

# **American Peacemakers: The Nobel Peace Laureates of the United States of America**

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**Curriculum by  
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Nobel Peace  
Laureate Project**

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## **Nobel Peace Laureate Project**

The materials compiled and written by our team of writers are available for your classroom teaching use free of charge. It is intended to fill a gap of knowledge in American social studies and history courses that can be illustrated by a pop quiz which follows.

Q -- Without outside help or consulting any resources identify the following six individuals: Group one: Robert E. Lee, Douglas MacArthur, Norman Schwartzkopf. Group two: John Mott, Norman Borlaug, Jody Williams

A -- The first three are American generals. The last three are Americans who have won the Nobel Peace Prize. Examine a typical U. S. history textbook to find out more.

The Nobel Peace Laureate Project is a grass roots organization in Eugene, Oregon, that has two goals. One is to increase the knowledge Americans have of their own internationally recognized peace-makers. That is why this curriculum has been written for use in the high schools. When additional funds become available, the Nobel Project intends to write curriculums for use by middle school and elementary school students respectively.

The second goal, much more expensive, is to erect a monument honoring the 22 American individuals and groups who have won the Nobel Peace Prize. Room is provided for what hopefully will be future expansion.

The monument will take the form of a winding peace path and serpentine wall in Eugene's Alton Baker Park. Along the path will be pillars on which will be displayed descriptions of what each Laureate did to merit the Peace Prize. Images and logos will be included. New plants and trees will be planted with the object of forming a canopy of branches overhanging the Peace Path.

The Nobel Project can use your help in reaching these goals. We need volunteers interested in publicizing the monument or speaking to groups in your area, and donations to help bring the monument to life. For more information contact:

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[www.nobelpeacemonument.org](http://www.nobelpeacemonument.org)

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## Introduction for Teachers

We are grateful for your interest in learning more about and honoring the American recipients of the Nobel Peace Prize. The work of these individuals and organizations in the cause of peace is truly inspirational and worthy of inclusion in the education of all students. Recognition by the Nobel Committee is testimony to the value of ideals, dedication, and hard work in making the world a better and safer place.

We encourage the use of the curriculum suggestions contained on this web site. They were designed to be used either as a total package or in select sections, according to the goals of the instructor, and they can be incorporated into a wide array of subject areas. The curriculum committee endeavored to balance our enthusiasm for what we believe to be very important instructional material for all students with the need of classroom teachers to have pedagogical control of the lessons and activities to be offered. Therefore, we agreed to the following general content for each Nobel Prize Winner, which teachers may utilize in total or selectively:

- I. Biographical Essay of the Nobel Laureate
- II. Suggested Classroom Activities
  - a. Introduction/Warm-Up
  - b. Discussion Questions (Levels 1, 2, 3)
  - c. Vocabulary
  - d. Activity
  - e. Technology Option
- III. Resources
- IV. Summative Activities

Thank you for providing these opportunities for your students!

## Introduction to the Peace Prize

The Nobel Peace Prize Committee has honored 86 persons and organizations since 1901. Of those, nearly one quarter come from the United States. Such a preponderance of American laureates provides strong evidence of our country's influence in the great events of the last century.

But what does it mean to receive the Nobel Peace Prize? Where does it come from, and who bestows it? How might someone win such an honor? The answers to these questions go back to the invention of dynamite.



Alfred Nobel's invention was actually aimed at making life safer, especially for miners. Dynamite came from mixing nitro-glycerin (one of the most explosive and volatile substances in the world) and *kieselguhr*, a type of fine sand. The resulting mixture was a paste that could safely be shaped and molded.

Nobel's invention was an enormous success, although his earlier experiments blew up the family home and killed Alfred's younger brother. With dynamite being produced all over Europe, Alfred became very wealthy. When he died in 1895, he willed that his money be used to create a foundation. The foundation would honor excellence in five fields: Medicine, Physics, Chemistry, Literature, and Peace. The sixth field of Economics was added in 1968.

Each year, the Nobel Organization invites thousands of experts to nominate people for the various prizes. The nominees are voted on, and each winner is honored with a medal and a cash prize. While the other five prizes are given out in Nobel's homeland of Sweden, the Peace Prize is voted on and awarded by Norway.

The Peace Prize has gone to many different kinds of people, and not without controversy. Mahatma Gandhi, arguably the last century's greatest symbol of nonviolence, was nominated several times but never won. Henry Kissinger, who won in 1973, is considered by some critics to be a war criminal. And of the nearly ninety honorees, only nine have been women.

The following biographies examine the lives of American Peace Prize laureates. They include presidents, diplomats, relief organizations, ministers, soldiers, and more than one farmer. Each of them has made a lasting impact on the global effort to make war obsolete. Along with each biography are vocabulary terms, study questions, extended exercises, and options for using technology in the classroom.

It is hoped that in studying these laureates, we may learn something about the place we all have in making peace a reality.

## Theodore Roosevelt

1906

*“The United States of America was among the first to infuse the ideal of peace into practical politics. Peace and arbitration treaties have now been concluded between the United States and the governments of several countries. But what has especially directed the attention of the friends of peace and of the whole civilized world to the United States is President Roosevelt's happy role in bringing to an end the bloody war recently waged between two of the world's great powers, Japan and Russia.”*

Must one be peaceful to earn the Nobel Prize for Peace? It seems like an easy question, but laureates such as Theodore Roosevelt and Henry Kissinger reveal that it is not.

Theodore Roosevelt was a figure of great contrasts, who in many ways exemplified the American spirit of his age. He was born to privilege and wealth, yet fought to limit the power of corporate control. Though weak and often sick as a boy, he lived a lifetime of adventure and physical danger that few have equaled. He was equally comfortable traveling through the wilds of Africa, the American West, and the Amazon, but graduated magna cum laude from Harvard and authored over twenty books.



Roosevelt's path to achieving peace was quite different from many other laureates. During his time, the United States pursued imperial ambitions for the first time, annexing Spanish colonies in the Caribbean and the Pacific. He favored strength as the best way to secure and maintain peace between the powerful, ambitious nations of his time.

Born to wealthy parents in 1858 in New York City, Theodore (or “T.R.”) spent his early years in a sick bed. He was unable to sleep lying down because of asthma, and so went to bed upright in a chair or sofa. Despite this, young Theodore was active and even mischievous. His interest in wild animals and natural science started when he saw a dead seal at a market, and managed to procure the animal's head for further study.

Theodore's father (also named Theodore) encouraged fresh air and physical activity for his son. These pursuits helped to alleviate the young boy's sickly nature, and he soon excelled in boxing, hiking, and other outdoor pursuits. This transformation was to have a profound effect on Roosevelt's thinking for the rest of his life. From then on, he believed in action and the power of individual initiative in all things.

In 1895, Roosevelt became Commissioner of the New York City Police Department. His energies were a necessary match for what was considered the most corrupt police force in the country at that time. Roosevelt was known to walk the streets in the dead of night, making sure



his officers were on the job. During his tenure, women and Jews were allowed into the department for the first time.

In 1897, Roosevelt was appointed Assistant Secretary of the Navy. He had always been fascinated by naval battles, and saw the key to American security in her naval strength. During this period of history, the great powers of the world possessed and utilized extensive navies to capture, control and maintain their possessions.

Roosevelt campaigned to modernize both the vessels and the personnel of the American Navy. He saw war with Spain (who at the time was still in possession of Puerto Rico, Cuba and the Philippines) as inevitable. A year later, Roosevelt was proven right.

The Spanish-American War began with a mysterious explosion about the USS Maine while in port at Havana, Cuba. At the time, it was reported as an act of Spanish espionage, and offered the excuse for what American newspapers and politicians had clamored for. This was a chance for the United States to become an imperial power by taking the possessions of the previously mighty Spanish Empire. By 1898, Spain was an empire in name only, her few remaining possessions in revolt, and easy pickings for an aggressive new power seeking a name for itself on the world stage.

Roosevelt saw the war as a great adventure, and actually resigned his position to organize a group of volunteers to fight the Spanish in Cuba. His regiment, known as the Rough Riders, was hailed in American newspapers for its brave exploits such as the Battle of San Juan Hill. It was this image of a charging cavalry officer that crystallized Roosevelt's image in the eyes of the public.

### 1858 - 1919

- **United States President, Statesman, Soldier, Civil Servant, Historian, Author, Adventurer, Conservationist**
- **After being shot by an assassin on the way to a campaign rally, Roosevelt decided to complete his 90-minute speech before seeking medical attention.**
- **He was first American to win the Nobel Prize**

*“Character, in the long run, is the decisive factor in the life of an individual and of nations alike.”*

Upon returning to New York, Roosevelt was elected governor of the state. He attacked corruption with so much vigor that the political bosses who had controlled state politics looked for any way to get rid of him. They succeeded by forcing presidential candidate William McKinley to take Roosevelt as his running mate in the 1900 presidential election.

McKinley and Roosevelt won the election, and Roosevelt was quickly bored by his duties (or lack thereof) as Vice President. He even considered leaving politics to return to law school, but fate intervened when President McKinley was shot by Leon Czolgosz, an anarchist, on September 6, 1901. McKinley died on September 14, and Theodore Roosevelt became President of the United States.

While serving out the remainder of McKinley's term, Roosevelt pledged not to alter his predecessor's policies. One major achievement was his resolving a six-month long coal strike in 1902. He decided to run for President in the 1904 election as a Republican. His opponents in the race called him a militarist, but he was elected with both a popular and electoral majority.

Roosevelt quickly moved from carrying out McKinley's policies to enacting his own. He became a reformer, attacking corporate monopolies and trusts that sought to eliminate competition in oil, railroads, mining and other industries. Roosevelt felt that the government's job was to regulate interstate commerce, in order to avoid both corporate oligarchy and anarchism.

President Roosevelt decided to use the power of his office to protect the environment. At the time, there were almost no protections against the exploitation of land, water, resources and destruction of species by private developers. National Parks and nature preserves were created and enlarged in record numbers. The US Forest Service was created by Roosevelt, who saw conservation of resources in terms of managing them for long-term use.

Roosevelt's foreign policy had much in common with his trade and environmental policy. He saw the role of the United States as active, energetic and strong. He also revealed the attitudes of his time, declaring that it was the role of "civilized" nations to oversee the affairs of "backward" ones. To that effect, Roosevelt declared that the United States had sole oversight over the Caribbean Basin and Central America. This included the right to intervene in the affairs of neighboring countries, even overthrowing governments the US decided were corrupt.

The events surrounding the Panama Canal provide an example of Roosevelt's foreign policy. At the time, Panama was a province of Colombia, which had been working with France to build a canal since the 1880s. Roosevelt entered into negotiations with both countries to take over completion of the Canal, but the Colombian Senate soon began to demand more money. Roosevelt's response was to negotiate with business leaders in the Panama province to declare independence from Colombia in 1903.

The "revolution" lasted only hours, as Colombian soldiers were bribed not to fight. The new Panamanian constitution (already written by the United States) created a new government, which signed a treaty with the US to build and control the Canal for \$10 million in 1904. The Panama Canal was completed over the next 10 years.

Roosevelt's innovative spirit had more success in other areas. In 1901, Booker T. Washington became the first African-American to dine at the White House. Roosevelt appointed the first Jew to a Cabinet post. He was also the first American to be awarded the Nobel Prize in any category.

Roosevelt was awarded the Nobel Peace Prize in 1906, for ending the war between the Russian and Japanese empires. These two powers were fighting over control of Korea and Manchuria (now part of China). Neither side, nor Roosevelt, sought any input from the Koreans or Manchurians about who should control the territories. The understanding of the time was that imperial powers controlled weaker ones because they could. It was even felt that imperialism brought civilization and enlightenment to colonized peoples.

The Russo-Japanese War of 1904-05 is not regarded as one of the great conflicts of the 20th Century. But it certainly could have been. These two imperial powers, fighting over control and influence in the Asian North Pacific, had the potential to ignite a larger conflict among allies around the world. Roosevelt invited both parties to Portsmouth, New Hampshire to negotiate a peaceful solution to the conflict. His efforts were successful, and seen by some historians as having put off the First World War, along with his intervention in the French-German division of Morocco.

After a second term as President, Roosevelt left office on an African safari which was sponsored by the Smithsonian Institute and the National Geographic Society. The party killed over 11,000 animals, and over 500 big game animals. When questioned about the number of animals killed, Roosevelt replied that "I can be condemned only if the existence of the National Museum, the American Museum of Natural History, and all similar zoological institutions are to be condemned."

In 1912, Roosevelt again entered president politics, breaking with the Republican Party to form the Bull Moose Party. Roosevelt felt that both major parties lacked the will for real reform, but his bid was unsuccessful. During the campaign, he was shot in the chest (see inset). After losing the election, Roosevelt embarked on a second adventure, this time to the Amazon with Brazilian explorer Cândido Rondon. Roosevelt's son Kermit (later an central figure in the CIA's coup against Iranian President Mossadeq) joined his father on the trip.

The party's search for the source of the River of Doubt resulted in near-fatal tragedy. Roosevelt became so ill that he lost nearly 50 pounds, and certainly would have died without Rondon's leadership and the tireless work of Dr. Cajazeira, the party's physician. Roosevelt told a friend that the trip probably took ten years off his life. In fact, recurrent bouts of malaria and inflammations were a constant problem throughout the rest of his life.

When the First World War erupted in 1914, Roosevelt strongly supported the Allies against Germany. He criticized President Wilson as weak, and supported his rival in the 1916 election. In 1918, his son Quentin was shot down behind enemy lines in Germany and killed. Roosevelt never recovered from the loss of his youngest son.

The presidential race of 1920 saw Roosevelt again considering a run for the presidency. But early in January of 1919, Theodore Roosevelt died in his sleep at the age of 60. His son Archie informed the rest of his siblings with a simple, five word telegraph:

"The old lion is dead."

**Vocabulary Terms**

1. Arbitrate
2. Annex
3. Populism
4. Empire (related words: imperial, imperialism)
5. Anarchism
6. Trust
7. Oligarchy

**Suggested Classroom Activities****Study Questions**

1. Do you think that Theodore Roosevelt's early years had an important effect on what he believed and achieved? In what ways?
2. What were some important aspects of American life during Theodore Roosevelt's era? Think of technology, global politics, racial and ethnic relations, etc.
3. What if any skills or attributes did Theodore Roosevelt bring to each of his careers?
4. How did Theodore Roosevelt reflect and reject the cultural values of his time?
5. How did Theodore Roosevelt seek to achieve and maintain peace?
6. What arguments by people of the time could be made against giving Roosevelt the Peace Prize in 1906?
7. How are other American Peace Prize laureate similar or different to Theodore Roosevelt?

**Introductory and Extended Exercises**

A. Before reading, write "peace", "justice" and "security" on the board. Divide the class into groups of three, with each student in the group responsible for one term. Each student will make a quick list of terms that he or she associates with their word. Then compare and contrast the lists.

As each student reads the biography, ask him or her to keep an eye out for issues related to their word and its meaning. They can do the same for more than one laureate biography, and decide whether the laureates studied created one, two or all three. Groups can share their findings through discussion or voting.

B. Assign students various roles, such as: American, Cuban, Korean, Moroccan, German, Russian, Manchurian, Colombian, Panamanian, or Spaniard to make a case for or against Roosevelt receiving the Nobel Peace Prize, using specific reasons with a foundation in the text.

C. Following either of these exercises, ask students to do further research. Ask each and create an essay outline on an important subject raised in the reading or subsequent discussion.

### Technology Option

After reading the biography, ask students to describe his voice and speaking style. Then listen to Roosevelt (see 6,7 in bibliography) and ask students to respond.

### Bibliography

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2. "Leadership of the City of New York Police Department 1845-1901," - The New York City Police Department Museum. <http://www.nycpoliceuseum.org/html/tour/leadr1845.htm>
3. PBS "American Experience" Theodore Roosevelt <http://www.pbs.org/wgbh/amex/tr/>
4. My Brother Theodore Roosevelt, 1921 By Corinne Roosevelt Robinson, a bestseller with a woman's and sister's point of view on TR. Full text and Full text Search, Free to Read and Search. <http://www.antiquebooks.net/readpage.html#roosevelt>
5. Almanac of Theodore Roosevelt <http://www.theodore-roosevelt.com/>
6. Downloadable audio recordings of Roosevelt in MP3 format. <http://vvl.lib.msu.edu/showfindingaid.cfm?findaidid=RooseveltT>
7. Audio clips of Roosevelt's speeches. <http://vvl.lib.msu.edu/showfindingaid.cfm?findaidid=RooseveltT>
8. Quotes. <http://www.theodoreroosevelt.org/life/quotes.htm>
9. Works by Theodore Roosevelt at Project Gutenberg. [http://www.gutenberg.org/author/Theodore\\_Roosevelt](http://www.gutenberg.org/author/Theodore_Roosevelt)
10. Theodore Roosevelt Inaugural Address. <http://www.usa-presidents.info/inaugural/roosevelt.html>
11. Nobel Peace Prize 1906: Theodore Roosevelt. <http://www.nobel.se/peace/laureates/1906/>
12. White House biography. <http://www.whitehouse.gov/history/presidents/tr26.html>

## Elihu Root

1912

*“There is so much of good in human nature that men grow to like each other upon better acquaintance, and this points to another way in which we may strive to promote the peace of the world.”*



courtesy nobelse.com

Elihu Root was born in Clinton, New Jersey, the son of a mathematics professor. He attended Hamilton College and graduated first in his class in 1864 at the age of nineteen. Elihu's father and elder brother, also a mathematician, were nicknamed “Cube” and “Square”. He taught for one year at the Law School of New York University. After his teaching he founded a law firm where he specialized in corporate law. For 30 years he practiced law and became a wealthy man.

His clients were largely banks, railroads, and financiers. He earned recognition from the American Bar Association for his creativity and skills in oration, writing, and problem solving.

He entered politics in 1899 when President McKinley named him secretary of war. Root accepted this position and called the United States Government the most important client of his life. At this time the Spanish American War was ending and McKinley wanted a lawyer to lead in peace time instead of a man with a military background.

### 1845-1937

- **Secretary of War for President McKinley**
- **Secretary of State for President Roosevelt, Senator,**
- **First President of Carnegie Endowment for International Peace**
- **Ambassador to Russia**

*“Men do not fail, they give up trying...”*

Root was secretary of war from 1899 until 1904. During this time he reorganized the United States War Department, established new procedures for promotion, founded the War college, enlarged West Point, opened schools for special branches of the service, created a general staff, strengthened control over the National Guard, and restored discipline within the department. He was thought to be the most intelligent man to ever occupy this post. In addition to this, he created a plan for retuning Cuba to Cuban rule, wrote a democratic charter to govern the Philippines, and eliminated taxes on imports from Puerto Rican to the US.

In 1904 he returned to his legal practice.

In 1905 President Theodore Roosevelt named him as secretary of state. As secretary he simplified the emigration of Japanese to the

United States, toured and strengthened US relationships with South America, and sponsored the Central American Peace Conference of 1907. This conference was the beginning of the Central American Court of Justice. This was a court where countries in Central America could peacefully settle disputes they had with each other.

In 1912 Root won the Nobel Peace Prize. In his acceptance speech he stated his views on how to link peace in personal and national relationships.

“When friends quarrel we try to dissipate their misunderstandings, to soften their mutual feelings, and to bring them together in such a way that their friendship may be renewed. Misunderstanding and prejudice and dislike are, as a rule, the fruits of isolation. There is so much of good in human nature that men grow to like each other upon better acquaintance, and this points to another way in which we may strive to promote the peace of the world”.

Root believed that personal relationships were the way to mend misunderstandings between countries. His Peace Prize came as the result of his working with countries all over the world to develop understanding of each other.

In 1909-1915, Root was elected United States Senator. He took a leadership role in a financial use agreement for North Atlantic fisheries concerning the Panama Canal. This benefited the fisheries and supported the use of the Canal.

In 1915 he declined the nomination of the Republican Party for President of the United States. He was 70 years old but continued his role of elder statesman in his party.

He opposed Woodrow Wilson’s (Peace Laureate 1919) neutrality policy but supported him during the war. Wilson appointed him to an ambassadorship to Russia in 1917.

In 1919 he took a neutral stance between Wilson and the League of nations at the treaty of Versailles.

