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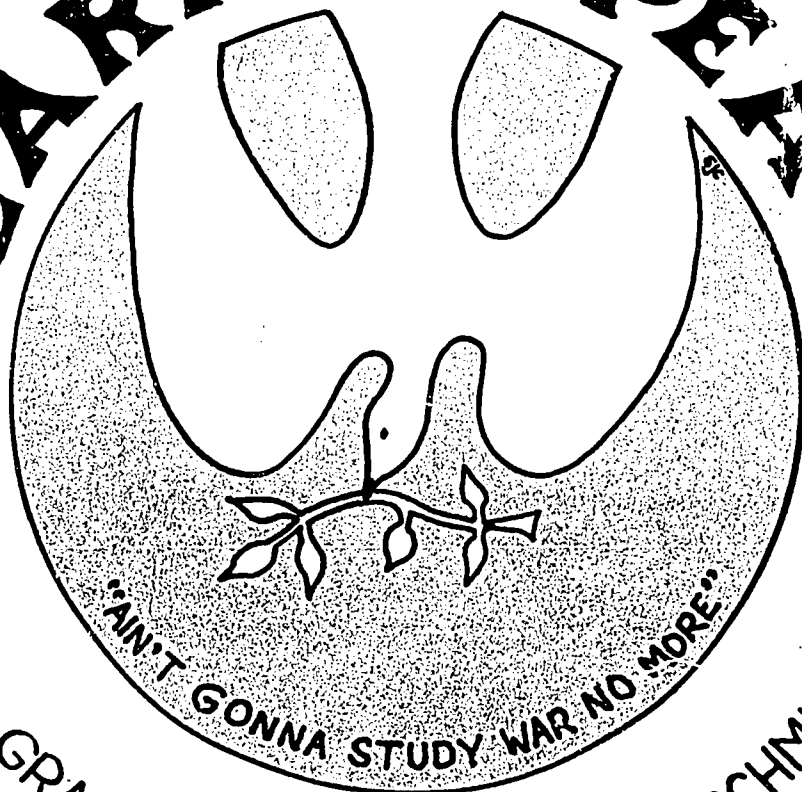
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ABSTRACT

The resource unit prepares seventh through twelfth grade students for peace, helping them to develop an interest in peace, to realize that it is possible, and to recognize their future role in peacekeeping. Activities are included which help the student understand and assess his own and others' attitudes and beliefs toward peace; examine the social, economic, and political reasons for war; analyze human and environmental problems resulting from war; investigate the aims of the national and international organizations for peace; identify world problems; evaluate the communications media's role in peace; examine alternative ways of conflict resolution; and enumerate ways to participate in the quest for peace. The teacher may use the total guide or select certain activities. A framework for each of nine major sections consists of the major objectives, main concept, notes to the teacher which include resources, and activities for the students. A bibliography is given along with an appendix listing organizations working for peace.  
(SJM)

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# LEARNING PEACE



by GRACE C. ABRAMS and FRAN SCHMIDT

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## LEARNING PEACE

### A RESOURCE UNIT

by

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To the new generation who "ain't gonna study war no more"  
from those of us who worked endlessly to bring this about.

## LEARNING PEACE

### PREFACE

Norman Cousins has made the accusation that people are not educated to wage peace, "that we are not prepared educationally, emotionally, and spiritually for the important job that faces us, which is how to create a lasting design for peace."

What better way to defend ourselves against such an accusation than by getting on with the job of educating "emotionally and spiritually" our young people for the biggest job facing them, the business of peace?

This resource unit is intended to help the teacher in grades 7-12 teach about and for peace. It is intended to help the student develop an interest in peace and perhaps help him come to the realization that peace is possible in his day and that he can contribute to that goal.

We realize that students (and teachers) may differ greatly in their approach to this material and have tried, therefore, to offer a broad choice of projects. Any one, or several, might be worked into an existing social studies course, if an entire course based on the unit is not feasible.

The horror of present wars and the threats of future wars shock us into the realization that the time is now to teach for and about peace, to educate our students to "wage peace."

