very confusing.
<b>Conclusion</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion—the essay just ends.
<b>Sentence Structure</b>	All sentences are well constructed with varied structure.	Most sentences are well constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well constructed or varied.
<b>Mechanics</b>	Writer makes no errors in grammar, spelling, or punctuation.	Writer makes few errors in grammar, spelling, or punctuation.	Writer makes several errors in grammar, spelling, or punctuation.	Writer makes many errors in grammar, spelling, or punctuation.

## RUBRIC FOR RESEARCH REPORT

CATEGORY	4	3	2	1
<b>Quantity of Information</b>	All topics are addressed and explained thoroughly.	Most topics are addressed and explained thoroughly.	Some topics are addressed and explained thoroughly.	Few topics are addressed and explained thoroughly.
<b>Quality of Information</b>	All information clearly relates to the main topic. Several supporting details and/or examples are given.	Most information clearly relates to the main topic. Some supporting details and/or examples are given.	Some information clearly relates to the main topic. Few details and/or examples are given.	Little information has to do with the main topic. No details and/or examples are given.
<b>Sources</b>	All sources (information and graphics) are accurately documented in the desired format.	Most sources (information and graphics) are accurately documented, but a few are not in the desired format.	Some sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
<b>Mechanics</b>	Writer makes no errors in grammar, spelling, or punctuation.	Writer makes few errors in grammar, spelling, or punctuation.	Writer makes several errors in grammar, spelling, or punctuation.	Writer makes many errors in grammar, spelling, or punctuation.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs include related information but are typically not constructed well.	Paragraphing structure is not clear and sentences are not typically related within the paragraphs.
<b>Diagrams or Illustrations</b>	Diagrams or illustrations are very neat and accurate, and add to the reader's understanding of the topic.	Diagrams or illustrations are neat and accurate, and add to the reader's understanding of the topic.	Diagrams or illustrations are somewhat neat and accurate, and add to the reader's understanding of the topic.	Diagrams or illustrations are not neat and accurate, and do not add to the reader's understanding of the topic.

## RUBRIC FOR ORAL PRESENTATION

CATEGORY	4	3	2	1
<b>Preparedness</b>	Is completely prepared and has obviously rehearsed.	Is fairly well prepared but might have needed a couple more rehearsals.	Is somewhat prepared, but it is clear that rehearsal was lacking.	Is not prepared to present.
<b>Clear Speech</b>	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly most of the time and/or mispronounces few words.	Speaks clearly and distinctly some of the time and/or mispronounces several words.	Often mumbles or cannot be understood and/or mispronounces many words.
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with most everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact with some of the people in the room during the presentation.	Slouches and/or does not look at people during the presentation.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a fair understanding of the topic.	Does not seem to understand the topic very well.
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members most of the time.	Volume is loud enough to be heard by all audience members some of the time.	Volume often too soft to be heard by all audience members.
<b>Visual Aids</b>	Uses several visual aids that show considerable work/creativity and which enhance the presentation.	Uses a visual aid that shows considerable work/creativity and which enhances the presentation.	Uses a visual aid which enhances the presentation.	Uses no visual aids or the visual aids chosen detract from the presentation.

## RUBRIC FOR SERVICE PROJECT

CATEGORY	4	3	2	1
<b>Quality of Work</b>	Provides work of the excellent quality. Never needs to be checked/redone by other members to ensure quality.	Provides work of good quality. Rarely needs to be checked/redone by other members to ensure quality.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
<b>Time Management</b>	Routinely uses time well throughout the project to ensure things get done on time. Group never has to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group seldom has to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group sometimes has to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines and group has to adjust deadlines or work responsibilities because of this person's procrastination.
<b>Problem Solving</b>	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
<b>Attitude and Cooperation</b>	Always has a positive attitude about completing the task(s) and cooperates well with others.	Often has a positive attitude about completing the task(s) and usually cooperates well with others.	Sometimes has a positive attitude about completing the task(s) and seldom cooperates well with others.	Seldom has a positive attitude about completing the task(s) and almost never cooperates well with others.
<b>Focus on the Task</b>	Consistently focuses on the task and very self-directed.	Usually focuses on the task and often self-directed.	Sometimes focuses on the task and rarely self-directed.	Rarely focuses on the task and usually must be directed.