In 1921 he led other delegates in writing the Five Power treaty limiting naval armament.

Root spent much of his life dealing with the cause of international armament. He encouraged United States delegates to the Hague Conference in 1921 to support the founding of the World Court. This court would be a place where countries all over the world could settle disagreements peacefully.

He served on a committee to devise plans for a permanent Court of International Justice that was set up in 1921. In 1929 the US Senate ratified the Protocol for United States participation in the court.

On Root’s 84th birthday he left for Geneva where he convinced delegates from 55 nations to accept a revised protocol for the establishment of the World Court. Although he urged the United States Senate to ratify it they refused to act and declined to ratify it at all.

Root was the first president of the Carnegie Endowment for International Peace and helped found its European counterpart. He believed that international law rather than violence represented mankind's best chance to achieve world peace. He believed that it would take much time, wisdom and patience.

### **Suggested Classroom Activities**

#### **Introduction/Warm Up**

Use these quotes to introduce Elihu Root.

“Men do not fail; they give up trying”

“The worst, the hardest, the most disagreeable thing that you may have to do may be the thing that counts most, because it is the hard discipline, and it alone, that makes possible the highest efficiency”

#### **Discussion Questions**

What characteristics of his life and work led Elihu Root to win the Nobel Peace Prize? (level 1)

McKinley believed Root to be the most intelligent man to ever be Secretary of War. Root's intelligence was shown by what other events in his life?(Level 1)

Root won his Nobel Peace Prize for his work helping countries settle disputes in a peaceful way. How did he do this? (Level 2)

What are the results of his work and life that influence us today? ( Level 3)

In his acceptance speech what did he suggest caused conflict, and what might help solve it among individuals and nations? (Level 3)

#### **Vocabulary**

1. Financiers
2. Oration
3. Emigration
4. Neutrality
5. Armament
6. Ratified
7. Protocol
8. Counterpart



**Technology Option**

Elihu Root had personal relationships and worked with other Nobel Laureates: Nicolas Murray Butler, Woodrow Wilson, Theodore Roosevelt, and the Institute of International Law. Find pictures of or about these winners and create a power point slide show. On each slide include: the year and the reason they won their prize, Include how they knew each other.

**Resources**

<http://www.u-s-history.com/pages/h891.html> A US history site

[http://nobelprize.org/nobel\\_prizes/peace/laureates/](http://nobelprize.org/nobel_prizes/peace/laureates/) This is the official Nobel Laureate site

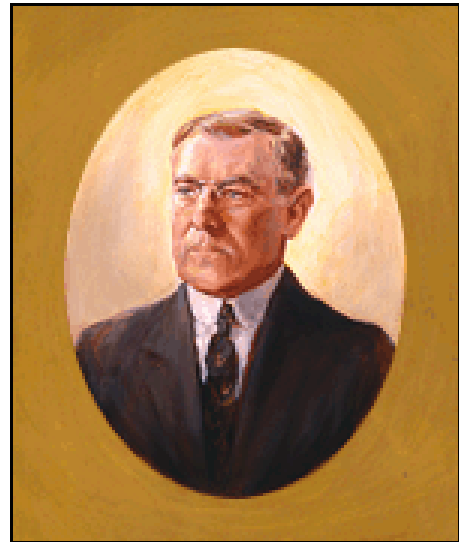
<http://bioguide.congress.gov/scripts/biodisplay.pl?index=R000430> Biographical site for members of Congress

## Woodrow Wilson

1919

*“in recognition of his Fourteen Points peace program and his work in achieving inclusion of the Covenant of the League of Nations in the 1919 Treaty of Versailles”*

For a man that had held just one other political office before becoming president, Woodrow Wilson was a politically adept leader, speaker, and visionary. Upon election, Wilson had big plans set domestically for the United States, but the outbreak and development of World War I (the Great War) during his time in office altered the course of his presidency and his politics. Believing firmly that the United States needed a foreign policy of international cooperation through an association of nations led Wilson to formulate a plan for the League of Nations. Wilson campaigned for his idea of the League like he pushed for all his ideas – firmly and relentlessly. His tirelessness ultimately led to ill health, as well as the nomination for the Peace Prize in 1919.



In 1856, Wilson was born Thomas Woodrow to well-educated parents of Scottish decent. During his boyhood Wilson moved with his family to many parts of the South, including Virginia, Georgia, North Carolina, and South Carolina and very much considered himself a Southerner throughout his life.

Wilson earned a law degree but practiced for less than a year before becoming restless and enrolled at Johns Hopkins University to study history. After earning his Ph.D., he and his long-time fiancé, Ellen Louise Axson, were married. They had a happy marriage and eventually had three daughters.

In 1885 Wilson also accepted a position with the newly opened Bryn Mawr College, a school for women near Philadelphia. Wilson was not particularly patient with women as intellectual associates and did not enjoy his teaching duties. He was, however, able to pursue his writing. Later, Princeton University offered him a professorship, which he accepted right away.

Wilson's progressive leadership style at Princeton University caught the attention of Democratic Party members who thought Wilson would make a good candidate. In 1912, Wilson won the presidency because the vote for the Republican candidate, Taft, was split by Roosevelt and the Progressives.

As president, Wilson protected American interests in revolutionary Mexico and fought for American rights on the high seas. He oversaw the creation of the Federal Reserve system, cut the tariff, and developed a reputation as a reformer. His sharp warnings to Germany led to the resignation of his secretary of state, William Jennings Bryan, a pacifist.

In 1916 he was reelected by a slim margin with the slogan, "He kept us out of war," although his attempts to mediate in the war failed. At the outbreak of war, he encouraged the United States to be politically neutral; however, after several American ships had been sunk by the Germans, he secured a declaration of war against Germany on April 6, 1917.

Wilson wrote up a general outline to help encourage a peaceful settlement to World War I (The Great War) in a speech known as Fourteen Points. The speech explained Wilson's belief in a doctrine of self-determination -- that each nation should have full powers to govern itself and not be ruled or influenced by other nations. In the speech he also encouraged the settlement of territorial disputes between nations. The Germans accepted Wilson's terms for peace on November 11, 1918.

He immediately traveled to Paris to help mediate and negotiate lasting peace. He campaigned for the League of Nations, an international organization that Wilson believed would help nations cooperate with each other and eliminate the need for future wars.

In the United States, however, Wilson found that the Senate would not approve U.S. membership to the League because it would make the U.S. subordinate to the votes of other nations in case of war. Wilson would not give up on his League of Nations and the ideal of international cooperation. He ultimately suffered a major stroke during his campaign to get public support for the idea, and was unable to win over the Senate on the League of Nations.

Wilson was awarded the 1919 Nobel Peace Prize, but the treaty embodying the League of Nations was ultimately rejected by the Senate in 1920. He left the White House in March of 1921 and died in Washington, DC, on February 3, 1924.

#### 1856- 1924

- Wilson is the only president to earn a doctorate in a non-law field
- During Wilson's term the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments were established
- He is the only president buried in Washington, D.C.
- Wilson served as Governor of New Jersey
- He was a professor at the all-woman Bryn Mawr College, in Pennsylvania

*"We are citizens of the world. The tragedy is that we do not know this."*

**Suggested Classroom Activities****Introduction/Warm-Up:**

Think of a conflict that is presently unfolding either in your life, community, or world (example: a fight between your friends, the Middle East conflict) What is it? If you were designated as the official leader to help resolve this conflict in a peaceful way, how would you resolve it? Write a Peace Treaty that might help both sides work out their differences of opinion.

What do you think the United Nations is? Why do you think it exists? Have you heard anything in the news lately about the UN?

Is it more important for an individual country to look out for its own interests or for a group of countries to work together and compromise? Give reasons for your answer.

**React to your favorite of the following Woodrow Wilson quotes:**

“There must be, not a balance of power, but a community of power; not organized rivalries, but an organized peace.”

“We are citizens of the world. The tragedy is that we do not know this.”

“Friendship is the only cement that will ever hold the world together.”

“If you will think about what you ought to do for other people, your character will take care of itself. Character is a by-product, and any man who devotes himself to its cultivation in his own case will become a selfish pig.”

**Discussion Questions:**

1. What experience or education prepared Wilson to become president? (Level 1)
2. Why do you think the League of Nations was so important to Wilson? (Level 2)
3. Why did the United States remain neutral in the beginning of the Great War? (Level 2)
4. What do you think Wilson’s views on slavery and the Civil War might have been? (Level 3)
5. Why did the League of Nations fail? (Level 3)

**Vocabulary:**

1. Adept
2. League of Nations

3. Fourteen Points
4. Self-determination

**Activities:**

**Primary Source Document Activity: Wilson's 14 Points Speech**

Student read in groups to analyze and construct meaning from Wilson's famous speech, utilizing the SOAPStone method of document analysis (see attached worksheet)

**Technology Option:**

As a computer lab activity, students research the powers of the League of Nations, its weaknesses, and reasons for its disbandment

**Resources:**

Woodrow Wilson: A Portrait

An excellent and thorough PBS website that accompanies a Wilson documentary. Can be used successfully for research without the film.

<http://www.pbs.org/wgbh/amex/wilson/index.html>

## PRESIDENT WOODROW WILSON'S FOURTEEN POINTS

Introduction: What follows is the complete text of a 1918 speech by Woodrow Wilson. It outlines what has now become famously known as the Fourteen Points. Wilson firmly believed that these points would put those involved in World War I on the road to lasting peace.

As you read, you may notice language that you do not understand and you may feel confused. Be sure to circle any words or concepts that you may need to look up or figure out with your group. Remember, it is a primary source document and even historians have to do a lot of work to figure them out.

8 January, 1918

It will be our wish and purpose that the processes of peace, when they are begun, shall be absolutely open and that they shall involve and permit henceforth no secret understandings of any kind. The day of conquest and aggrandizement is gone by; so is also the day of secret covenants entered into in the interest of particular governments and likely at some unlooked-for moment to upset the peace of the world. It is this happy fact, now clear to the view of every public man whose thoughts do not still linger in an age that is dead and gone, which makes it possible for every nation whose purposes are consistent with justice and the peace of the world to avow now or at any other time the objects it has in view.

We entered this war because violations of right had occurred which touched us to the quick and made the life of our own people impossible unless they were corrected and the world secure once for all against their recurrence. What we demand in this war, therefore, is nothing peculiar to ourselves. It is that the world be made fit and safe to live in; and particularly that it be made safe for every peace-loving nation which, like our own, wishes to live its own life, determine its own institutions, be assured of justice and fair dealing by the other peoples of the world as against force and selfish aggression. All the peoples of the world are in effect partners in this interest, and for our own part we see very clearly that unless justice be done to others not be done to us. The programme of the world's peace, therefore, is our programme; and that programme, the only possible programme, as we see it, is this:

I. Open covenants of peace, openly arrived at, after which there shall be no private international understandings of any kind but diplomacy shall proceed always frankly and in the public view.

II. Absolute freedom of navigation upon the seas, outside territorial waters, alike in peace and in war, except as the seas may be closed in whole or in part by international action for the enforcement of international covenants.

III. The removal, so far as possible, of all economic barriers and the establishment of an equality of trade conditions among all the nations consenting to the peace and associating themselves for its maintenance.

IV. Adequate guarantees given and taken that national armaments will be reduced to the lowest point consistent with domestic safety.

V. A free, open-minded, and absolutely impartial adjustment of all colonial claims, based upon a strict observance of the principle that in determining all such questions of sovereignty the interests of the populations concerned must have equal weight with the equitable claims of the government whose title is to be determined.

VI. The evacuation of all Russian territory and such a settlement of all questions affecting Russia as will secure the best and freest cooperation of the other nations of the world in obtaining for her an unhampered and unembarrassed opportunity for the independent determination of her own political development and national policy and assure her of a sincere welcome into the society of free nations under institutions of her own choosing; and, more than a welcome, assistance also of every kind that she may need and may herself desire. The treatment accorded Russia by her sister nations in the months to come will be the acid test of their good will, of their comprehension of her needs as distinguished from their own interests, and of their intelligent and unselfish sympathy.

VII. Belgium, the whole world will agree, must be evacuated and restored, without any attempt to limit the sovereignty which she enjoys in common with all other free nations. No other single act will serve as this will serve to restore confidence among the nations in the laws which they have themselves set and determined for the government of their relations with one another. Without this healing act the whole structure and validity of international law is forever impaired.

VIII. All French territory should be freed and the invaded portions restored, and the wrong done to France by Prussia in 1871 in the matter of Alsace-Lorraine, which has unsettled the peace of the world for nearly fifty years, should be righted, in order that peace may once more be made secure in the interest of all.

IX. A readjustment of the frontiers of Italy should be effected along clearly recognizable lines of nationality.

X. The peoples of Austria-Hungary, whose place among the nations we wish to see safeguarded and assured, should be accorded the freest opportunity to autonomous development.

XI. Rumania, Serbia, and Montenegro should be evacuated; occupied territories restored; Serbia accorded free and secure access to the sea; and the relations of the several Balkan states to one another determined by friendly counsel along historically established lines of allegiance and nationality; and international guarantees of the political and economic independence and territorial integrity of the several Balkan states should be entered into.

XII. The Turkish portion of the present Ottoman Empire should be assured a secure sovereignty, but the other nationalities which are now under Turkish rule should be assured an undoubted security of life and an absolutely unmolested opportunity of autonomous development, and the Dardanelles should be permanently opened as a free passage to the ships and commerce of all nations under international guarantees.

XIII. An independent Polish state should be erected which should include the territories inhabited by indisputably Polish populations, which should be assured a free and secure access to

the sea, and whose political and economic independence and territorial integrity should be guaranteed by international covenant.

XIV. A general association of nations must be formed under specific covenants for the purpose of affording mutual guarantees of political independence and territorial integrity to great and small states alike.

In regard to these essential rectifications of wrong and assertions of right we feel ourselves to be intimate partners of all the governments and peoples associated together against the Imperialists. We cannot be separated in interest or divided in purpose. We stand together until the end.

For such arrangements and covenants we are willing to fight and to continue to fight until they are achieved; but only because we wish the right to prevail and desire a just and stable peace such as can be secured only by removing the chief provocations to war, which this programme does remove. We have no jealousy of German greatness, and there is nothing in this programme that impairs it. We grudge her no achievement or distinction of learning or of pacific enterprise such as have made her record very bright and very enviable. We do not wish to injure her or to block in any way her legitimate influence or power. We do not wish to fight her either with arms or with hostile arrangements of trade if she is willing to associate herself with us and the other peace-loving nations of the world in covenants of justice and law and fair dealing. We wish her only to accept a place of equality among the peoples of the world, -- the new world in which we now live, -- instead of a place of mastery.

(Source: The Essential Documents of American History was compiled by Norman P. Desmarais and James H. McGovern of Providence College)



**SOAPStone: Primary Source Document Analysis**

Anyone can understand difficult primary source documents by figuring out a few key details:

Speaker and subject:

Objective:

Audience:

Points:

Setting (historical)

Tone:

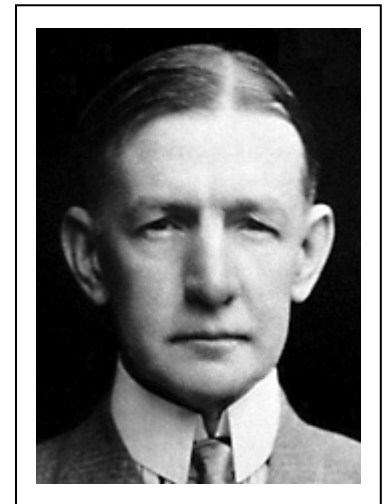
Your reactions, questions, and comments about the document:

## Charles Gates Dawes

### 1925

*“This award, which is in recognition of the work of the First Committee of Experts, Reparations Commission, of which I was chairman, is gratefully acknowledged.”*

The so-called “Roaring Twenties” in the United States have captured the popular interest of many Americans. Seemingly hoping to turn their backs on the horrors of World War I and its aftermath, many Americans desired a swift “return to normalcy”. The decade of the 1920’s would prove to be anything but normal. The high costs of rebuilding war-damaged property and lives, adapting to the terms of the Treaty of Versailles which were especially harsh toward Germany, and adjusting to the new post-war political landscape, led many to fear that the pathway to yet another cataclysmic war was already laid. Visionary leadership was desperately needed.



One such visionary was Charles Gates Dawes (1865–1951), co-recipient of the Nobel Peace Prize in 1925 for his work on the Dawes Plan which managed Germany's reparations payments after World War I, who shared this recognition with British Foreign Secretary Sir Austen Chamberlain. In March of that same year, Dawes began serving as the Republican Vice-President of the United States under Calvin Coolidge.

Charles G. Dawes was born in Marietta, Ohio on August 27, 1865. He was a descendant of William Dawes, one of the first Puritans to arrive in Massachusetts, and a second William Dawes who was a co-rider with Paul Revere in April of 1775, warning the Massachusetts colonists of the arrival of British forces. His father, Rufus Dawes, owned a successful lumber company and, during the Civil War, served with distinction as a Union officer. The combination of professional success and public service was a family trait exemplified by the life of Charles Dawes.

Charles Dawes graduated from Marietta College in 1884, at the age of nineteen, and from the Cincinnati Law School in 1886. He practiced law in Lincoln, Nebraska where he moved in 1887. During his seven years in Lincoln, his business acumen became very clear. He gained valuable experience as a manager, investor, bank director, and public figure which helped lay the groundwork for his future endeavors. In 1894, he bought control of a utility company in La Crosse, Wisconsin and one north of Chicago, new business ventures which proved very prosperous for him and his brothers. In the same year, he moved to Evanston, Illinois, near Chicago, which would become his permanent home.

Dawes was involved in the presidential campaign of 1896, helping Republican William McKinley win Illinois. President McKinley appointed Dawes as the United States comptroller of

the currency in 1898, a position he held until 1901 when he made an unsuccessful attempt to gain the Republican party's nomination for a United States Senate seat. In 1902, Dawes returned to private business. Leaving the management of the utility companies to his brothers, he turned his attention to banking and founded the Central Trust Company of Illinois, serving as its president until 1921.

When the United States entered World War I in 1917, Dawes received commission as a major with the 17th Engineers in France. Later he was appointed to General Pershing's staff as head of supply procurement for the American Expeditionary Force and was promoted to the rank of brigadier general. The innovations and efficiencies he designed were expanded into an inter-Allied purchasing board and distribution authority. Following the war, Dawes was a strong voice in favor of the ratification of the Treaty of Versailles and the League of Nations, positions that most Republicans did not share.

1865 – 1951

- Successful lawyer, manager, business owner, politician, musician, author, banker
- Served in WW I on General Pershing's staff as General Purchasing Agent
- Chaired the Allied Reparations Committee (1923-24) which developed the "Dawes Plan"
- Vice-President of the U.S. 1925-29
- *"Mediocrity requires aloofness to preserve its dignity."*

The United States Bureau of the Budget was created in 1920 and Dawes was appointed by President Warren G. Harding as its first director in 1921. His insistence that each government department write and adhere to a budget, along with other reforms, helped to reduce federal expenditures by more than a third. Indicative of his renown as a man of vision combined with a unique financial ability, was the request by the League of Nations in 1923 that he chair the Allied Reparations Commission which was tasked with finding a solution to the inability of Germany to pay the liability costs assessed by the Allies under the Treaty of Versailles. In 1924, the so-called "Dawes Plan" outlined a five-year plan to stabilize the German economy and suggest a reasonable schedule for the repayment of the debts.

The skillful handling of a major international dilemma not only brought Charles Dawes the Nobel Peace Prize in 1925, it also elevated his prestige around the world. In 1924, he was elected Vice-President of the United States and served in that position until 1929. Continuing his public service career, he was appointed United States ambassador to Great Britain from 1929 to

1932. During these years, Dawes also served as a delegate to the London Naval Conference in 1930 and the International Disarmament Conference in Geneva in 1932. He returned to the United States when President Hoover asked him to direct the Reconstruction Finance Corporation (RFC), a government agency created to lend money to businesses in an attempt to bolster the national economy during the Great Depression.

In 1932, Dawes returned to the banking business and served as chairman of the board of the City National Bank and Trust Company in Chicago, a position he retained until his death on April 23, 1951 in Evanston, Illinois. Charles Dawes led a full and productive life. In addition to his

professional achievements and his public service, he was an accomplished musician, author, and family man. He was generous supporter of philanthropic organizations and the arts, especially music.