Grace C. Abrams

Fran C. Schmidt

## CONTENTS

I. Assessment by Student of his Personal Attitudes Relating to Peace and an Inquiry into the Beliefs and Experiences of Others . . . . .	1
II. Examination of the Social, Economic, and Political Reasons for War . . . . .	8
III. Analysis of Breakdowns in World Peace in this Century and Resultant Human and Environmental Problems . . . . .	13
IV. Investigation of 20th Century International Organizations Engaged in Peace-Keeping or Peace Education and Assessment of their Effectiveness . . . . .	17
V. Identification of World Problems Affecting all Nations and Assessment of Efforts Being Made to Solve Them . . . . .	22
VI. Comparison of the Aims and Purposes of Certain Groups and Institutions and Assessment of their Effectiveness in Working and Educating for Peace . . . . .	24
VII. Investigation and Evaluation of the Communications Media and their Role in Educating for Peace . . . . .	26
VIII. Investigation of Alternatives to War as Means of Settling Conflict . . . . .	31
IX. Ways in Which an Individual can Participate in the Quest for Peace . . . . .	35
Appendix . . . . .	42

**I. MAJOR OBJECTIVE:** ASSESSMENT BY STUDENT OF HIS PERSONAL ATTITUDES RELATING TO PEACE AND AND INQUIRY INTO THE BELIEFS AND EXPERIENCES OF OTHERS

**MAIN CONCEPT:** Understanding of attitudes and beliefs of self and others is first step in learning peace.

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**NOTES TO TEACHER**

You may want to have the student record his attitudes and understandings at this time, collect them, and return them at the end of the unit so that the student can compare his early and later viewpoints.

Motivate the students to take pride in the work they do for their PEACE NOTES.

The students may want to share their PEACE NOTES with each other, other classes, etc.

**ACTIVITIES FOR STUDENT**

1. General discussion.

- (a) What does the word "peace" mean?
- (b) What does the word "war" mean?
- (c) Why has peace been so elusive to man?
- (d) Has man really made the effort to keep peace?
- (e) What conditions or factors might be responsible for the absence of peace?

2. Compile a notebook called PEACE NOTES. Include the following:

- (a) cartoons dealing with peace
- (b) newspaper and magazine articles dealing with peaceful attempts to resolve conflict
- (c) biographical sketches of individuals and organizations working for peace
- (d) list of movies and songs dealing with peace
- (e) literature dealing with peace (stories, poems, fables, etc.)
- (f) creative art work
- (g) any other material useful to your own needs

## NOTES TO TEACHER

## ACTIVITIES FOR STUDENT

Stress the following concept:  
In some cultures, people have not  
learned aggressive behavior patterns.

If the student fails to do so, point  
out the fact that the Eskimos have  
no word for "war."

Provide library research time.

Sources: READ Magazine (AEP)  
December 15, 1969

MAJOR CONCEPTS FOR SOCIAL STUDIES  
Social Studies Curriculum Center  
409 Maxwell Hall, Syracuse, N. Y. 13210

If necessary, review or introduce the  
terms "learned behavior" and "instinctive  
or inborn behavior."

Read the quotation to the class, or  
duplicate.

Student may want to include this  
quotation in his PEACE NOTES.

10. Investigate the resolution of conflict in such cultures as:
- |              |            |
|--------------|------------|
| (a) Zuni     | (e) Dobu   |
| (b) Eskimo   | (f) Hopi   |
| (c) Ifugao   | (g) others |
| (d) Kwakiutl |            |

Consider such factors as:

- (a) family life
- (b) means of punishment
- (c) aesthetic values
- (d) competition or cooperation
- (e) education
- (f) recreation

What socio-economic factors have shaped their  
behavior?

11. Bring in statements made by sociologists, anthropologists, and other social scientists agreeing or disagreeing with the philosophy that man is not instinctively aggressive, that his "war-like" behavior is learned.

12. Class discussion:

"First of all, we must get over the thought that war is a 'natural' phenomenon, when it is in truth a disease of mankind. In earlier eras it was thought that cannibalism was 'natural;' later, it was believed that slavery was 'natural.' Both these practices have been abandoned in the world, and there is no rational reason that war cannot be repudiated by the mass of mankind."

Sydney J. Harris  
syndicated columnist



## NOTES TO TEACHER

## ACTIVITIES FOR STUDENT

16. Take a poll in your school to find out whether students believe that war is an outmoded way of settling differences between nations.

Compare your findings with the finding of the national poll for the same age group.

17. Write or discuss your reactions to the following quotations:

Duplicate these quotations so that the student may include them in his PEACE NOTES.

- (a) "Peace is not a static condition, to be attained after the defeat of those who disturb it. On the contrary, peace is a dynamic method. . ."  
Rufus M. Jones
- (b) "I prefer the most unfair peace to the most righteous war."  
Marcus Tullius Cicero  
104-43 B. C., Roman orator and statesman
- (c) "Wars occur because people prepare for conflict, rather than for peace."  
Trygve Lie  
first Secretary General of the UN
- (d) "Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be reconstructed."  
Constitution of UNESCO
- (e) "Peace is better than war because in peace the sons bury their fathers, but in war, the fathers bury their sons. . ."  
Croesus

## NOTES TO TEACHER

## ACTIVITIES FOR STUDENT

- (c) World pollution problems should be under the jurisdiction of a world court.
- (d) Nations must relinquish more of their national sovereignty to a world organization.