Charles Dawes was co-recipient of the Nobel Peace Prize for 1925. It was presented to him on December 10, 1926 after a speech by Fridtjof Nansen in which the political/economic climate of the Western world was encapsulated:

“A peace settlement following a ruinous war can easily degenerate into the imposition by the victors of more or less humiliating conditions upon the vanquished. Such terms, in their turn can easily bear fruit which will in time ripen into a fresh war. The Peace of Versailles can certainly not be said to constitute an exception to this rule. The more protracted the withering trial of war, the harsher the conditions imposed; so when victory is finally won, the demands are difficult, or even impossible, to fulfill. The coercion used to compel the vanquished to give beyond their capabilities only breeds greater hatred and the thirst for revenge. Failure to receive what the victors consider their just compensation for the wounds suffered in war begets disappointment and frustration. To these is added the insecurity and fear of possible consequences when forcible and oppressive means must be used to recover claims. The difficulties mount steadily; nations move further and further apart; insecurity, fear, anxiety foster rearmament.”

The end of World War I left many European leaders wanting both revenge against Germany and a way to prevent another catastrophic conflict. The Treaty of Versailles with its demands for billions in reparations from Germany created an economic responsibility that seemed impossible for the German nation to fulfill. By the early 1920's, it was apparent that another look needed to be taken at the reparations program and the potential negative consequences it may have. The United States proposed and support grew for a “committee of experts” to study the situation in order to, as Mr. Nansen said in his presentation speech, “obtain an expert scientific basis for future deliberations”.

Charles Dawes was the chair of the Allied Reparations Commission which drafted a plan which called for a brief moratorium of payments, followed by reduction in the total owed and a restructuring of the payment schedule. In addition, the finances of the German government would be reorganized, a foreign loan would assist the German economy in righting itself, and the Ruhr industrial region would be returned to Germany. The “Dawes Plan” was received favorably by the Allied governments, symbolically lifting a psychological veil and restoring confidence in the economic future of Europe and in the potential for nations to resolve conflicts through peaceful dialogue. In his acceptance telegram to the Nobel committee, Dawes gave credit to the members of his committee for their historic work and noted that it was “the endeavor of the experts to found their plan upon the principles of justice, fairness, and mutual interest, relying for its acceptance upon that common good faith which is the enduring faith for the universal safeguarding of peace”.

The Dawes Plan gave impetus to an international effort to reduce armaments and end the threat of war. It helped stave off economic collapse in Europe for a few years but, by the end of the 1920's, the Western powers were experiencing a deep economic depression. Many governments

retreated from international concerns and fell back into a pattern of protecting national interests, a path which led, once again, to the horrors of a world war.

### **Suggested Classroom Activities – Charles Dawes**

#### **Introduction/Warm-Up:**

Through the use of direct instruction, film, research, etc., the teacher should prepare students by:

1. contrasting the horrors of World War I with the general mood of the American public in the 1920's.
2. discussing the cost of war and the cost of peace

#### **Discussion Questions:**

1. In what ways was the world a different place after World War I? (Level 1)
2. Describe the political/economic climate in Germany in the early 1920's?(Level 2)
3. What role did the victorious powers (Britain, France, Italy, United States) play in creating the terms of the Treaty of Versailles of 1919? Compare the ideas of the American President Woodrow Wilson to those held by the leaders of the European powers? (Level 3)
4. How might the terms of the Treaty of Versailles be viewed as punishment for Germany? (Level 2)
5. In what ways did the Dawes Plan aid peace efforts in the 1920's? (Level 1)
6. Demonstrate how the personal and professional background of Charles Dawes would have helped in the work, for which he received the Nobel Peace Prize in 1925? (Level 3)

#### **Vocabulary:**

1. Treaty of Versailles
2. cataclysmic
3. reparations
4. acumen
5. comptroller
6. American Expeditionary Force
7. League of Nations
8. vanquished
9. moratorium

**Activity:**

Overview – Plato taught the “the state is the individual writ large”. Accepting that bit of wisdom, it would seem that if we understand some things about human interaction, we can make reasonable predictions about international relations. In addition, the relationship of larger groups of people might be mirrored in the microcosm of daily social living. The Treaty of Versailles was replete with elements that stemmed from the national interests of the victors (especially the Big Four) and the desire to punish Germany. Charles Dawes and his committee attempted to mitigate certain provisions of the treaty so as to create a less-threatening international climate.

**Objectives** – Through participation in this activity, students will:

enhance collaborative learning skills

further develop organizational skills and visual/verbal presentation skills

research pertinent historical information and refashion it for presentation in a dramatic form

**Procedures** –

It will be assumed that the students have received some background about the time period, have read the biography of Charles Dawes, reviewed the vocabulary, and discussed the questions with the teacher.

It will also be assumed that the students have read about post-World War I issues and the Treaty of Versailles.

Students will be divided into groups containing five or six individuals.

The task for each group will be to create a “dramatic metaphor” (skit) intended to portray the individuals and issues that led to the Treaty of Versailles and the situation leading up to the creation of the “committee of experts” which produced the Dawes plan.

Each group will devise a short skit (teacher sets the length) that uses typical human situations to illustrate the macrocosmic events.

To make it a little more interesting and fun, each skit should be from the perspective of a different human grouping: Family Members, Teenage Friends, Faculty Members, Construction Crew, Church or Parish Council, Baseball/Softball Team, etc.

After each performance, the student audience should be asked to identify the important historical elements that were presented metaphorically for them.

**Technology Option:**

Read the Nobel Presentation Speech for Charles G. Dawes given by Fridtjof Nansen located at [www.nobelprize.org](http://www.nobelprize.org).

What were identified as the immediate consequences of the “Dawes Plan”?

Discuss the elements of hope for the future.

**Resources:**

“Dawes, Charles G.” Britannica Student Encyclopedia. 2006. Encyclopedia Britannica Premium Service.<[www.britannica.com/ebi/article-9310944](http://www.britannica.com/ebi/article-9310944)>

[www.bioguide.congress.gov/scripts/biodisplay.pl?index=D000147](http://www.bioguide.congress.gov/scripts/biodisplay.pl?index=D000147)

[www.nobelprize.org](http://www.nobelprize.org)

[www.senate.gov/artandhistory/resources/pdf/charlesdawes.pdf](http://www.senate.gov/artandhistory/resources/pdf/charlesdawes.pdf)



## Frank Kellogg

1929

*“The Kellogg Pact is a solemn declaration, invaluable if life is brought into conformity with its words, delusory if actions contradict its great and noble sentiments.”*



Frank Kellogg's goal was as simple as it was daunting: to outlaw war. His efforts on behalf of this goal were inspiring, if not ultimately successful.

Born in New York, Frank's family moved to Minnesota when it was still considered "out West." His father was a wheat farmer, which meant that young Frank spent much of his time working at home. His formal education consisted of one to two years in New York as a boy, and another four or five as an adolescent in Minnesota.

Frank left the farm as a young man and moved to Rochester, Minnesota. He borrowed textbooks and taught himself law, history, German and Latin while working as a handyman to make ends meet. In 1877 he passed the Minnesota state bar and became the city attorney for Rochester. Two years later, he became the attorney for the entire county of Olmsted.

In 1887 Frank's cousin Cushman Kellogg Davis offered Frank a position in his law firm. Davis was the most important lawyer in St. Paul, Minnesota, and later became a US Senator. He hired his cousin because of his determination, intelligence and hard work.

Frank Kellogg was a major success, earning a fortune over the next twenty years by representing industrial **tycoons** such as Dale Carnegie and John D. Rockefeller. His other important acquaintances included Theodore Roosevelt, who also won the Nobel Prize for Peace.

Despite his wealthy corporate clients, Kellogg was also known as a **trust-buster**. In 1904 President Roosevelt asked him to prosecute on such trust as a special attorney for the deferral government. When Kellogg succeeded, Roosevelt asked him to go after more trusts, which he did with remarkable results. **Rail barons and oil barons** alike, including his former client John Rockefeller, saw their monopolies over the country's vital industries broken apart, allowing competition to thrive.

By 1912, Kellogg was elected president of the American Bar Association, and became a United States Senator in 1916. One of his first votes was in favor of sending troops to the First World War (under then Captain George Marshall, another Peace Prize laureate). During the rest of his six year term, Kellogg was best known for promoting farming legislation, in keeping with

Minnesota's dependence on agriculture. He also favored US ratification of the Treaty of Versailles, the agreement ending the First World War (or as it was called before the 1940s, "The Great War"). When he ran for reelection in 1922, Kellogg was defeated.

The next year, President Warren G. Harding asked Kellogg to travel as an **envoy** to the 5<sup>th</sup> Pan-American Conference. At the conference, held in Chile, representatives from the governments of all of the Americas met and discussed important issues.

Kellogg continued working as a **diplomat**, becoming the Ambassador to Great Britain in 1923. In 1925 he became **Secretary of State** under President Calvin Coolidge. His tenure was marked by a retreat from **imperialist** ambitions in Latin America, outbreaks of anti-American violence in China, and a fairly docile Europe. Kellogg believed in settling international disputes through legal rather than military means. To this end, he signed some eighty treaties with nineteen different nations. Of these, the most important to Kellogg, and the pact for which the Nobel Organization awarded him the Peace Prize, was the Kellogg-Briand Pact, also known as the Pact of Paris.

Aristide Briand was a French foreign minister, a position similar to that of Kellogg. He drafted an open letter in April of 1927, on the 10<sup>th</sup> anniversary of American entry into the First World War. Briand called for a treaty declaring permanent friendship, and denouncing warfare between them. Kellogg's response was to advocate for something larger: a **multilateral** pact denouncing warfare as a tool to achieve national political goals.

Kellogg saw the pact as a way to possibly make warfare **obsolete**, by creating other means by which nations could resolve their problems. He devoted a great deal of energy to persuading other countries to sign the pact, and eventually 64 of them did so. The Kellogg-Brian Pact was signed in 1928 and proclaimed the following year.

#### 1856 – 1937

- **Birthplace: Potsdam, New York**
- **When Kellogg traveled to Europe and landed in the French port city of LeHavre, he was presented with a gold fountain pen. On the box was an inscription in Latin—a play on words from the old Roman saying “Si vis pacem, para bellum” (“If you wish for peace, prepare for war”). The inscription instead said “Si vis pacem, para pacem.”**
- **Kellogg established a foundation for the study of international relations at Carleton College in Minnesota.**

*“Competition in armament, both land and naval, is not only a terrible burden upon the people, but I believe it to be one of the greatest menaces to the peace of the world.”*

Within months of its proclamation, the pact was broken by conflict in **Manchuria**. Nevertheless, Kellogg felt strongly that it would help put an end to the horrors and suffering that so many had endured during the Great War. He returned to St. Paul in 1929, and then embarked

on travels through South America and Europe. Kellogg received honors (including the Peace Prize) and honorary degrees from all over the world for his efforts to eliminate warfare as a political tool.

In 1930, Kellogg became a judge in the Permanent Court of International Justice, but ill health his retirement in 1935. Frank Kellogg died in 1937, on the eve of his 81<sup>st</sup> birthday. In the previous month, Adolf Hitler had held a secret meeting in the German Reich Chancellory, wherein he stated plans to acquire “living space” for the German people. A week before Kellogg’s passing, the infamous Nanjing Massacre had begun in China, where Japanese forces killed a quarter of a million residents of the city over three months.

Frank Kellogg’s optimism may have been lofty or short-sighted, but he saw it as in pragmatic terms. He felt that militarists always used the need for strong defense as an excuse to make war. In his own words;

“It is idle to say that nations can struggle to outdo each other in building armaments and never use them. History demonstrates the contrary, and we have but to go back to the last war to see the appalling effect of nations competing in great armaments.”

### **Vocabulary Terms**

1. tycoon:
2. trust-buster:
3. rail baron/ oil baron:
4. envoy:
5. diplomat:
6. Secretary of State:
7. imperialist:
8. multilateral:
9. obsolete:
10. Manchuria:

### **Study Questions**

1. What effect did Frank Kellogg’s education have on his eventual profession?
2. How did Frank make up for his lack of formal education?
3. What major world conflict took place during Frank Kellogg’s adult life?
4. What effect did Kellogg’s legal background have on his tenure as Secretary of State?
5. What was the original purpose of the open letter written by Aristide Briand? How did Kellogg change it?

6. What does the inscription on the box mean in English?
7. What events were taking place at the end of Frank Kellogg's life?
8. How did Kellogg think nations should solve their disputes?

### **Introductory and Extended Exercises**

A. Before reading this biography, print the lyrics to the following two songs (available below), and give each student a copy of one of them:

“Don’t Tread on Me” by Metallica

“Bomb the World” by Michael Franti and Spearhead

You could use others as well, but these two are clear, short, and provide alternate points of view. Ask each student to read their lyrics and respond to them in the same way (i.e. by writing lyrics of their own). Ask students to present their work. They can perform it, simply read it, or ask you to read it for them if they are shy. After hearing various responses, ask students to discuss the two points of view behind the songs.

B. On the board, write “Frank Kellogg: Visionary or Dreamer?” After reading the biography and answering the study questions, ask students to decide (aloud or to themselves) which of the nouns on the board best describes Kellogg. For those who said “Visionary” ask them to explain why they think the world hasn’t followed his lead. For those who said “Dreamer” ask them to explain how else warfare could be avoided by nations in dispute.

C. Following either of these exercises, ask students to do further research and create an essay outline on an important subject raised in the reading or subsequent discussion.

### **Bibliography**

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Frank. B. Kellogg [http://nobelprize.org/nobel\\_prizes/peace/laureates/1929/kellogg-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1929/kellogg-bio.html)

Frank B. Kellogg. [http://en.wikipedia.org/wiki/Frank\\_B.\\_Kellogg](http://en.wikipedia.org/wiki/Frank_B._Kellogg)

Frank B. Kellogg. <http://bioguide.congress.gov/scripts/biodisplay.pl?index=K000065>

Neubeck, Deborah Kahn, ed. *Frank B. Kellogg Papers*. St. Paul: Minnesota Historical Society, 1977-1978. Microfilm. 54 reels and guide.

## **Don't Tread On Me**

*Metallica*

Liberty or death, what we so proudly hail  
once you provoke her, rattling of her tail  
never begins it, never, but once engaged...  
never surrenders, showing the fangs of rage

so don't tread on me

so be it  
threaten no more  
to secure peace is to prepare for war  
so be it  
settle the score  
touch me again for the words that you'll hear evermore...

don't tread on me

love it or leave it, she with the deadly bite  
quick is the blue tongue, forked as lighting strike  
shining with brightness, always on surveillance  
the eyes, they never close, emblem of vigilance

so don't tread on me

so be it  
threaten no more  
to secure peace is to prepare for war  
so be it  
settle the score  
touch me again for the words that you'll hear evermore...

liberty or death, what we so proudly hail  
once you provoke her, rattling on her tail

so be it  
threaten no more  
to secure peace is to prepare for war  
so be it  
settle the score  
touch me again for the words that you'll hear evermore...  
don't tread on me!

## **Bomb the World**

*Machael Franti and Spearhead*

Please tell me the reason  
behind the colors that you fly  
love just one nation  
and the whole world we divide  
you say you're "sorry"  
say, "there is no other choice"  
but god bless the people them  
who cannot raise their voice

(chorus)  
we can chase down all our enemies  
bring them to their knees  
we can bomb the world to pieces  
but we can't bomb it into peace  
whoa we may even find a solution  
to hunger and disease  
we can bomb the world to pieces  
but we can't bomb it into peace

violence brings one thing  
more more of the same  
military madness  
the smell of flesh and burning pain  
so I sing out to the masses  
stand up if you're still sane!  
To all of us gone crazy  
I sing this one refrain

(chorus)  
and I sing power to the peaceful  
love to the people y'all  
power to the peaceful  
love to the people y'all

## Jane Addams

### 1931

*“Civilization is a method of living, an attitude of equal respect for all men”*

Jane Addams was born in Illinois. She was strongly influenced by her father who led a very active life. He was a State Legislator for sixteen years, and directed a bank as well as a railroad. Her mother Sarah Weber Addams was a strong woman and "stern disciplinarian" of her eight children. When Jane was three her mother became very ill and died. Martha, the eldest child, took over raising the family. Jane had a curved spine and felt self-conscious about this during her childhood.



In 1881 Jane graduated from Rockford Female Seminary at the top of her class. She began to study medicine. The death of her father along with her own health problems made attending school difficult. With the support of her family she left school to travel with her college roommate Ellen Starr, to study on her own. During a trip to Europe she visited Toynbee Hall, a settlement house in the poor end of east London. This visit influenced her and one of her goals became to open a similar settlement house in the United States.

- Attended Medical School
- Founded Hull House
- Chairman Women's Peace Party
- Worked with President Hoover
- Humanitarian
- Suffragist

*“the good we seek for ourselves is uncertain until it is secure for all of us”*

In 1889 Jane and Ellen, searched for a house in a low income neighborhood in Chicago. The house they found, built by Charles Hull in 1856, was called Hull House. The house had been a factory, a used furniture store, and a home for the poor elderly run by the Little Sisters of the Poor nuns. The two friends moved in and began to create a community center for civic and social life. They focused on education and problems coming from poverty.

Jane believed that the nation did not like to acknowledge the fact that democracy was threatened by the extremes in classes. She stated that:

“The good we seek for ourselves is uncertain until it is secure for all of us.”

This seemed to show through in her goals for the Hull House and she seemed to live by it throughout her life as well. She saw huge differences between rich and poor. She was disturbed by the accumulation of wealth in the upper classes, and destitution and poverty in the lower classes.

The organizations that she started tried to equalize the inequality between people and educate them on things they had in common as well as the qualities that made them unique. She believed that the "things that make men like are finer and better than the things that keep them apart" .

Jane Addams and Ellen Starr encouraged the wealthy to contribute money and time to their settlement house. Volunteers provided childcare, took care of the sick, and counseled people. In two years Hull House was helping over 2000 people per week. Kindergarten classes were taught in the morning, club meetings for students met after school, and there were night school classes for adults.

Hull House grew adding an art gallery, a public kitchen, coffee house, gym, swimming pool, boarding house for girls, employment agency, library, book bindery, drama group, and a labor museum.

In 1905 Jane became more active in the larger community. She was appointed the Chicago board of Education, and became chairman of the School Management Committee.

In 1908 she joined the Chicago School of Civics and Philanthropy, and was named president of the National Conference of Charities and Corrections. She led investigations on midwifery, narcotics, milk supplies, and sanitary conditions. She became the Garbage Inspector of the 19th Ward, a job that paid one thousand dollars a year.

In 1910 she received the first honorary degree ever awarded a woman by Yale University for this work in improving the lives of the poor.

Although Jane accomplished a great deal in her lifetime, some people disliked her because of her radical ideas and ways of doing things. She believed so strongly in peace that she was seen as a deviant during World War I. She was even expelled from the Daughters of the American Revolution. Jane donated money to Rockford College's library to improve their selection of science books and was named a trustee as a result of an invitation from the head of the college.

Jane did an enormous amount when it came to peace. The American Union Against Militarism worked to keep the US out of the war and received acknowledgment from the government for allowing the Hull House to be used as a "conscription center" In 1915, the year after W.W.I began, she became involved in the Woman's Peace Party and was elected national chairman. With this she went to the International Woman's Conference in The Hague and was chosen to head the commission to find an end to the war. This included meeting ten leaders in neutral countries as well as those at war to discuss mediation. This was the first significant international effort by women against the war and was documented along with co-workers Emily Balch and Alice Hamilton in *Women at The Hague*

It was in 1917, when the US joined the war, that Jane started to be strongly criticized. In 1919, Jane was the American delegate for the Second Women's Peace Conference where the Women's International League for Peace and Freedom began. Jane was elected the first president, a position she held until her death (1960). She assisted Herbert Hoover by supplying food and other necessities to women and children of the opposing side. This is explained in further detail



in her book *Peace and Bread in Time of War* written in 1922. It has been suggested that she was capable of criticism because her beliefs derived from experiences in her neighborhood and "could always go back to the source of her strength"

Jane had a strong interest was in improving the lives of women. She was a feminist long before feminism was known and accepted. She believed that women's voices should be heard and that they should have the right to vote. She believed that women should have dreams, and have the power to reach them.

Another dream of Jane's was to rid the world of war. In 1906 she published a book "Newer Ideals of Peace". In 1913 at a ceremony honoring the building of the Peace Palace at the Hague she spoke for peace. In the next two years she was sponsored by the Carnegie Foundation to speak against America being involved in World War I.

In 1915 she was named chairman of the Women's Peace Party. Soon after she became president of the International Congress of Women. This group met at the Hague led by Dr. Aletta Jacobs, a Dutch suffragist.

This congress founded an organization called the Women's International League for Peace and Freedom. Jane Addams served as president until 1929. She was then named honorary president for life.

Because she was outspoken against America's entry into the war, Addams was attacked by press and organizations that supported the war. She continued working against war however, and was named humanitarian assistant to President Herbert Hoover. In this job she oversaw providing relief supplies of food to women and children of enemy nations. In 1922 she wrote the book "Peace and Bread in time of War" about this effort.

In 1926 she suffered a heart attack and never fully recovered. She was awarded the Nobel Prize for Peace the same year with Nicolas Murray Butler. Her prize was for her extensive work with the poor and women, and her opposition to violence and war. She was hospitalized on December 10, 1931, the day she received her Nobel Peace Prize. She never delivered an acceptance speech in Oslo due to her health.

She died in 1935 and her funeral was held at Hull House.

### **Suggested Classroom Activities - Jane Addams**

Introduction/ Warm Up: use a quote to introduce discussion or journal

1. "The good we seek for ourselves is precarious and uncertain until it is secure for all of us"

2. “things that men like are finer and better than the things that keep them apart”

3.. “America's future will be determined by the home and the school. The child becomes largely what he is taught; hence we must watch what we teach, and how we live.”

### Discussion Questions

1. Describe two ways Jane Addams worked in a hands-on style to help improve the lives of people who lived in poverty. (Level 1)
2. What health problems did Jane Addams have? (Level 1)
3. How did her health problems influence her life's work? (Level 2)
4. What were Addams's feelings about war? Give examples. (Level 3)
5. How did people react to her work during World War I? (Level 2)
6. In the book “Peace and Bread in Time of War” Addams wrote of a humanitarian project. What was this project and why did she believe in it? (Level 3)

### Vocabulary

1. settlement house
2. precarious
3. destitution
4. conscription
5. feminist
6. suffragist
7. humanitarian

Activity grades 9-12

This lesson uses Jane Addams Award-winning books to explore author's voice. After reading and examining *The Yellow Star* by Carmen Agra Deedy, a Jane Addams Honor Book in 2001, students choose another Jane Addams Award-winning book for personal investigation.

**Technology Option:** using the site: (level 1-2)

<http://www.swarthmore.edu/library/peace/Exhibits/janeaddams/hullhouse.htm>, create a power point with each picture and three facts about each.

### Resources

[www.uic.edu/jaddams/college/](http://www.uic.edu/jaddams/college/) This website is from the University of Illinois at Chicago and the focus is on the social work of Jane Addams

[Jane Addams collection](#). This is a collection of primary sources from Swarthmore College on the life and work of Jane Addams

[http://nobelprize.org/nobel\\_prizes/peace/laureates/1931/index.html](http://nobelprize.org/nobel_prizes/peace/laureates/1931/index.html) This is the Nobel Peace Winner site. It contains books, speeches and other information on Jane Addams

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/addams>. This is a history site containing information, biography, and historical context for Jane Addams

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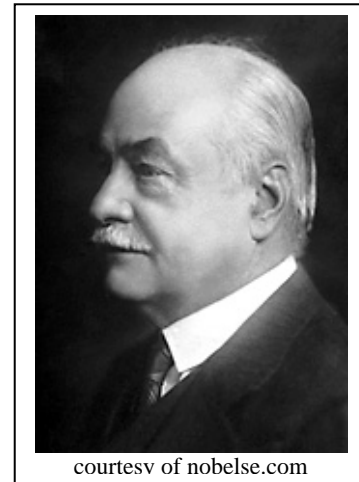
## Nicolas Murray Butler

1931

*“Optimism is essential to achievement and it is also the foundation of courage and true progress.”*

Nicolas Butler was born in New Jersey, the son of a manufacturer. At the age of 20 he graduated from Columbia University and earned his masters degree three years later. He then studied in Paris and Berlin where he became friends with Elihu Root, a Nobel Prize Laureate. They would remain friends for their whole lives. Butler first married in 1887 and had one daughter. His first wife died in 1903 and he married again in 1907.

He joined the staff of Columbia College in the Philosophy department after completing his education. He would remain at Columbia for 60 years.



Within a few years of teaching at Columbia, Butler developed a program for educators known as the Teachers College. He also started the Educational Review Journal, a publication about teaching methods. He was the editor of this Journal for 30 years. He wrote reports on state and local education, was a member of the New Jersey Board of Education, and helped develop the College Entrance Examination Board. He became the president of Columbia University in 1902 and was president until 1945.

During his presidency Columbia made amazing progress. It became a major university. All

1862-1947

- President of Columbia University
- Advisor to Presidents Taft and Roosevelt
- Member Carnegie Endowment for International Peace
- Kellogg Brand Pact
- Candidate for President

“Necessity does the work of courage.”

graduate programs were expanded, and schools were added such as journalism and dentistry. The student body was increased from 4,000 to 34,000 with a similar increase in staff. Donations and finances also increased. Salaries for teaching were increased to attract the best and brightest in their fields.

Butler had success in politics as well as education. He was a delegate to the Republican conventions from 1888 until 1936. He was part of a political alliance with Root, Taft, and Roosevelt in the early days of the century.

In 1912 Roosevelt ran for the presidency as candidate of the Progressive party, an offshoot of the Republican Party. Taft and Butler ran for

president and vice president as Republicans. Because the dual candidacy split the vote among Republicans, Woodrow Wilson, a Democrat won the election.

In 1916 Butler supported Root unsuccessfully for the Republican presidential nomination. He tried to win the nomination for himself in 1920 and 1924 but failed to win it.

Butler attempted to unite the world of education and politics to achieve world peace through international cooperation. He was chairman of the Conferences on International Arbitration which met from 1907 through 1912. He participated in the International Conciliation, a Carnegie organization founded by a Nobel Peace Laureate d'Estournelle de Constant. He was a member of the Carnegie Endowment for International Peace for thirty five years. He was influential in persuading Carnegie to create the Endowment in 1910 with a gift of ten million dollars. He served as head of the Endowment's section on international education and communication.

He was a supporter of the repeal of Prohibition in 1933 because he felt it was having negative effects on the country.

In 1931 Butler won the Nobel Peace Prize in the same year as Jane Addams. He was honored for his work with Carnegie as well as the Conferences on International Arbitration.

Butler became almost blind in 1945 after writing his biography, "Across the Bully Years". He died in 1947.

Butler was a Nobel Peace Laureate, an educator, a university president, an advisor to seven presidents, and a friend of foreign leaders. He received awards from fifteen foreign governments, had thirty-seven honorary degrees, and was a member of more than fifty learned societies and twenty clubs. Butler was the author of many books, pamphlets, and speeches, traveled to Europe more than 100 times, was a leader in the Republican Party, and an advocate of peace. He was nicknamed Nicolas "Miraculous" Butler by Theodore Roosevelt because of his many educational and political achievements. This described him perfectly.

### **Suggested Classroom Activities Grades 9-12**

Nicolas Murray Butler

#### **Introduction/Warm Up**

Using these quotes from Butler to discuss or write reactions/explanations

"America is the best half-educated country in the world."

"An expert is one who knows more and more about less and less."

"Many peoples' tombstones should read 'Died at 30, buried at 60.'"

**Discussion Questions**

1. Butler knew Nobel Laureates as friends and in his professional life. Who were they, when did they win, and why? (Level 1)
2. What did Butler mean by “Many peoples' tombstones should read 'Died at 30, buried at 60.' (Level 1)
3. Butler’s professional life was centered on education. What influences did he have on education? (Level 2)
4. What caused the Republican Party to lose the election of 1912? (Level 2)
5. What influenced Butler’s win of the Nobel Peace Laureate in 1931? (Level 3)
6. Butler’s three interests were politics, education and peace. How do these influence each other in positive or negative ways? (Level 3)

**Vocabulary**

1. Alliance
2. Progressive Party
3. Offshoot
4. Arbitration
5. Endowment
6. Repeal

**Technology Option:**

On the Internet find pictures of Murray, Root, Roosevelt, Wilson, Taft, Carnegie, and Jane Addams. Copy and Paste the pictures into a Word document and write about how they knew each other and how they worked together.

**Selected Bibliography**

<http://rs6.loc.gov/ammem/nfhtml/nfgal1.html> Portraits of Butler and contemporary men

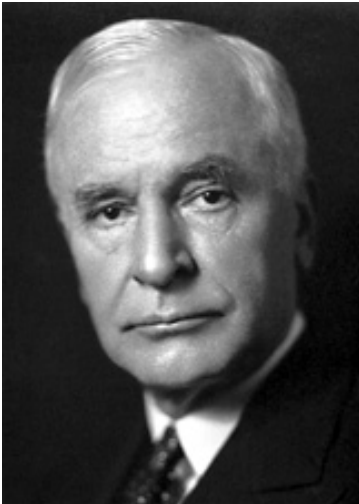
[http://experts.about.com/e/n/ni/Nicholas\\_M.\\_Butler.htm](http://experts.about.com/e/n/ni/Nicholas_M._Butler.htm) Biographical information on Butler.

<http://www.nobel.no/> Nobel Peace Prize official site

## Cordell Hull

1945

*“in recognition of his work in the Western Hemispheres, for his International Trade Agreements, and for his efforts in establishing the United Nations.”*



If the name Cordell Hull isn't familiar to you, you're not alone. While the names of other Peace Prize winners, like Martin Luther King, Jr., Teddy Roosevelt, or even Jody Williams are highlighted in history classes, figures like Hull, are widely unsung in the United States as heroes of peace.

Cordell Hull became Secretary of State under FDR in 1933 and held that office for the longer than any other Secretary before or after him to date – nearly 12 years.

Hull has been described as quiet and extremely dedicated to his work. His life's energies were almost completely dedicated to his political career and international work, not marrying until the age of 46. He and his wife Rose Frances Witz had no children and his

hobbies were kept minimally to croquet and golf while his full efforts were devoted to his political post.

Hull was born in a log cabin in 1871 in a small town in Tennessee. He was the only one of five boys who wanted to receive an education. He received his first schooling in a one-room schoolhouse built by his father. Ultimately, he received a law degree at the age of twenty in 1891 from Cumberland University in Lebanon, Tennessee.

After practicing law for only a little over a year, Hull ran and won for the Tennessee State House. In 1903 his run as a state congressman was interrupted for a short stint as captain of the Fourth Tennessee Regiment in the Spanish-American War. Upon return to Tennessee, he was appointed as a judge, and ran and won for U.S. House of Representatives in 1907.

As a hard worker and dedicated politician, Hull climbed quickly through the ranks in Washington and was able to author important tax legislation. He served for three years in the Senate until Franklin Delano Roosevelt asked him to serve as his Secretary of State in 1933.

As Secretary of State, Hull placed great emphasis on international economic relations. He headed the American Delegation to the Monetary and Economic Conference in London in July 1933, a conference which ended in failure. Despite this failure, in November of that year he headed the American Delegation to the Seventh Pan-American Conference, held in Montevideo, and won the trust of the Latin American diplomats, laying the foundation for the "Good Neighbor" Policy,



followed up in the Inter-American Conference for the Maintenance of Peace held in Buenos Aires (1936), the eighth Pan-American Conference in Lima (1938), the second consecutive Meeting of Ministers of Foreign Affairs of the American Republics in Havana (1940). Given authority through the Trade Agreements Act of 1934, he negotiated reciprocal trade agreements with numerous countries, lowering tariffs and stimulating trade (Source: The Legacy of Cordell Hull, Friends of Cordell Hull Foundation).

After World War II broke out in Europe he pushed for aid to the Allies and recommended revision of the Neutrality Act, which kept the United States out of being involved in the fighting. After U.S. entry into the war, he worked to improve cooperation among the Allies, visiting Moscow in 1943, and began to formulate a peace plan that backed the establishment of a world organization to maintain peace.

### 1871- 1955

- Hull is known as the “Father of the United Nations”
- There is a 52 mile-long highway named after Hull in Kentucky
- He was born in a log cabin
- He died of heart disease and tuberculosis at the age of 84
- Cordell Hull Dam and Reservoir is located in Tennessee

Knowing that Woodrow Wilson’s League of Nations had failed, in part, because of political partisanship in the United States, Hull led successful conventions on the formulation of a new international organization and submitted the “Charter of the United Nations” in August, 1943.

Before the Charter could even be ratified in 1944 in San Francisco, Hull had to resign office due to failing health. Tuberculosis and heart disease were making it impossible for him to continue the pace of work to which Hull was accustomed. The Roosevelt administration received much of the attention and praise for the establishment of the United Nations, and owed much to Hull. Before Hull’s resignation in November of 1944, Roosevelt offered Hull the chance to run as his vice president on the ticket, an opportunity which

Hull declined because of his health.

So grateful was Roosevelt to Hull that he nominated his Secretary of State for the Nobel Peace Prize. In 1945, the Nobel Committee awarded Cordell Hull the Prize for his work in the Western Hemispheres, for his International Trade Agreements, and for his efforts in establishing the United Nations.

### Suggested Classroom Activities

#### Introduction/Warm-Up:

1. What do you think a Secretary of State does?
2. React to your favorite Cordell Hull quote:

“I am certain that, however great the hardships and the trials which loom ahead, our America will endure and the cause of human freedom will triumph”

“Never insult an alligator until after you have crossed the river”

3. What do you already know about the United Nations? What do you think it works to do?
4. Is it more important for nations to work for their own interest or for nations to work together?

**Discussion Questions:**

1. What world events made the concept of the United Nations seem necessary to Hull? (Level 1)
2. What jobs do you think led Cordell Hull to be qualified to be appointed to the post of Secretary of State? (Level 1)
3. What failed international organization was Hull careful not to repeat the mistakes of? (Level 2)
4. What makes a good international organization? What makes a bad one? Is the United Nations still able to be a good international organization today? (Level 3)
5. Why do you think that many people are not familiar with Cordell Hull’s contribution to peace and to history? (Level 3)
6. When speaking of the formation of the United Nations, Hull once predicted that, “There will no longer be need for spheres of influence, for alliances, balances of power, or any other of the special arrangements which in the unhappy past the nations strove to safeguard their security or to promote their interests.” Using recent examples from the news, do you think he was right? (Level 3)

**Vocabulary:**

1. appointed
2. Spanish-American War
3. tariffs
4. Good Neighbor Policy
5. Secretary of State
6. partisanship
7. ratified

**Activities:**

Students work in small groups to resolve the water scenario problem posed to them in Design a World Government Activity (included).

**Technology Option:**

Use the computer lab to draw a map of the branches and functions of the modern day United Nations.

**Resources:**

The Cordell Hull Institute

Foreign Policy think-tank that has many interesting articles for more advanced students.

<http://www.cordellhullinstitute.org/news/Hagel.html>

Friends of Cordell Hull

Online site of the Cordell Hull Museum in Tennessee.

<http://www.cordellhullmuseum.com/about.htm>

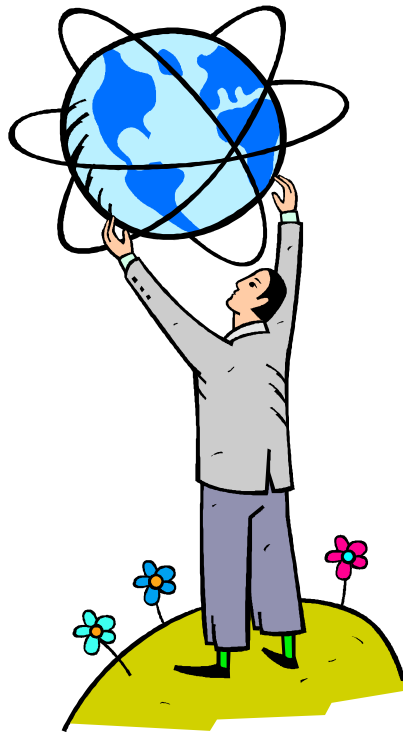
**Design A World Government Exercise**

It is the year 2050 and drinkable water and breathable air are a scarcity amongst the peoples of the world. Only a few places have enough fresh, clean water to drink and the air is at unhealthy levels in most countries due to automobiles and industries.

The UN, due to its many weaknesses, was dissolved 10 years ago and there is no one global organization or government to help sort out these issues amongst 193 nations.

War is becoming a certainty, and warfare has already broken out between groups of people in many countries trying to secure their basic needs.

You have been sent, as delegates from your home countries, to work together to design a new world government that will help to maintain peace and resolve the air and water crisis.



## Emily Green Balch

1946

*“As the world community develops in peace, it will open up great untapped reservoirs in human nature.”*



Emily Greene Balch (1867 – 1961) was a co-recipient of the 1946 Nobel Peace Prize which she shared with fellow American, John R. Mott. Throughout her long life, she remained a committed believer in the ability of human beings to cooperate and find ways to live in justice and peace. Her beliefs found expression in her passion for education, social activism, and international political activity.

Emily Balch was born into a prosperous Boston family on January 8, 1867. In her youth, she attended private schools and later was a member of the first graduating class from Bryn Mawr College in 1889 with a degree in Greek and Latin. After a year of independent study of sociology, she was awarded a fellowship to the Sorbonne in Paris to study French poverty alleviation policies. On her return to Boston in 1892, she founded Denison House, the city's first settlement house, based on the example of Jane Addams' Hull House in Chicago. Her formal education was completed with coursework at Harvard, the University of Chicago, and a year at the University of Berlin.

In 1896, she joined the faculty of Wellesley College in Massachusetts, becoming a professor of economics and sociology in 1913. Her work as an outstanding teacher and scholarly writer did not overshadow her active participation in a myriad of social justice movements. She spoke out loudly for women's rights, racial equality, improved labor conditions and wages, an end to child labor, fair treatment for immigrants, as well as efforts to promote world peace.

The outbreak of World War I was a turning point for Emily Balch as she realized that ridding the world of war was going to occupy a major portion of her life's work. In 1915, Ms. Balch was a delegate to the International Congress of Women (ICW) at The Hague from which later evolved the Women's International League for Peace and Freedom (WILPF). She served as secretary for the WILPF from 1919 to 1922 and from 1934 to 1935. She was an outspoken pacifist during the years of the First World War and was a strong proponent of continuous mediation as an alternative to battle. Along with her good friend, Jane Addams, and other women delegates, she traveled to many European nations and met with President Woodrow Wilson, in an unsuccessful attempt to make mediation, not war, the preferred choice for solving international differences.

In 1918, Emily Balch was dismissed from her teaching position at Wellesley College due to her many absences while doing work for the ICW and, perhaps, for her vocal opposition to the war and the participation of the United States in the conflict. Seemingly undaunted, she continued to

1867 – 1961

- One of first graduates from Bryn Mawr College in 1889
- Professor of economics and sociology, political and social activist, peace activist, visionary, author, speaker, leader of women's movement
- One of founders of Women's International League for Peace and Freedom
- Advocate for humane treatment of prisoners of war

*"As the world community develops in peace, it will open up great untapped reservoirs in human nature."*

work for peace, through the WILPF and individually, for the rest of her life. Indeed, she always found a suitable outlet for her energies. In 1919, speaking as a WILPF member, she criticized the punitive nature of the Treaty of Versailles and, in the same year, she found another forum for her ideas as a writer for the periodical, *The Nation*.

Between the two world wars, Ms. Balch kept busy as an advocate for peace and for social and economic justice through her writing, speaking, and organizing. She was sought out for several projects of the new League of Nations including strategies for international disarmament, drug control, and the encouragement of the United States' participation in League activities. She was a member of a WILPF committee in 1926 which monitored conditions in Haiti and formally recommended the withdrawal of American forces. In the 1930's, she became very concerned about isolationist tendencies among nations, a trend which directly conflicted with her firm belief in "internationalism" as the hope of the future. She also grew concerned with the plight of refugees from many nations around the globe and in

particular the fate of those individuals persecuted by the Nazis in Germany.