One source: **VITAL ISSUES**  
Center for Information on America  
Washington, Conn.  
"World Court" No. 6

13. A. Research the history and effectiveness of the **WORLD COURT**.
- B. Why has the acceptance of compulsory jurisdiction been so difficult for nations to achieve?

Perhaps the format of the poll could be a teacher-student activity.

14. A. Conduct a public opinion poll re: What do Americans think about the United Nations?  
Questions that could be asked:
- (a) How important do you think it is that the UN help make the UN a success?
  - (b) How would you rate the job the UN is doing for world peace?
  - (c) Do you feel that the UN has any hope of being an effective organization for peace?
  - (d) Are you familiar with the work of related agencies?
  - (e) Others.
- B. A committee should analyze the findings of the poll and share information with the class.

15. Research recent national polls such as Gallup and Harris polls to determine how the public feels about the United Nations.

## NOTES TO TEACHER

Students should be encouraged to read books about "peace agitators." See bibliography for some suggestions.

## ACTIVITIES FOR STUDENT

2. A. Identify the outstanding spokesmen for peace in the world today.
- B. Are their messages for peace finding more acceptance today than ten years ago? Why or why not?
- C. Are the messages and the methods used today similar to those used throughout history?

3. Indicate what each of the following did for peace:

Mrs. Eleanor Roosevelt  
Dag Hammarskjold  
Adlai Stevenson  
Bernard A. Baruch  
Ralph Bunche

Prime Minister Nehru  
Arthur J. Goldberg  
Pope Paul VI  
Emperor Haile Selassie

4. Thoreau once said: "If a man does not keep pace with his companions, perhaps it is because he hears a different drummer."
- A. Investigate and assess the types of actions engaged in by the following individuals:
- Albert Bigelow, American Friends Service Committee sailed into Pacific bomb-test area.
  - Dr. Benjamin Spock, pediatrician and famous author counseled resistance to draft.
  - Rev. William Sloane Coffin, Jr., counseled draft resistance.
  - The Berrigan brothers and Sister McAlister burned draft records.
  - Joan Baez withheld taxes used for war.
  - Scott Herrick, American Friends Service Committee, exchanged children's art with children of Cuba; walked from San Francisco to Moscow; boarded a

## NOTES TO TEACHER

## ACTIVITIES FOR STUDENT

8. B. Have any of your ideas about your nation's sovereignty changed since you began your study on PEACE?

9. Recently a diverse cross-section of American young people united to work for new social, economic, and international goals which include "Peace on Earth." Since the famous rock festival held by these young people, they have come to refer to themselves as the WOODSTOCK NATION.

Investigate the WOODSTOCK NATION, its formula or philosophy for individual actions that could help achieve peace.

The teacher may want to reproduce some of the best PEACE NOTES that the students have put together and distribute or place them in the school library.

10. A. Listen to the song, LET THERE BE PEACE ON EARTH AND LET IT BEGIN WITH ME.

B. Since peace begins with the individual, how do you think you can make that individual be you?

## FILMS

PYRAMID FILMS, Box 1048, 317 Georgina Ave., Santa Monica, Cal. 90406

TWO CASTLES (cartoon) -- 3 min.

THE PISTOL -- 10 min.

GROVE PRESS FILM LIBRARY, 85 Bleeker St., N.Y.

TIME OUT OF WAR (Academy Award winner)

ASSOCIATION FILMS INC., 600 Grand Ave., Ridgefield, N.J.

OVER HERE  
HIROSHIMA

TOO YOUNG TO HATE  
TRIAL AT NUREMBERG

TIME-LIFE FILMS INC., 43 W. 16th St., N.Y.

A PLAGUE ON YOUR CHILDREN (chemical and biological warfare)

ANTI-WAR PROTEST

UNITING THE UNITED NATIONS -- 20 min.

VIETNAM -- JOURNAL OF A WAR -- 52 min.

NATIONAL FILM BOARD OF CANADA, 680 5th Ave., N.Y.

NEIGHBORS -- 9 min. (parable of two men who destroy each other over possession of a flower that grows one day on their property line)

ANOTHER MOTHER FOR PEACE, 407 N. Maple Drive, Beverly Hills, Cal.

YOU DON'T HAVE TO BUY WAR, MRS. SMITH

McGRAW-HILL FILMS, 330 W. 42nd St., N.Y.

THE HAT -- 18 min. (color, animated)

AMERICAN FRIENDS SERVICE COMMITTEE, 160 N. 15th St., Phila., Pa.

ONCE UPON A WAR