The evils she perceived in the Nazi regime, led Emily Balch to push the United States' government to accept more refugees into the country and, later, caused her to override her inherent pacifism and encourage American participation in World War II. She was appalled by the mass murder of Jews in Europe and lamented the moral depravity which could lead to such activity. In the United States, during the war years, she helped to re-locate Japanese-Americans who had been removed from their homes and interned in concentration camps against their will. By the end of the war, Ms. Balch was in her late seventies but that did not keep her from remaining active in the causes she had served for so long.

The Nobel Peace Prize which Emily Balch received in 1946 was a fitting recognition of her role as a major leader of the peace movement in the United States. In all endeavors, individual and collective, she believed humans needed to combine action with a sense of higher purpose, practical reality with an idealist's vision. Overarching values are essential guides to human interaction. Her advocacy of internationalism was accountable to this necessity as well. This was pointed out by Gunnar Jahn, Chairman of the Nobel Committee, in his Nobel presentation speech:

"Hers was not just passive, armchair interest, for she personally drafted proposals for peace terms (after World War II), terms based not on unconditional surrender but on the realistic view that the world would have to be rebuilt. She also drafted proposals for a constructive

international settlement. She has given her loyal support to the newly created United Nations Organization and has brought all her influence to bear on American peace organizations to enlist their support for it, even if it does not now correspond perfectly with their ideals. 'For', she says, 'the future shape of the new organization will not depend upon what the documents appear to state, but on what the members make of it. Practice in cooperation is what will give the United Nations its character. Plans have not been set up for a utopia but for Europe, Russia, America, and all the other countries with their conflicting interests and ideas. And it is precisely because the proposals we have before us are fairly modest that they may perhaps be realized.' ..... But now and again we espy a different approach to the coldly calculating, realistic evaluation of the task before us. I cannot refrain from quoting a few words in her own language: 'International unity is not in itself a solution. Unless this international unity has a moral quality, accepts the discipline of moral standards, and possesses the quality of humanity, it will not be the unity we are interested in.'"

In the Nobel Lecture which she delivered in 1948, Emily Balch spoke of her undying optimism and hope for the future:

"As the world community develops in peace, it will open up great untapped reservoirs in human nature. Like a spring released from pressure would be the response of a generation of young men and women growing up in an atmosphere of friendliness and security, in a world demanding their service, offering them comradeship, calling to all adventurous and forward reaching natures. We are not asked to subscribe to any utopia or to believe in a perfect world just around the corner. We are asked to be patient with necessarily slow and groping advance on the road forward, and to be ready for each step ahead as it becomes practicable. We are asked to equip ourselves with courage, hope, readiness for hard work, and to cherish large and generous ideals."

### **Suggested Classroom Activities**

#### **Introduction/Warm-Up:**

The teacher should provide background information about the Progressive movement in the United States and the status of international relations before and after World War I. This would give a broader perspective to the life and work of Emily Balch.

#### **Discussion Questions:**

1. List the wars, major and minor, that occurred in the lifetime of Emily Balch. (Level 1)
2. In what ways did her life and her work aid the cause of international peace? What obstacles did she face? (Level 1)
3. Is there a common theme among the causes for which she was a vocal advocate? (Level 2)
4. Describe the meaning of "internationalism" and explain why Emily Balch considered it so important? (Level 2)
5. Explain her hope in the future.(Level 3)

6. Demonstrate why might it be said that Emily Balch was a unique woman for her time? (Level 3)

**Vocabulary:**

1. alleviation
2. settlement house
3. myriad
4. Jane Addams
5. The Nation
6. isolationism
7. internationalism
8. pacifism

**Activity:**

Overview – Emily Balch lost her job as a teacher at Wellesley College in 1918. The question remains unanswered as to whether this termination was just. For the purpose of this exercise, we will assume it is 1920 and Ms. Balch is attempting to be rehired.

Objectives – By participating in this activity, the students will:

1. research the life of Emily Balch and especially her time at Wellesley and the events which led to her losing her job
2. uncover possible reasons for the termination of Emily Balch and evaluate their relative merit
3. develop individual opinions about whether she should have been terminated or should have kept her position
4. understand the interplay of personal, professional, and professional considerations in the public arena

**Procedures –**

It will be assumed that the students have received some background about the time period, have read the biography of Emily Balch, reviewed the vocabulary, and discussed the questions with the teacher.

Students will be assigned to read about Emily Balch and her work from one of the resources below or from another source of their choosing.



Students will be divided into three groups, as determined by the teacher: an impartial jury, supporters of Emily Balch who believe she should be rehired, opponents of Emily Balch who believe she should not be rehired.

Supporters and opponents must make their cases based on rational concepts and legal principles, no emotion allowed.

The jury must decide which side had the strongest argument, make a decision, and share the reasons for their decision.

**Technology Option:**

Read about the Women's International League for Peace and Freedom (WILPF) at [www.wilpf.org](http://www.wilpf.org).

What are the issues of most concern to the League today?

How do these issues compare to the issues from the 1920's and 1930's?

**Resources:**

Randall, Mercedes M. *Improper Bostonian: Emily Greene Balch*. New York, 1964. Twain Publishers, Inc.

[www.discoverthenetwork.org/individualProfile.asp?indid=1592](http://www.discoverthenetwork.org/individualProfile.asp?indid=1592)

[www.harvardsquarelibrary.org.unitarians/balch.html](http://www.harvardsquarelibrary.org.unitarians/balch.html)

[www.irwinabrams.com/articles/balch.html](http://www.irwinabrams.com/articles/balch.html)

[www.nobelprize.org](http://www.nobelprize.org)

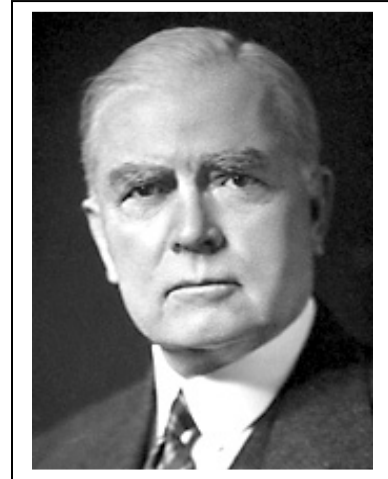
[www.wilpf.org](http://www.wilpf.org)

## John Raleigh Mott

1946

“He has gone out into the whole world and opened hearts to the idea of peace, to understanding, love and tolerance.”

John Raleigh Mott was a co-recipient of the 1946 Nobel Peace Prize, an honor he shared with fellow American, Emily Balch. Though he was not a politician or international statesman, the Nobel Committee recognized his life-long dedication to peace issues and to improving the lot of humanity. In his presentation speech, Herman Smitt Ingebretsen, Nobel Committee member, described Mott’s work as follows:



“Mott's work has been devoted to the most fundamental issue of all. He has gone out into the whole world and opened hearts to the idea of peace, to understanding, love, and tolerance. He has done it in answer to a call from God and, guided by that call, he has prepared the soil in which the hope of the world will grow.”

John Mott was born on May 25, 1865 in Livingston Manor, New York at a time when the nation was still reeling from the assassination of President Abraham Lincoln. Later that year, his family moved to Postville, Iowa, a town he called home. At the age of sixteen, he enrolled at Upper Iowa University at Fayette, Iowa where he showed great interest in literature, history, law, debate, and oratory. In 1886, he transferred to Cornell University in upstate New York and his experiences there changed the course of his life.

While at Cornell, considering a future in law or as a lumber merchant like his father, John Mott became active in the Student Christian Association. His cathartic moment came during a lecture by J. Kynaston Studd in early 1886 when he heard the words, “Seekest thou great things for thyself? Seek them not. Seek ye first the Kingdom of God.” It was then that he decided to dedicate his life to Christian service. Mott was elected president of the Cornell Y.M.C.A (Young Men’s Christian Association) and his tenure oversaw an increase in membership as well as the building of new facilities on campus. In 1888, he was graduated Phi Beta Kappa with a degree in history and philosophy.

Following graduation, John Mott began his life-long professional attachment to the Y.M.C.A. by accepting a position as a traveling secretary for the Intercollegiate Y.M.C.A. of the United States and Canada, which he held from 1888 to 1915. From 1915 to 1928, he was the general secretary of the International Committee of the Y.M.C.A. and from 1926 to 1937, he served as president of the Y.M.C.A.’s World Committee. In every capacity he was energized by the call to service he answered as a young man and inspired by the hope he found in the people with whom he worked.

John Mott's devotion to spreading a message of peace and good will among young people found expression in other organizations as well. In 1895, he founded the World's Student Christian Federation, necessitating an extended period of travel about the world, during which time he visited twenty-four nations and established seventy new associations. The World's Student Christian Federation believed in the brotherhood and sisterhood of all people and, in light of the Christian gospel message, strove to unite all races, nationalities, and creeds to stand against injustice, inequality, and violence as a method of solving individual and national problems.

1865 – 1955

- Christian evangelist, missionary, visionary, author, speaker, “world citizen”
- Longtime leader in the Young Men's Christian Association (Y.M.C.A.)
- Member of special diplomatic teams to Russia and Mexico during the Wilson administration
- Founder of the World's Student Christian Federation in 1895
- “He who would be greatest among you must be the servant of all.”

Extensive travel was a hallmark characteristic of his career and it is estimated that he traveled over two million miles as a dedicated servant of his mission. It was in 1910 that he traveled to Scotland to chair the Edinburgh Missionary Conference, a task that earned him recognition as perhaps the world's foremost Protestant missionary leader. In 1912 and 1913, he traveled the world again on behalf of missionary unity and cooperation. Several times he organized and presided over international missionary conferences which sought to unify and give direction to the efforts of Christian evangelization occurring on every continent.

John Mott's innate goodness and the positive results of his labors did not escape the attention of presidents, kings, diplomats, educators, and churchmen. President Woodrow Wilson named him to American diplomatic delegations to Russia and Mexico but was unable to convince him to accept the ambassadorship to China, a nation where Mott had traveled extensively and had considerable influence. During President Wilson's second term, when the United States entered World War I, Mott used his leadership, organizational abilities, and the

resources of the three groups he headed to work for improving conditions in prisoner of war camps, providing humanitarian aid to those in need, and preparing people for a return to a normal life after the war. During the war he continued to travel in Europe and elsewhere to enlist help with these important endeavors. His tireless efforts were not only inspirational to many, they also resulted in approximately 250 million dollars in donations to support war relief programs. When World War II broke out, Mott went to work again, traveling the globe in spite of his advanced age, trying to duplicate the war relief programs he executed so successfully earlier in the century.

John R. Mott received the Nobel Peace Prize in 1946 based on his life of service to a higher cause. He firmly believed that human unity, an idealized goal for so long, was not possible in the absence of religion. His unflappable Christian faith led him to build bridges rather than barriers among people and nations and this same faith held him up in the face of numerous obstacles to his work. In his Nobel presentation speech, Herman Smitt Ingebretsen said that Mott believed,

“God is our Father....if God is our Father then we are all brothers (and sisters), and no frontiers or racial divisions can separate us from each other.”

In his Nobel lecture which he delivered on December 13, 1946, John Mott emphasized that essential value of leadership in creating a new world order:

“The leadership so imperatively needed just now must be truly creative. The demand is for thinkers and not mechanical workers.....The leadership must be statesmanlike. And here let us remind ourselves of the traits of the true statesman – the genuinely Christian statesman. He simply must be a man of vision. He sees what the crowd does not see. He takes in a wider sweep, and he sees before others see. How true it is that where there is no vision, the people perish.”

In his acceptance speech, which was delivered three days earlier, John Mott echoed his profound sense of optimism for the future and a deep- rooted hope in the goodness of human beings:

“...my life has been a life of travel...In this world-wide effort I have concentrated on successive generations of youth. If I were to add a word, it would be a word of abounding hope. The present new generation across the breadth of the world ...I can testify are responsive to the Nobel Peace ideal, and are planning, as no previous generation, for a great united advance in the furtherance of peace and good-will throughout the world.”

John Mott received many additional honors for the work he performed over his eighty-nine years. He was granted seven honorary degrees, was given the United States’ Distinguished Service Medal following World War I, and was named an Honorary Chairman of the World Council of Churches, an association inspired by his dream of Christian and international unity.

He died at his home in Orlando, Florida on January 31, 1955.

### **Suggested Classroom Activities**

#### **Introduction/Warm-Up:**

The teacher will provide background information about the contrast between international tensions in the late 1800’s and the first half of the 1900’s and the missionary fervor that inspired men like John R. Mott.

(N.B. The film, “The African Queen” starring Humphrey Bogart and Katherine Hepburn provides interesting character profiles.)

#### **Discussion Questions:**

1. Make a list of the many wars, major and minor, that occurred during the long lifetime of John Mott. (Level 1)
2. What motivated John Mott’s work? In what ways did his education and life experience help make achievements that would merit the Nobel Peace Prize in 1946? (Level1)

3. Why did he believe that religion must be a factor in creating a peaceful world? (Level 2)
4. Did the fact that he was not a politician aid or hinder his work? (Level 2)
5. What is “visionary leadership”? Why does the modern world require leaders who have “vision”? (Level 3)
6. Why did John Mott remain hopeful for the future? (Level 3)

**Vocabulary:**

1. cathartic
2. Young Men’s Christian association (Y.M.C.A.)
3. hallmark
4. evangelization
5. humanitarian aid
6. profound
7. World Council of Churches

**Activity:**

Overview – John Mott has been called a “World Citizen” and his work to improve human living conditions and human relations was recognized by the Nobel Committee in 1946. His work involved association with the Young Men’s Christian Association (Y.M.C.A.), the World’s Student Christian Federation, and the World Missionary Council. In the goals of each of these organizations he envisioned building blocks for a world at peace, on an interpersonal level as well as an international level. This activity will explore John Mott’s achievements in more depth and allow students to look to the future through his eyes.

**Objectives –**

By participating in this activity, students will:

research the life and accomplishments of John Mott, Nobel Peace Laureate in 1946

analyze biographical information, categorize it, and present it in the form of an imagined interview with Mr. Mott

predict John Mott’s view of the present state of international relations and support their predictions with appropriate information

Procedure –

It will be assumed that the students have received some background about the time period, have read the biography of John Mott, reviewed the vocabulary, and discussed the questions with the teacher.

As part of a reading assignment in class or for homework, students will read the Nobel Peace Prize Presentation Speech for John Mott, given by Herman Smitt Ingebretsen and John Mott's Nobel Lecture. Both can be found at [www.nobelprize.org](http://www.nobelprize.org) or the teacher may choose to provide hard copies.

Students will be asked to simulate an interview of Mr. Mott, using the information they have learned about him and his work.

Students will write their questions and answers in interview format and submit this writing assignment to the teacher for evaluation.

The interview will consist of seven questions as follows:

One question about the Y.M.C.A.

One question about the World Student Christian Federation

One question about the World Missionary Council

Three questions of their own choosing

Question #7 will make the assumption that Mr. Mott is aware of the status of our world in the present day and the final question will be:

“You have always expressed great hope for the future, especially in your work with young people. What specific signs of hope do you see in the youth of today for improved international relations?”

Follow-up may take the form of sharing parts of the interview in class or teacher highlighting common features and discussing with the students.

**Technology Option:**

Find out more about the Y.M.C.A. by going to [www.ymca.net](http://www.ymca.net).

What are the programs and goals of the Y.M.C.A. today?

Compare and contrast these with the work and objectives of John. R Mott.

**Resources:**

<http://iagenweb.org/boards/allamakee/biographies/index.cgi?rev=47283>

[www.abcog.org/mott1.htm](http://www.abcog.org/mott1.htm)

[www.bookrags.com/biography-john-r-mott](http://www.bookrags.com/biography-john-r-mott)

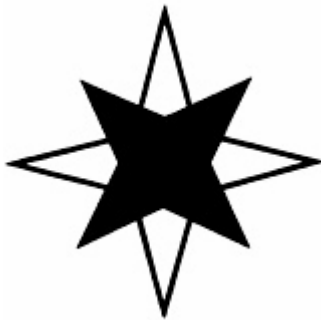
[www.nobelprize.org](http://www.nobelprize.org)

[www.ymca.net](http://www.ymca.net)

## The American Friends Service Committee

1947

*“The Quakers have shown us that it is possible to translate into action what lies deep in the hearts of many: compassion for others and the desire to help them - that rich expression of the sympathy between all men, regardless of nationality or race, which, transformed into deeds, must form the basis for lasting peace. For this reason alone the Quakers deserve to receive the Nobel Peace Prize today.”*



The Nobel Prize for Peace recognizes many ways of securing and maintaining peace. Diplomats, soldiers, clergy, heads of state, relief organizations, and many others have been awarded for their work in the service of peace. But the American Friends Service Committee (along with its British counterpart and co-laureate, the Friends Service Council) is a unique body in both dedication and longevity. The AFSC, an organization formed by the **Quakers**, represents an absolute and unyielding commitment to pacifism and selfless service to those ravaged by war. Their dedication has never wavered, despite imprisonment, humiliation, and government harassment that continues today, in the form of espionage against Quaker peace activists by local and federal authorities.

The Quakers are also known as the Society of Friends, and were founded in the middle of the 17<sup>th</sup> century. The first Quakers were Christians who felt that the established forms of Christianity at the time did not suit them. George Fox was a preacher who many see as the founder of the movement. He preached that spiritual inspiration did not primarily come through church authorities or even the Bible. Instead, Fox and other Quaker preachers believed that Christ touches an individual directly, from within. This focus on an “inner light” that required no outside authority was seen as blasphemy by established Christian churches, and many Quakers were imprisoned, beaten, banished, and as in the case of Mary Dyer in colonial Boston, executed for their beliefs.

Still, the Quakers survived in Great Britain. While never a large denomination, there are now Friends churches in Kenya, Central and South America, and the United States. American Quakers communities are well known in

### 17<sup>th</sup> Century-Present

- **William Penn founded a colony for persecuted Quakers to practice their religion safely. This area is now the state of Pennsylvania.**
- **The Society of Friends is known as a “peace church” along with other Christian groups including the Mennonites, Amish, Church of the Brethren, and the Jehovah’s Witnesses.**

*“The spirit alone gives victory.”*

*-Arnulf Overland*



Pennsylvania, Green Leaf, Idaho, Greensboro, North Carolina and Newburg, Oregon, the site of George Fox College.

Quakers have very little hierarchy, and even their beliefs tend to be diverse from group to group. However, there are some stated beliefs (known as “testimonies”) that Quakers share. They include:

- Peace: the belief that violence in all of its forms is wrong, including military service. To offer one’s life for a country is considered a form of idolatry, or revering something above God.
- Equality: the belief that all people are worthy of equally humane treatment, including women, prisoners, ethnic or religious minorities, the mentally ill, gays and lesbians, etc.
- Integrity: the belief that no one and nothing but God must occupy the center of one’s life, including self, possessions, traditions, regard for others, or anything else.
- Simplicity: the belief that one should possess only that which is truly necessary to survive, including clothing, furnishings, and even speech.

These beliefs were put to the test by issues such as slavery, imperialism, women’s rights, and warfare. The last issue in particular gave rise to the organizations in the US and Great Britain that the Peace Prize committee honored in 1947.

In 1917 the First World War had been raging in Europe, the Middle East, and Africa for three years. With the **advent** of modern, industrial technology during the previous half-century, warfare had become mechanized. Machine guns, tanks and chemical weapons were being used for the first time, and the effects were so devastating that each side lost thousands in battles that produced no victor.

As the United States entered the conflict, groups such as the Quakers organized to find nonviolent means of helping the war’s victims. They reached out to other **conscientious objectors** with the idea of love as a means of relieving suffering. This basic belief, that the power of love can “take away the occasion for all wars,” has found adherents in the Quakers and like-minded people ever since. It was this belief that started the American Friends Service Committee.

Their first outreach was to France, the bloody battleground where both sides had been locked in a **stalemate** since early in the war. The AFSC worked with their British counterparts to care for children, repair damaged homes, and provide basic necessities to **refugees**. They also founded a maternity hospital.

When the war finally ended in 1918, the AFSC did not pack up and go home. Instead, they took the opportunity to extend their work into areas where they had been previously unable. In Russia, Serbia, Poland, Austria and Germany, they fought against famine and disease. Eventually, most of the Quakers were able to return home, turning over their various projects to local organizations or governments. While the Quakers do not **proselytize**, their efforts did result in interest in “Quakerism” in some of the communities where they worked.

The AFSC was able to spend the next few years without major projects, but the 1930s saw them called back into action. The German government under its new chancellor, Adolf Hitler, began to oppress minority ethnic and religious groups. AFSC groups helped these new refugees find a safe haven in other countries. In 1936, civil war erupted in Spain. Quakers provided food to children on both sides of the conflict. And in 1939, war again fell over Europe as Germany invaded Poland, and France and Britain came to her defense.

The AFSC brought comfort and food to refugees in occupied France, as well as helping Londoners make it through the **Blitz**. Unfortunately, the Germans did not allow the Quakers to remain in their occupied territories. They did accept an AFSC mission to Poland, but only on the condition that the Germans be allowed to choose who would receive aid. The AFSC refused, and were not allowed in. The Quakers also worked in the United States, providing relief to Japanese-Americans in internment camps in western states.

Since almost all of Europe had fallen quickly to the Germans, the AFSC could not reach the majority of refugees. They had to wait until the end of the war to engage in reconstruction and relief efforts in Europe. At the same time, they extended their efforts to India, China and Japan. The AFSC was there when India was partitioned, to help resettle Hindu and Muslim refugees who had lost their homes to rioting and **sectarian** violence.

The following years saw no end of conflicts, albeit smaller ones than the world wars. Still, the Quakers had plenty of people who needed help. Arab refugees in the Gaza Strip, civilians on both sides of the Korean War, people fleeing the short-lived Hungarian Revolution, and the victims of war in Algeria were all met with equal compassion and commitment by the Quakers.

In a response to the **Cold War** between the United States and the Soviet Union, the AFSC published a pamphlet in 1955 entitled “Speak Truth to Power: A Quaker Search for an Alternative to Violence.” This publication, which received widespread commentary in the religious and mainstream press, was a shock to some who had previously known the AFSC through its humanitarian works. “Speak Truth to Power” shed light on the commitment of the Quakers, both to nonviolence and to bearing witness to its root causes. Such attention, when aimed at Hitler’s Germany or the Soviet Union, was welcomed by the public. But when the AFLC pointed to the actions of the United States, many people in the government and the public **recoiled**.

In the 1960s, the AFSC was present on both sides of the fighting between the Nigerian government and its province of Biafra, where an independence movement was brutally repressed. The Quakers also went to Vietnam, to care for children and supply prosthetics to civilians who had lost limbs. They gave medical supplies to civilians in both North and South Vietnam, resulting in a renewed level of anger and suspicion on the part of some Americans, including the head of the FBI, J. Edgar Hoover. Hoover saw the AFSC and other peace groups as a threat to the nation, and began a program of surveillance, infiltration and harassment that lasted for years.

For many groups seeking to relieve suffering in the world, there is an unspoken rule that “you don’t bite the hand that feeds you.” This unspoken rule is seen as a courtesy toward the

government or country where the organization originates, and often helps maintain financial and popular support for their efforts.

The AFSC's philosophical and religious commitment makes it impossible for them to do so. The United States, like all nations, has its share of problems and injustices. The Quakers have never shied away from seeking to shed light on and put an end to injustice toward Native Americans, Latinos, African Americans, migrant workers, prisoners and the poor. Programs have usually involved helping these groups to organize themselves and take community action for housing, schools, and working conditions that the majority of Americans already enjoy.

Quakers have been at the forefront of the American Civil Rights Movement, the peace movement, campaigns to halt production and deployment of nuclear weapons, to end discrimination based on sexual orientation, and more recently in movements to stop the Iraq war and for immigrants' rights. The AFSC is also working in partnership with the American Civil Liberties Union to end espionage by local police, the FBI, NSA and military agencies against Americans who criticize the government.

The Quakers have been witness to a great deal of violence and oppression. From the end of the Second World War onward, they began to create programs that not only relieved suffering, but tried to get at its root causes. The disparity between rich and poor, government corruption, and ethnic discrimination were recognized as barriers to lasting peace and security. In response, the AFSC created programs that emphasized technological assistance and social work in Algeria, India, Mexico, Pakistan, Peru, Zambia and other nations.

**Vocabulary Terms**

1. Quaker
2. advent
3. Conscientious Objector
4. stalemate
5. refugees
6. proselytize
7. Blitz
8. sectarian
9. Cold War
10. recoil

**Discussion Questions**

1. How old is the Society of Friends?
2. Why did the Quakers separate from the established churches of that time?
3. What actions did the Peace Prize committee honor with their award?
4. What are some of the more controversial actions of the AFSC?
5. How has the AFSC come into conflict with governmental authorities?

**Introductory and Extended Exercises**

A. Before reading the biography, ask students to write a definition of the term “friend.” Ask them to use more than examples, but to actually define the concept. After the reading and study questions, ask them why they think the term “Friends” is used with the Quakers. How does this use compare with their previous definition?

B. Ask students to make a Venn Diagram with “citizen” and “Friend” as the two groups.

C. Ask students to write a newspaper editorial about the AFSC’s refusal to go into Poland because of German restraints on their activities. Regardless of the student’s personal conviction, they are to write a critical or supportive editorial, based on a coin flip or externally generated factor.

**Technology Option**

See an online exhibit of *Eyes Wide Open*, produced by the AFSC and touring the nation.

Go around the room, making a list of the conflicts that are currently happening in the world. Divide students up into small groups to do a simple summary of the conflict. Have each group go to the AFSC's website at <http://www.afsc.org/> to look for their conflict, and what AFSC is doing about it.

**Bibliography**

American Friends Service Committee. <http://www.afsc.org/default.htm>

Quaker United Nations Offices. <http://www.quno.org/>

Nobel Committee information on the 1947 Peace Prize.  
<http://www.nobel.se/peace/laureates/1947/index.html>

Eyes Wide Open Exhibit Home Page. <http://eyes.afsc.org/>

## Ralph Bunche

### 1950

*"The United Nations is our one great hope for a peaceful and free world"*

Ralph Bunche was born in Michigan. His father was a barber in a whites-only shop. His mother was a musician, and his grandmother (who lived with them) had been born a slave. The family moved to New Mexico when Ralph was ten because both parents had serious health problems. Both died within two years leaving Ralph to be raised by his Grandmother. They moved to Los Angeles where Ralph worked selling newspapers, doing chores and odd jobs for rich people, and laying carpet.



courtesy nobelse.com

In elementary school Ralph won prizes in history and English for outstanding ability. He graduated first in his class in high school where he debated and was an athlete in football, basketball, baseball, and track.

He attended the University of California where he received an athletic scholarship and worked as a janitor. He played basketball, and joined the debate team and the college newspaper. He graduated in 1927 with high academic honors with a major in international relations.

- Lived 1904-1971
- Raised by his Grandmother who was born a slave
- Worked with President Roosevelt
- Negotiated Arab Israeli partition agreement 1948

*"Hearts are the strongest when they beat in response to noble ideals. "*

Ralph studied political science in graduate school. He attended Harvard University with a scholarship and a fund of a thousand dollars raised and contributed by the black community of Los Angeles. He graduated in 1928 and taught at Howard University while working toward his doctorate at Harvard.

In 1932-1933 he went to Africa to research and compare French rule in Togoland and Dahomey. In 1934 he completed this work and was awarded the Toppan Prize for outstanding research in social studies.

In 1936-1938 he did post doctorate work in London and South Africa. Dr. Bunche was chairman of the Department of Political Science at Howard University from 1928-1950. He had a strong commitment to education. He served on the New York City Board of Education as well as many other educational boards.

At Howard University Bunche was considered a radical intellectual who was very critical of the American social system. He was highly criticized by both white and Negro organizations

Drawing on his personal experience he wrote “A World View of Race” in 1936. In it he wrote “ And so class will some day supplant race in world affairs. Race war will then be merely a side-show to the gigantic class war which will be waged in the big tent we call the world”.

In 1944 he wrote “An American Dilemma” in response to the Carnegie Corporation’s survey of Negroes in America. This survey was about the racial divide between whites and Negroes.

Bunche joined the cabinet of President Roosevelt to work on minority problems in the United States. He was asked but refused to work with the President Truman as assistant secretary of state because of segregated housing conditions in Washington, DC. These conditions included failing schools and sub standard housing.

Bunche helped organize and lead the civil rights march organized by Martin Luther King, Jr. in Montgomery Alabama in 1965. He was a leader in the NAACP and the Urban League.

He supported and influenced civil rights organizations during 1945-1965 with speeches and attendance at gatherings and events.

In 1946 Bunche began to work with the UN. He worked to help nations who did not yet have self-government. He continued to work with the UN for the rest of his life.

In June 1947 Bunche began to work on the most important project of his career. He began to mediate between Arabs and Jews over land disputes. He was the assistant to the UN Special Committee on Palestine, then principal secretary of the UN Palestine Commission. This Commission was formed to work on a partition of Palestine to be approved by the UN general assembly.

In 1948 this plan was dropped and fighting between Arabs and Israelis intensified.

The UN appointed Count Folke Bernadotte as mediator and Ralph Bunche as his assistant. Four months later Bernadotte was assassinated and Bunche was named UN mediator on Palestine. After eleven months of negotiations and non stop travel Bunche got an agreement for peace between Israel and the Arab States.

Bunche returned to the United States and a hero’s parade in New York City. Los Angeles declared a “Ralph Bunche Day”. He was honored by the NAACP in 1949, received over thirty honorary degrees, and the Nobel Peace Prize in 1950.

Some deeply held beliefs of Ralph Bunche were that racial prejudice is wrong because it has no basis in biology or anthropology. Segregation and democracy are incompatible. Black people should maintain the struggle for equal rights while accepting the responsibilities that come with freedom. Whites must demonstrate that “democracy is color blind.”

Bunche worked for the UN from 1955 to 1967. In 1968 he was named undersecretary general. During this time he had many special assignments. In 1960 he went to the Congo when war erupted there

When interviewed about his time with the UN Bunche stated “the United Nations has had the courage that the League of Nations lacked. To step in and tackle the buzz saw”.

Ralph Bunche was responsible for a great amount of that courage.

The United Nations document “Ralph Bunche, Visionary for Peace”, stated about Bunche that he:

“...championed the principle of equal rights for everyone. Regardless of race or creed. He believed in the essential goodness of all people, and that no problem in human relations is insoluble”



**Suggested Classroom Activities**

Ralph Bunche

**Introduction/Warm Up:** Using these quotes, discuss or write about Ralph Bunche

“There are no warlike people, just warlike leaders.”

“If you want to get across an idea, wrap it up in person”

**Discussion Questions**

1. What childhood events may have caused Ralph Bunche to feel strongly about civil rights for Negroes? (level 1)
2. Why did Ralph Bunche feel that racial prejudice is wrong? (level 2)
3. What controversial civil rights activities did Bunche participate in? (level 2)
4. Compare Bunche’s view of the League of Nations and the UN. What was “the buzz saw”? (level 3)
5. Bunche won the Nobel Peace Prize after completing what task? How was this viewed by the world? (level 3)

**Vocabulary**

1. Radical
2. Supplant
3. Mediate
4. Partition
5. NAACP
6. “buzz saw”

**Classroom Activities:**

In this lesson, students will examine the factors that allowed Ralph Bunche, growing up as an African American in the early twentieth century, to overcome obstacles of economics and race, develop his ideas on peace and justice and become a top scholar and world leader. Students will demonstrate what they have learned through a variety of projects ranging from poetry and writing to art, music, speaking, and technology.

<http://www.pbs.org/ralphbunche/education/educational.html> This is a page of lesson plans on Ralph Bunche.

**Technology Option:** Create a web page on the life of Ralph Bunche. Use a time line format and illustrate with pictures.

### **Resources**

<http://www.pbs.org/ralphbunche/credit.html> Ralph Bunche, an American Odyssey

[http://nobelprize.org/nobel\\_prizes/peace/laureates/](http://nobelprize.org/nobel_prizes/peace/laureates/) This is the official Nobel Laureate Site

## George C. Marshall

### 1953

*“Two words above all others became his guide - as he underlined it years later in an address to the graduating class at his old military school - the words honor and self-sacrifice.”*



It may seem surprising to consider a career soldier for the Nobel Peace Prize. General George C. Marshall was in no way a pacifist, and was the head of the largest army the United States ever fielded. But in the aftermath of the Second World War, Marshall's efforts to rebuild a devastated Europe earned him the respect and praise of millions, including his wartime enemies.

George Marshall was the youngest of three children. The Marshall family lived near Pittsburgh, where the steel and iron industries provided a good living for his father in coal production. He dreamed of attending the Virginia Military Institute, or VMI, but his

brother Stuart, a VMI alumnus, begged their mother not to let him apply. Stuart was sure that Marshall would fail and bring shame to their family.

Fortunately, Mrs. Marshall did not agree and, at the age of sixteen, George Marshall began his studies. He quickly realized that there were two ways one could excel at the Institute. The first was academic, the second as a military cadet and, so, he decided to become the best soldier at the entire school, a goal he achieved by the end of his second year and maintained throughout his time at VMI.

Marshall earned the respect of his peers, subordinates, and superiors. He discovered that giving an order was easy, but it took more for the order to be successfully carried out. One important aspect of leadership for Marshall was to be an example. If he expected his men to work hard, he had to be willing to do the same. He was unfailingly honest, and as a result his men learned to trust him without reservation.

After graduating from VMI, George Marshall entered the Army and was deployed to the Philippines. Ten days before deploying, he married Lily Coles, who remained stateside. Marshall was sent back to the Philippines in 1913, commanding 5,000 troops in training exercises and demonstrating the talents that would make him a top general.

In 1917, the United States entered World War I and Marshall was put in charge of leading the U.S. 1<sup>st</sup> Infantry Division across the Atlantic. The troops were eager to fight, but completely

under-equipped and without proper training. Marshall did his best to create an effective force that could fight a modern war, where machine guns, tanks, and chemical weapons had replaced horse cavalry, swords, and single shot rifles.

After the war, George and Lily Marshall lived together while he worked in Washington, D.C. and, later, in China where Marshall's men provided security to Americans in the northern part of the country. Tragedy struck upon their return to Washington, D.C. in 1927 when Lily suddenly died while in recovery from surgery. George Marshall now found himself alone.

Eventually, a new assignment would change that. He became the head instructor at Fort Benning, Georgia—the army's largest training center. While there, he met new people, took part in outdoor activities, and eventually met Katherine Brown, a recent widow with three children. Three years after the loss of his first wife, Marshall remarried at the age of 50.

### 1880 – 1959

- **President Roosevelt once called General Marshall by his first name. The look on Marshall's face was enough that Roosevelt never did again.**
- **In Europe, there is a training center and a bridge named for Marshall in Germany, as well as a museum in Holland.**
- **In the US, the Marshall Space Flight Center in Huntsville, Alabama, several public schools, a street in Pittsburgh, and the George C. Marshall Foundation in Lexington, Virginia are named for him.**
- **The U.S. Post Office has issued two stamps in his honor.**

*“If man does find the solution for world peace, it will be the most revolutionary reversal of his record we have ever known.”*

The 1930s saw the arrival of another enemy at America's door: the **Great Depression**. Marshall himself took a pay cut in order to remain in the Army. When he was posted in 1933 to South Carolina, many soldiers were unable to feed their families on army pay. Marshall taught his men to grow their own food, and helped establish Civilian Conservation Corps (CCC) projects throughout the South. The CCC was part of President Roosevelt's **New Deal**, and its goal was simple: put young men to work. It was overseen by the Army, and Marshall continued the program in Washington State. While many of his peers didn't like the CCC, Marshall once again decided that personal glory was less important than the needs of the country. He saw the CCC as a means of creating strong, hardworking citizens.

As tensions rose in Europe, George Marshall was nearing the end of his military career. He'd only recently become a general, and at 58 his dream of heading the entire U.S. Army seemed out

of reach, especially with 30 other generals ahead of him in line for the job. However, his many talents made him stand out among his peers and President Roosevelt made Marshall Army Chief-of-Staff in September 1939, promoting him from a one-star to a four-star general overnight.

At the same time, Hitler's troops launched their **blitzkrieg** into Poland, igniting another war in Europe. Marshall agreed with Roosevelt that neutrality could only be maintained by being ready

to fight. But as he studied the global situation, Marshall felt it inevitable that the United States would eventually be dragged into the conflict. The people of the United States did not want war but Marshall remained a strong advocate of military preparedness.

In December of 1941, the United States was torn out of neutrality by the attack on Pearl Harbor. When the United States declared war on Japan, Germany and Italy declared war on the United States. In the first, dark months of the war, it seemed that the Axis Powers were well ahead of the Allies. As always, George Marshall wished he could take the lead on the battlefield and enter the fighting. But his skills in organizing the war meant that he would spend most of the war behind a desk in Washington. By 1943, the Allies were turning the war around. Marshall's careful planning, unflinching honesty, and hard work made a huge impact on Allied efforts. He began to plan a major operation that, if successful, could end the war in Europe.

Marshall wanted to send U.S. and Allied forces through Great Britain, over the English Channel, and into German-occupied France. President Roosevelt agreed, despite the British preference to invade through Italy instead. The plan, called Operation Overlord, was to become the largest military operation in history. While Marshall had hoped to be given command of this operation, he honored the request of President Roosevelt and stayed in Washington. Operation Overlord was a success, and in less than a year the Germans had retreated back to their own country. By spring of 1945, the war in Europe was won.

George Marshall's work did not end when the Germans were defeated. He began shifting soldiers and supplies to the other side of the world, where the Japanese were still fighting desperately against the Allies. President Roosevelt had died in the spring of 1945, and Harry Truman was now **Commander-in-Chief**. He asked Marshall about how the U.S. might use the newly invented atomic bomb to end the war with Japan. Marshall felt that whether or not to use the bomb was a political decision, not a military one and he felt that the President, not a general, should decide.

The Second World War ended soon after, and George Marshall, now in his sixties, was prepared to retire. In fact, he and his wife had just returned home to Virginia from his retirement ceremony when the phone rang. It was President Truman, and there was trouble in China between the Nationalists and the Communists. He asked Marshall to go try and create a truce between the two groups.

Marshall, of course, accepted the request. But the tensions among Chinese factions were impossible for Marshall to resolve, and in 1947 he returned to the United States. He was then made U.S. Secretary of State, and was given the task of rebuilding Europe. National boundaries were in disarray, food was scarce, and the Soviet Union saw an opportunity to act aggressively in Eastern Europe. By 1947, the European economy was still well below pre-war levels. Winter was especially harsh that year, and both food and coal were in short supply everywhere. Marshall worked with officials from European countries and the U.S. State Department to produce the European Recovery Program. The ERP, which came to be known simply as the Marshall Plan, involved huge donations of American aid to Europe. In today's dollars, the Marshall Plan would total about \$130 billion.

The Marshall Plan worked. By the end of the four years, Europe's economy had surpassed pre-war levels. The transportation and manufacturing infrastructure that had been decimated during the war was rebuilt. The plan was also seen as a way of keeping the Soviet Union from dominating the region. Russia's Eastern European satellites, such as Poland and Czechoslovakia, were invited to take part, but Russia kept them from coming.

In 1953, the Nobel Committee gave George Marshall the Peace Prize for his efforts to rebuild Europe after the war. For George Marshall, the success of the European Recovery Program was not his final bow. He resigned the State Department in 1949 to become head of the American Red Cross. Unlike the International Committee of the Red Cross, which served prisoners of war during World War II, the American Red Cross had a very poor reputation among servicemen. Marshall worked to improve the organization's image, but was recalled in 1950 by President Truman and asked to become U.S. Secretary of Defense. Despite their occasional differences, Truman later called Marshall "the greatest living American."

Marshall resigned from office for the last time in 1951. He died in 1959, having served his country for over forty years.

### **Vocabulary Terms**

1. Great Depression
2. New Deal
3. concur
4. blitzkrieg
5. colonies
6. theatre
7. dictatorship
8. Commander-in-Chief

### **Discussion Questions**

1. What career do you think George Marshall's guidance counselor might have recommended he pursue? Why? (Level 2)
2. How did George make up for his lack of natural academic ability? (Level 1)
3. What was life like in America while George Marshall was growing up? (Level 1)
4. What great accomplishments did Marshall achieve in wartime? (Level 1)
5. What was Marshall's dream as a military leader? Why didn't he realize it? (Level 1)

6. What made it possible for Marshall to prepare the Army for the Second World War? (Level 2)
7. What was the Marshall Plan? How did it merit recognition by the Peace Prize Committee? (Level 2)
8. What example does Marshall provide for achieving goals and being a leader? (Level 3)

### **Introductory and Extended Exercises**

A. Before reading, ask students to quiz five adults over 40 about the Second World War:

1. Who were the most important American military leaders in World War II?
2. Who was the highest ranking American soldier?
3. Who planned the invasion of Normandy?
4. What was the Marshall Plan? What did it accomplish?

When students return with the answers, complete the biography and ask students the same questions. Discuss why and how the answers are different.

B. Ask students to name the essential qualities of character that George Marshall exhibited throughout his life. Write them on the board, and make a short list of the most popular answers. Then ask students to choose one quality to write a single paragraph about. Topics could include:

1. An example the student has seen of the quality
2. The quality the student most admires, and why
3. How the quality connects with the achievement of peace

C. Following either of these exercises, ask students to do further research and create an essay outline on an important subject raised in the reading or subsequent discussion.

### **Technology Option**

Research the amount of damage done by Allied forces in Europe during the Second World War in five different countries. Then research how much aid each country received under the Marshall Plan, and how it was used.

Watch Marshall's films online (see bibliography below)

### **Bibliography**

“George C. Marshall.” [http://en.wikipedia.org/wiki/George\\_Marshall](http://en.wikipedia.org/wiki/George_Marshall)

The Marshall Foundation <http://www.marshallfoundation.org/>

The Marshall Films Collection <http://www.marshallfilms.org/>

The Marshall Plan Speech. [http://www.georgemarshall.org/lt/speeches/marshall\\_plan.cfm/](http://www.georgemarshall.org/lt/speeches/marshall_plan.cfm/)



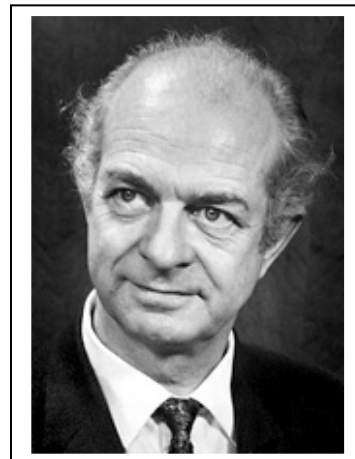
## Linus Carl Pauling

1962

“I am constantly asked by students how I get ideas. My answer is simple. First, I have a lot of ideas. Then, I throw away the bad ones.”

### Biography

Linus Carl Pauling (1901 – 1994) has been described as a 20th century Renaissance man, a person of great talent and accomplishment whose breadth of interests spanned many disciplines. He remains the only individual to have been awarded two separate and unshared Nobel Prizes – Chemistry in 1954 and Peace in 1962. He fully grasped the ability of science to improve the conditions of life for human beings and he also understood the potential for the misuse of science for violent, fatal, or evil purposes. He was dedicated to unlocking the secrets of nature while at the same time placing full confidence in the ability of human reason to settle individual and national difficulties short of violence, war, and perhaps, nuclear holocaust.



Linus C. Pauling was born on February 28, 1901, to German immigrant parents, in Portland, Oregon. His self-taught pharmacist father encouraged his son's innate curiosity and superb talent for reading and scientific analysis. The elder Pauling even wrote to the Portland newspaper, *The Oregonian*, requesting reading suggestions for his nine-year old son and indicating that the Bible and Darwin's *Origin of the Species* not be included because he had already read them. Unfortunately, his father died shortly thereafter, leaving his mother with three young children and leading Pauling to a sense of obligation to support his family. The tremendous work ethic he evidenced throughout his life and his dogged determination can be linked to the struggles of his early years.

At age sixteen, Linus Pauling left high school and began working at a machine shop and then as a paving inspector for a construction company. He never lost sight of his dream to study chemistry, a dream inspired by watching his father at the pharmacy and by his neighborhood friend with whom he dabbled in adolescent “chemical experiments”, often for harmless pranks. Pauling attended Oregon Agricultural College (now Oregon State University) and graduated in 1922 with a degree in chemical engineering. By 1925, he received his doctorate from the California Institute of Technology and this was followed by a fellowship grant to study in Europe with physicists Arnold Sommerfeld, Erwin Schrodinger, and Niels Bohr. Returning to the United States in 1927, Pauling began a thirty-seven year career as a professor and researcher at the California Institute of Technology.

Linus Pauling's work added much to the body of knowledge in the physical sciences, especially in chemistry and biochemistry. The Nobel Prize for Chemistry he received in 1954 was the result of his numerous achievements especially his “research on the nature of the chemical bond holding molecules together and its use in understanding the structure of complex substances such

as protein and antibodies.” Dr. Pauling’s interest in the activity of matter at the molecular level seemed to naturally branch out into other arenas where he saw his expertise could be of value. He undertook experimentation on such topics as magnetism and oxygen exchange in hemoglobin, providing proof that sickle cell anemia is a genetic fault in the hemoglobin molecule, the biochemical nature of mental retardation, proteins and vitamins, and more. Toward the end of his career, he was controversial for his belief in the value of mega-doses of vitamin-C to improve human health.

While controversy characterized some aspects of his professional scientific life, it seemed to lurk consistently around his work related to peace issues. During World War II, Linus Pauling worked on war-related projects as a consultant for the National Defense Research Commission and as a member of the Research Board for National Security. His projects included work on rocket propellants, an oxygen meter for pressurized spaces such as in submarines and aircraft, and a synthetic human plasma for medical treatment. Ironically, though his national defense efforts earned him the Presidential Medal of Merit in 1948, it was the military’s use of atomic weaponry that turned him in a new direction. He had hoped to return to a concentration on protein research but the start of the Atomic Age created an ethical dilemma for him, and many other scientists, that could not be ignored.

1901 – 1994

- Professor at California Institute for Technology for thirty-seven years
- Also received Nobel Prize for Chemistry in 1954
- State Department denied him a visa for two years
- Awarded the Nobel Peace Prize on October 10, 1962, the same day the Nuclear Test Ban Treaty was signed
- “...war must be abolished if the human race is to survive.”

In 1946, together with his friend, Albert Einstein, and a group of eminent scientists, Linus Pauling formed the Emergency Committee of Atomic Scientists whose task was to publicize the gravity of the change in the nature of war and international relations that would come about due to the new atomic technological capabilities. As a molecular specialist, Pauling was not only concerned about the inherent carnage of a nuclear war, but the long term effects of radiation on human DNA and of massive amounts of air-borne particulates which would be unleashed into the atmosphere. Seeing the mostly negative side-effects of any policy of nuclear proliferation led Pauling to become an active and very vocal supporter of peace organizations and a leader in the drive to ban nuclear testing as a first step toward the elimination of war as a viable choice for settling international difficulties.

Linus Pauling’s ethical abhorrence of war found support in the scientific empiricism of his research. As he stated quite plainly, “We have come to the time when war ought to be given up...It no longer makes sense”. He felt strongly that the cost of war materiel would continue to escalate as would international arms competition, the threat of mass

destruction, and the danger to all life on Earth. In his mind it was vital to work toward a climate in international relations in which war was simply not an option. His outspoken views brought him notoriety and, in the early years of the Cold War, accusations of Communist and Soviet affiliation. Having to appear before congressional committees, threats of criminal charges, and

plentiful media interest did not dampen his dedication to the cause which he saw as a top priority for the future. Pauling believed the testing of nuclear weapons must be limited or ended completely. Proliferation of nuclear weaponry would only add to the already dismal data being collected concerning the negative environmental effects of such testing.

In 1957, Linus Pauling, with the assistance of two colleagues and his wife, Ava (whom he credits for encouraging, collaborating in, and inspiring his peace efforts), circulated a petition among American scientists to end nuclear weapons testing. Eventually, the petition spread around the world and, in January 1958, he presented U.N. Secretary-General Dag Hammarskjöld the petition signed by 11,021 prominent scientists from 49 countries. This was followed by the publication of his popular and influential book, *No More War!*, in which he supported his theory of war as obsolete by laying out the stark realities of a major war in the nuclear age with its horrific toll in human suffering and devastating long-term effects. The book also reiterated the call for banning nuclear testing and envisioned the creation of a World Peace Research Organization, as part of the U.N., to study and propose ways to build a just and sustainable peace. The petition, his book, and his undaunted activism garnered much attention in the United States and abroad.

Linus Pauling's celebrity and his cause once again led to a Congressional inquiry. Twice he was summoned to appear before the Senate Internal Security Subcommittee in 1960 to answer questions about the origin and circulation of the test ban petition. In addition, he had to confront the specter of Communist sympathies which he clearly denied. However, when pressed to provide the names of individuals who worked with him to collect signatures, he refused, fully aware that he could face charges of contempt of Congress. His reasoning for the denial was that he could not, in conscience, render anyone vulnerable to losing his or her job or reputation simply by being called before the sub-committee. Pauling attempted to acquire a court ruling against the pressure he was receiving but was not successful. Eventually, the sub-committee dropped the matter.

The movement to ban nuclear testing and end war continued to energize Linus Pauling and his wife as well as many loyal followers and, in 1961, he spearheaded an international Conference against the Spread of Nuclear Weapons in Oslo, Norway. However, difficulties began to surface at the California Institute of Technology. Federal funding for his scientific research began to dry up and his academic career seemed to be in jeopardy. Recognizing that some saw him as a liability to the Institute, a university he served for thirty-seven years, he resigned in 1963 to take a position at the Center for the Study of Democratic Institutions. Pauling completed his teaching career as a professor of chemistry at the University of California at San Diego (1967-69) and Stanford University (1969-73).

There was much to discourage Linus Pauling in the early 1960's as the Cold War increased tensions between the East and the West. Indeed, the Soviet Union reversed its self-imposed ban on nuclear testing in the atmosphere in September, 1961, followed by the resumption of American testing in March of 1962. Yet, there were discussions taking place behind the scenes and Pauling's courageous leadership helped to effect a change. On June 25, 1963, the United States, the Soviet Union, and Great Britain signed an agreement that created a Limited Test Ban Treaty, prohibiting nuclear tests in the atmosphere, space, or sea. This was a major achievement

and the agreement went into effect on October 10, 1963, the very same day that Dr. Pauling was awarded the Nobel Peace Prize for 1962.

Linus Pauling was convinced that rational people could find ways to live and cooperate peacefully under guidelines of international law and justice. He spent the rest of his life working to advance human scientific knowledge and to further the cause of peace throughout the world. As he acknowledged, there was a great deal of work left to do but he was ever the optimist. His death on August 19, 1994 removed a vital force in the peace movement but his achievements laid the groundwork for additional agreements such as the Nuclear Non-Proliferation Treaty of 1968 and the Comprehensive Nuclear Test Ban Treaty of 1996. His life, which spanned most of the twentieth century, left a legacy of unflinching hope as summed up in Dr. Pauling's words by Gunnar Jahn in his Nobel Peace Prize Presentation Speech, "I believe that there is a greater power in the world than the evil power of military force, of nuclear bombs – there is the power of good, of morality, of humanitarianism."

### **Suggested Classroom Activities – Linus Pauling**

#### **Introduction/Warm-Up:**

The teacher should invite students to go to (or provide them with data from) the website of the Preparatory Commission for the Comprehensive Nuclear Test Ban Treaty Organization (<http://pws.ctbto.org>). Of especial interest would be the number nuclear warheads that exist in the world and the list of nations that have ratified the treaty and the list of those which have not. Linus Pauling was instrumental in the movement which led to this treaty.

#### **Discussion Questions:**

1. List the events in Linus Pauling's early life which affected the man he became and the accomplishments he achieved in his lifetime. (Level 1)
2. Linus Pauling's life spanned most of the twentieth century. Enumerate the many national and international events he witnessed. (Level 1) How might these events influenced his work? (Level 2)
3. With regard to scientific advances in particular, describe how the twentieth century was unlike any other century in human history. (Level 2)
4. Explain Linus Pauling's opinion of the important "role of the scientist" in the modern world. (Level 2)
5. Why did Linus Pauling receive the Nobel Peace prize in 1962? (Level 1) Do you think he deserved it? (Level 3)

6. What legacy did Linus Pauling's life and work leave for the twenty-first century? (Level 3)

**Vocabulary:**

1. disciplines
2. innate
3. ethical
4. gravity
5. inherent
6. carnage
7. proliferation
8. empiricism
9. Soviet Union
10. rational
11. legacy

**Activity:**

Overview – Linus Pauling believed that the scientist was a pivotal figure in modern society. However, his views often conflicted with those of politicians.

**Objectives** – By participating in this activity the students will:

research the issues of the Cold War and increase their understanding of the nature of the issues

develop an empathetic approach to Cold War issues by seeing them through the eyes of Linus Pauling, the scientist and the view of the American government as expressed in the policies in place from 1946 to 1963

evaluate the relative value of science and politics as guides for the creation of national and international policies

**Procedures** –

Background for this exercise will have been provided by the teacher and it is assumed the students have read Linus Pauling's biography, the vocabulary has been reviewed, and the questions have been discussed.

The format for this activity will be an all-class discussion. The teacher will be making a visual list of student responses to the questions:

What were the political concerns of the super powers in the period 1946 – 1963?

What were the concerns of scientists, like Linus Pauling, in the period 1946 – 1963?

Following the class discussion, students will be asked to write homework responses to the questions:

Which group should hold greater weight in the creation of national and international policies – scientists or politicians? Why?

In the period 1946 – 1963, was there room for compromise between science and politics?

**Technology Option:**

Browse the website [www.paulingexhibit.org](http://www.paulingexhibit.org).

Find information about Ava Helen Pauling, wife of Linus Pauling, whom he credits with inspiring much of his work.

What did Ava Pauling teach her husband? Why was she a good partner in the effort to eliminate nuclear arms?

**Resources:**

<http://globetrotter.berkeley.edu/conversations/Pauling/>

[http://nobelprize.org/educational\\_games/peace/nuclear\\_weapons/index.html](http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html)

<http://pws.ctbto.org>

[www.achievement.org](http://www.achievement.org)

[www.almaz.com/nobel](http://www.almaz.com/nobel)

[www.harvardsquarelibrary.org/unitarians/pauling.html](http://www.harvardsquarelibrary.org/unitarians/pauling.html)

[www.nobelprize.org](http://www.nobelprize.org)

[www.orst.edu/dept/lpi](http://www.orst.edu/dept/lpi)

[www.orst.edu/dept/special\\_collections/ahp](http://www.orst.edu/dept/special_collections/ahp)

[www.paulingexhibit.org](http://www.paulingexhibit.org)



## Martin Luther King, Jr.

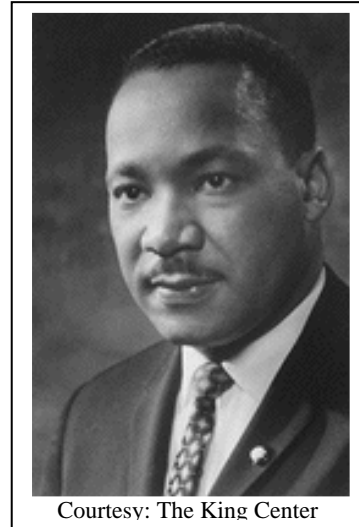
### 1964

*“It is not enough to say we must not wage war. It is necessary to love peace and sacrifice for it.”*

Martin Luther King was born in Atlanta, Georgia the son of a pastor. His father served the Ebenezer Baptist Church as had his grandfather. Martin served there as co-pastor from 1960 until his death.

He had been named Michael when he was born but his name was changed at a young age to Martin. He attended segregated public schools in Georgia and graduated from high school at age fifteen. He graduated from Morehouse College, a Negro college in Atlanta in 1948. His father and grandfather had graduated from this same school. King was called “ML” by his parents, older brother and sister.

King’s mother and father taught their children to treat all people with respect. This idea would become an important part of his life. Martin's father worked hard to break down the barriers between the races. His father strongly believed that African-Americans should vote on issues that were important to them. This idea was passed down to Martin at a very young age.



Courtesy: The King Center

1929-1968

- Civil Rights Leader President Southern
- Christian Leadership Committee
- Leader Montgomery bus boycott
- Anti War Activist during Vietnam War
- Believed in non violence and civil disobedience

*“Everybody can be great because everybody can serve...you only need a heart full of grace...a soul generated by love”*

King studied theology for three years at Crozer Theological Seminary in Pennsylvania, a mostly white school, where he was president of the senior class. There he became interested in the teachings of Mahatma Gandhi, who had struggled to free the people of India from British rule by "peaceful revolution".

King was also inspired by the work of Henry David Thoreau, particularly his essay called "Civil Disobedience." It stated that if enough people would follow their conscience and disobey unjust laws, they could bring about a peaceful revolution

King attended Boston University for graduate school and received his doctorate there in 1955. He married Coretta Scott a woman with many



intellectual and artistic achievements. Their family had two sons and two daughters.

In 1954 Martin became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama. At this time he was a leader in the National Association for the Advancement of Colored People ( NAACP). This was the leading advocacy organization in the United States for African American people. King had a high level of commitment both personally and professionally to African American issues.

In December 1955 the Negro people of Montgomery began the first nonviolent demonstration of modern times. This was the bus boycott of Montgomery. This demonstration was an important milestone in Dr. King's involvement with the civil rights movement. The demonstration started with the arrest of Mrs. Rosa Parks on December 1st, 1955. Mrs. Parks, an African-American seamstress on her way home from work, was arrested for not giving a white bus rider her seat. Martin Luther King was designated as the leader of this movement. The bus boycott lasted 382 day. Negro people in Montgomery walked rather than rode the bus. On December 21, 1956 the Supreme Court of the United States declared unconstitutional the laws requiring segregation on buses. Negroes and whites rode the bus as equals. During this demonstration King had been arrested, and his home had been bombed, but the bus boycott was an important victory for civil rights.

In 1957 he was elected president of the Southern Christian Leadership Conference, an organization formed to provide leadership for the new civil rights movement.

King took the ideals for this organization from his Christian beliefs and the teachings of Mahatma Gandhi. These teachings taught nonviolence. From 1957-1968 King traveled over six million miles and spoke over twenty five hundred times about these ideas.

He spoke where he saw injustice, protest, and action. He wrote five books and many articles on these issues. Dr. King and the SCLC organized drives for African-American voter registration, desegregation, and better education and housing throughout the South. Dr. King continued to speak out against injustice.

In February 1959 Dr. and Mrs. King went to India, the homeland of [Mahatma Gandhi](#). In India Dr. King studied Satyagraha, Gandhi's principle of nonviolent persuasion. Dr. King was determined to use Satyagraha as one of the cornerstones of civil rights social protest.

In January 1963 Dr. King announced he and the Freedom Fighters would go to Birmingham to fight the segregation laws. An injunction was issued forbidding any demonstrations and Dr. King and the others were arrested.

From his cell he wrote the famous "letter from a Birmingham Jail", a manifesto of the Negro Revolution. In his long letter he stated:

" I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly.

Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds."

His letter addressed not only the extreme white violence of the south, but the white middle class apathy all over the country. He objected that white's were unwilling to change their ideas and behavior in the treatment of Negroes.

King was a strong advocate for voter registration for Negroes. He directed the peaceful 1963 march on Washington DC of 250,000 people. At this rally he delivered his "I have a dream" speech. In this speech he shared his vision of an America where racial equality was for all citizens, black and white. He stated:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today."

King met with President John F. Kennedy and President Lyndon B. Johnson on these issues. He was arrested more than twenty times and assaulted more than four times as a result of his ideas. He was awarded five honorary degrees, was named Man of the Year by Time magazine in 1963 and became the symbolic leader of American blacks as well as a world figure in the struggle for freedom and peace.

In 1964 he was awarded the Nobel Peace Prize. He was 35 years old and the youngest man to even receive the award.. He was awarded the Nobel Prize for his work in settling racial disputes with nonviolence and his belief in equality.

Dr. King was nominated for the Nobel Peace Prize as someone who "had contributed the most to the furtherance of peace among men." Dr. King would divide the prize money, \$54,000, among various civil rights organizations. In 1964, President Lyndon Johnson signed the Civil Rights Act into law. It guaranteed that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination."

In the winter of 1965 Dr. King led a march from Selma, Alabama to the state capital in Montgomery to demand voting reforms. Six hundred marchers would begin the march but after six blocks the marchers were met by a small army of state troupers. The troopers used clubs, whips and tear gas to try to stop the marchers. It was described "as a battle zone." The marchers were driven back as whites on the sidewalks cheered. Two ministers, one white and one African-American, were killed and over seventy were injured with seventeen hospitalized. It was the most violent confrontation Dr. King had experienced

Dr. King believed that poverty caused much of the unrest in America. This poverty was not only in communities for African-Americans, whites, Hispanics, and Asians. Dr. King believed that the United States involvement in Vietnam was also a mistake. He believed that the Vietnam War was disturbing the whole country. He thought it made the solution of local problems of human relations difficult.

This belief against the war caused problems between King and the African-American leaders. They felt that their problems deserved priority and that the African-American leadership should concentrate on fighting racial injustice at home. By early 1967 Dr. King had become associated with the antiwar movement

Dr. King continued his campaign for world peace. He traveled across America to support and speak out about civil rights and the rights of the underprivileged

On April 4, 1968, while standing on the balcony of a motel in Memphis, Tennessee King was shot and killed. He was in Memphis to speak in support of city sanitation workers.

In his speech to the Memphis sanitation workers and other community members on April 3, 1968 he stated:

“And then I got into Memphis. And some began to say the threats, or talk about the threats that were out. What would happen to me from some of our sick white brothers? Well, I don't know what will happen now. We've got some difficult days ahead. But it really doesn't matter with me now because I've been to the mountaintop. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the promised land! And so I'm happy, tonight. I'm not worried about anything. I'm not fearing any man! Mine eyes have seen the glory of the coming of the Lord!”

In this speech he urged the Black people of Memphis to boycott businesses that were not treating them fairly, as well as banks, and insurance agencies,

On January 15, Martin Luther King, Jr.'s birthday, the United States celebrates a national holiday in honor of him. On Martin Luther King, Jr. day there are events to commemorate his life. It is a day of action and remembrance.

Dr. Martin Luther King, Jr. was a important figure of the modern era. His lectures and ideas stirred the concern and sparked the conscience of a generation. The movements and marches he led brought significant changes in the direction of American life through his courage and selfless devotion. This devotion led thirteen years of civil rights activities. His charismatic leadership inspired men and women, young and old, in this nation and around the world.

Dr. King's concept of “somebodiness,” symbolized the celebration of human worth and the conquest of subjugation. It gave black and poor people hope and a sense of dignity. His philosophy of nonviolent direct action, and his strategies for rational and non-destructive social

change, mobilized the conscience of this nation and reordered its priorities. His wisdom, his words, his actions, his commitment, and his dream for a new way of life are intertwined with the American experience.

### **Suggested Classroom Activities** Grades 9-12

**Introduction/Warm Up:** Use these quotes to discuss or write about Martin Luther King, Jr

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. In the End, we will remember not the words of our enemies, but the silence of our friends. Life's most persistent and urgent question is, 'What are you doing for others?'

### **Discussion Questions**

1. How did King's family influence his ideas on nonviolence? (Level 1)
2. How did King follow in his father and grandfather's footsteps.? (level 1)
- 3 What were some of the ways people tried to stop King from his work? (Level 2)
- 4 Where did King learn of the philosophy of nonviolence? (Level 2)
5. What did King state in his “Letter from the Birmingham jail?
6. Why did civil rights leaders disagree with King's stand on the Vietnam war? (Level 3)
7. How did King risk his life for his beliefs? (Level 3)
8. How did King's ideas beliefs live on after his death? (Level 3)

### **Vocabulary**

1. advocacy
2. boycott
3. charismatic
4. manifesto
5. milestone
6. theology
7. subjugation
8. unconstitutional

## Activity Grades 9-12

Discuss this excerpt from King's acceptance speech for the Nobel Peace Prize.

"Nonviolence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to oppression and violence. Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love."

Martin Luther King, Jr., Nobel Prize acceptance speech, Stockholm, Sweden, December 11, 1964.

**Technology Option:**

Listen to the [I Have A Dream Speech](#). Write 3 or more ideas King discussed in this speech. Write your response to this speech. How do you think you would have felt being there as this speech was given? Do you think people who were there were influenced by this speech?

**Resources**

<http://www.thekingcenter.org/> Speeches, biography, educational activities from the King Center in Atlanta

<http://www.kingian.net/> Site for teens on non violence and the ideas of Martin Luther King Jr

[http://www.brainyquote.com/quotes/authors/m/martin\\_luther\\_king\\_jr.html](http://www.brainyquote.com/quotes/authors/m/martin_luther_king_jr.html) Quotes from King Speeches

[http://nobelprize.org/nobel\\_prizes/peace/laureates/](http://nobelprize.org/nobel_prizes/peace/laureates/) Nobel site for Peace Laureates

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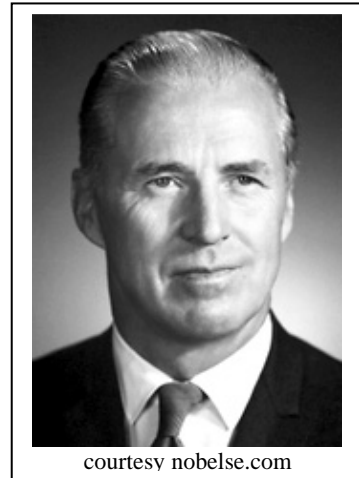
## Norman Borlaug

1970

*“I cannot live comfortably in the midst of abject poverty and hunger and human misery, if I have the possibility of doing something about improving the lot of young children...”*

Norman Borlaug was born on a farm in Iowa in 1914 to Henry and Clara Borlaug. Dr. Borlaug grew up on a farm near Cresco, Iowa. He never forget the lessons of the farm, or the strong influence his grandfather had on his education. His grandfather told him “Feed your head now if you want to feed your belly later on, Norm.”

After attending public school in Cresco, Borlaug attended the University of Minnesota where he studied forestry. He received his degree in 1937 and worked for the US Forestry Service in Massachusetts and Idaho. He returned to the University of Minnesota to study plant pathology and received his master’s degree in 1939, and his doctorate in 1942.



From 1942 to 1944 he was a microbiologist on the staff of the Du Pont de Nemours foundation where he was in charge of research on industrial and agricultural bactericides, fungicides and preservatives.

1914-

- Developed disease resistant wheat
- Father of modern “Green” Movement
- Saved more than one billion lives worldwide
- Worked in the fields with his students

“The forgotten world is made up primarily of the developing nations, where most of the people, comprising more than fifty percent of the total world population, live in poverty, with hunger as a constant companion and fear of famine a continual menace.”

In 1944 he was appointed geneticist and plant pathologist for the Cooperative Wheat Research and Production Program in Mexico. This is a joint Foundation funded by the Rockefeller Foundation and the Mexican government. It was formed to research genetics, plant breeding, plant pathology, entomology, agronomy, soil science, and cereal technology. Within twenty years he was highly successful in finding a high yield short-strawed disease resistant wheat.

He became interested in the humanitarian issues of feeding the hungry people of the world. He wanted to provide “a temporary success in man’s war against hunger and deprivation” and a breathing space to deal with the “population monster”. He wanted to deal with environmental and social problems that often

lead to conflict between men and between nations.

His new wheat was planted with great success in Mexico, India, Pakistan, six Latin American countries, six Near and Middle East countries, and several countries in Africa.

His work was questioned by environmentalists who claimed dependence on a single genetically engineered crop could result in serious problems if that crop were to fail. They also believed that the chemicals used to grow the crop could be harmful to humans. A single crop was seen as having less nutritional value than traditional multi grain crops. Finally, biodiversity of crops was seen as a better way to maintain a good food supply than a mono-crop.

The Rockefeller and Ford Foundations worked with the Mexican government to create the International Maize and Wheat Improvement Center to create a research training institute with an international staff. Borlaug was made director. He has been able to reach one third of his goal to train young scientists in research and production methods. He has developed an intern program and more than 2000 young scientists from sixteen countries have studied and worked in the Center.

Dr. Borlaug is currently working with triticale, a man made species of grain that is a cross between wheat and rye. It may be a better grain than either wheat or rye in productivity and nutritional quality.

Borlaug was awarded the Nobel Peace Prize for his work in feeding the world in 1970.

In his acceptance speech he stated:

“Civilization as it is known today could not have evolved nor can it survive without an adequate food supply. Yet food is something that is taken for granted by most world leaders despite the fact that more than half of the population of the world is hungry. Man seems to insist on ignoring the lessons available from history”

He is credited with saving more lives than anyone in history—one billion lives—and has been called one of the 20th century’s ten greatest contributors to humankind.

He has also received recognition from organizations in six countries: Canada, India, Mexico, Norway, Pakistan, and the United States. In 1968 he received a tribute from the people of Ciudad Obregon, Sonora, Mexico the location of some of his early work. The town named a street after him.

Borlaug worked in Mexico for more than twenty-seven years. For the last several years he has collaborated with scientists from other parts of the world, especially India and Pakistan in adapting new wheats.

For over half a century, Dr. Norman Borlaug fought to eliminate poverty and hunger. He is known as “The Father of the Green Revolution,” Borlaug is best known for his hybrid wheat and modern agricultural techniques, but his success is largely related to his work as an educator and policy maker. Throughout his career, Dr. Borlaug taught the importance of staying connected to the land. His work developing resilient strains of wheat and replenishing worn out soils began in



Mexico during WWII. Few resources were available. He frequently slept on the ground in old sheds, hitched rides and pieced together tractors from broken-down parts. Dr. Borlaug, unlike many scientists at the time, was not afraid of getting his hands dirty. He often met important visitors in work boots and shirtsleeves, showing hard work is for everyone. Dr. Borlaug believed that the work in the fields was a vital part of understanding the farmers he was helping. Over the next twenty years, the Mexican program became an internationally renowned center for developing hybrid wheat and corn, providing expertise in combating world hunger across the globe.

Dr. Borlaug continues to work with President Jimmy Carter (Nobel Laureate 2002), continuing his hunger fight in Africa.

### **Suggested Classroom Activities**

Norman Borlaug

### **Introduction/Warm Up**

Use these quotes to discuss or write about Dr. Borlaug

“A hungry man is like a hungry beast.”

" It is a sad fact that on this earth at this late date there are still two worlds, the privileged world" and "the forgotten world". The privileged world consists of the affluent, developed nations, comprising twenty-five to thirty percent of the world population, in which most of the people live in a luxury never before experienced by man outside the Garden of Eden. The forgotten world is made up primarily of the developing nations, where most of the people, comprising more than fifty percent of the total world population, live in poverty, with hunger as a constant companion and fear of famine a continual menace."

### **Discussion Questions**

1. What is the ‘population monster’ Dr. Borlaug is concerned about? (Level 1)
2. How did Borlaug’s Grandfather influence his work? (Level 1)
3. How is Dr. Borlaug sharing his knowledge about growing healthier grains? (Level 2)
4. What is the “Green Revolution”? (Level 2)
5. Why will developing grains that take a shorter time to grow and are disease resistant help bring peace to the world? (Level 3)
6. How has Borlaug’s work with Jimmy Carter helped bring peace to the world? (Level 3)

### **Vocabulary**

1. Biodiversity
2. Pathology

3. Geneticist
4. Microbiologist
5. Agronomy
6. Entomology
7. Resilient
8. Mono-crop

### **Activity Grades 9-12**

#### **Questions for Hunger Scenarios**

1. What does hunger feel like? Why don't we talk about hunger?
2. Does it make us feel guilty? Is it not relevant to our lives?
3. What were you thinking as a member of the high/middle/low income group?
4. Do you think it's fair that the world is divided this way?
5. What do you think the term "accident of birth" means?
6. Do you think the people who got the big meal should help the others?
7. Do you think people in the 3rd tier don't work hard? Why are they there?
8. Any ideas about how we might impact unequal distribution?

Say you're a farmer in Mexico. Would it be better to plant wheat that produces more grain and take a risk that it won't get hit with rust, or wheat with lower yields that is resistant?

Talk through some of the scenarios, exploring possible choices of each student. Offer results of that choice for them. (For instance, you live in a small village in Africa. After three crop failures, you have the choice of moving to Nairobi or staying in the village. As a student makes a choice, suggest what the outcome will be. (Moving into a slum and becoming a prostitute

Explain the life boat theory on development (Earth can only handle so many people and some have to die)

Separate students into two groups to discuss if they agree/disagree to the general response of the quote, and then share why with the other group. I found students are more comfortable arguing with each other than disagreeing with a speaker. Jump in to explain quotes if needed

"If a man is offered a fact which goes against his instincts, he will scrutinize it closely, and unless the evidence is overwhelming, he will refuse to believe it. If, on the other hand, he is offered something which affords a reason for acting in accordance to his instincts, he will accept it even on the slightest evidence." Bertrand Russell, in Roads to Freedom

“Power always thinks it has a great soul and vast views beyond the comprehension of the weak; and that it is doing God’s service, when it is violating all His laws.”

-John Adams in a letter to Thomas Jefferson

**Technology Option:** Using this site, take the World Hunger Quiz

<http://macserver.independence.k12.ia.us/~jlang/Education/HungerQuiz.htm>

## Resources

<http://macserver.independence.k12.ia.us/~jlang/Education/HSLesson.htm> This is the resource page for the activity above.

<http://macserver.independence.k12.ia.us/~jlang/Education/NormanBorlaugResources.htm>  
Borlaug quotes, facts, and information

<http://macserver.independence.k12.ia.us/~jlang/Education/BorlaugIntro.htm> Exploring the Life and Science of Norman Borlaug – Nobel Peace Prize Recipient and Native Iowan

<http://www.worldfoodprize.org/> The World Food Prize home site

<http://macserver.independence.k12.ia.us/~jlang/Education/EducationalActivities.html> The Norman Borlaug heritage foundation

[http://www.oxfamamerica.org/whatyoucando/act\\_now/fast](http://www.oxfamamerica.org/whatyoucando/act_now/fast) Oxfam world hunger site

[http://nobelprize.org/nobel\\_prizes/peace/laureates/](http://nobelprize.org/nobel_prizes/peace/laureates/) Nobel Peace Laureates

## Henry Kissinger

### 1973

*“for arranging a ceasefire agreement concluded between the United States of America and the Vietnamese Democratic Republic.”*

Today, Henry Kissinger is making a lot of money as a television commentator, lecturer, and international relations consultant to news stations, national governments, and universities alike. He is one of the most well-known, most well-hated, and most well-respected political minds of our time. Americans have been intrigued and reviled by Henry Kissinger since he first came into public notice in 1968. Kissinger won the Peace Prize in 1973 to the approbation of some and the horror of others.



Courtesy: National Security Archive

Kissinger was the first foreign-born person to become Secretary of State of the United States. In 1923, he was born to a middle-class Jewish couple in Fuerth, Germany. As you may have guessed, he and his family experienced the discrimination and persecution of Nazi Germany. The Kissingers were able to escape to New York City in 1938, where Henry was quick to assimilate to high school life in America. He studied at City College, and afterwards enrolled in the U.S. Army as an intelligence specialist. Ironically, Kissinger was sent back to Germany to serve until 1946.

He married Anne Fleischer in 1943 with whom he had three children. He and Anne divorced amicably in 1964. In 1974, Kissinger married Nancy Maginnes.

He worked at Harvard earning a doctorate in international relations, as well as philosophy and history, and worked until the 1960s on studying and publishing on the issue of nuclear foreign policy, becoming one of the leading experts on the topic. Then, in 1968 Richard Nixon, the newly elected president, asked Kissinger to act as National Security Advisor. It was during these years as National Security Advisor that Kissinger became known as “the Invisible President” and one of the most powerful men on the planet.

Nixon and Kissinger are now infamous for their foreign policy enacted during their “reign.” Resolving the war in Vietnam was highest on their list of priorities together. By 1972, strategies that included handing over the war to the Vietnamese to fight (“Vietnamization”), trying to enlist the help of the Chinese and Soviets to quell the North Vietnamese, holding secret negotiations with the North Vietnamese that no one else in the government was privy to, as well as the secret bombing of the North Vietnamese and the Cambodians, each had had little effect on establishing peace in Vietnam. In 1973, the North Vietnamese, South Vietnamese, and the United States

(represented by Kissinger) met in Paris and reached a long-fought compromise to end the fighting. North Vietnamese troops, according to the treaty, would be allowed to stay in South Vietnam – a piece of the agreement that many saw as Kissinger’s betrayal of the South Vietnamese.

### 1923-

- He has appeared in over 42 films as himself
- In a 1973 Gallup poll, Kissinger was named the most admired person in America
- He was asked to lead an inquiry into 9/11 by the Bush administration
- He was born in Germany and was the first foreign-born citizen to become Secretary of State
- Kissinger is a member of the faculty at Georgetown University?

*“Power is the ultimate aphrodisiac.”*

In the treaty, the U.S. agreed to withdrawal, which had a devastating effect on the morale of the people of South Vietnam. The terms of the agreement were very unpopular with Le Duc Tho (or Thieu), leader of the South Vietnamese, but forced upon him by Nixon and Kissinger. Later in 1973, Kissinger and Tho were both awarded the Peace Prize. Tho rejected the award and Kissinger accepted. (Later, in 1975, the South Vietnamese were overrun by the North, thereby “undoing” any of the good of the Paris talks.)

Kissinger became Nixon’s Secretary of State, also in 1973. One of his most well-known foreign policy maneuvers, labeled “shuttle diplomacy”, came during this time. In 1973 Kissinger ferried between Israel and Arab nations to work out a truce in the Yom Kippur War (also known as the Arab-Israeli War). Kissinger “shuttled” between the two sides, who were not on speaking terms, in order to work out a cease-fire agreement. When Nixon resigned in 1974, Ford had Kissinger stay

on as Secretary of State.

Today, Kissinger is being sought after as a material witness in several countries (including countries in South East Asia and Latin America) in cases involving the secret policies and acts of the Nixon administration. Notably, Kissinger has been charged in a civil suit with the murder of General Rene Schneider, who was a constitutional officer in Chile. Kissinger allegedly gave the order for his elimination because Schneider refused to endorse plans for a military coup of the country. He is accused of supporting General Augusto Pinochet’s notorious Chilean regime.

In 2001, the Bush administration asked Kissinger to head an inquiry into the World Trade attacks. He lives and works in New York City and heads the consulting firm Kissinger Associates.

## Suggested Classroom Activities

### Introduction/Warm-Up:

React to one of your favorite Henry Kissinger quotes:

“Accept everything about yourself--I mean everything. You are you and that is the beginning and the end--no apologies, no regrets.”

“The task of the leader is to get his people from where they are to where they have not been.”

What things do you know about the Vietnam War?

Some people have deemed Henry Kissinger the most controversial Peace Prize winner. What might make giving out a Peace Prize Winner controversial?

**Discussion Questions:**

1. What does it mean to assimilate to a culture? (Level 1)
2. What was going on in Germany where Kissinger was born in the 1930s and 1940s? (Level 1)
3. What was the agreement made in Paris in 1973? (Level 1)
4. How would you describe Henry Kissinger's character? (Level 2)
5. Why do you think Le Duc Tho refused the Nobel Peace Prize? Do you think that was a good decision? (Level 2)
6. If you were a Nobel Prize Committee member in 1973, would you have voted to award the prize to Kissinger? (Level 3)
7. Should Henry Kissinger be honored with a place in the Nobel Peace Prize Park? Support your opinions with facts. (Level 3)

**Vocabulary:**

1. Reviled
2. Approbation
3. Persecution
4. Assimilate
5. Foreign policy
6. Quell
7. Shuttle diplomacy
8. General Augusto Pinochet

**Activities:**

Debate Activity on the Nobel Prize and Henry Kissinger (See following materials)

**Technology Option:**

CNN Interactive Profiles: Henry Kissinger

Use as a computer lab time lining exercise to map out world events and events in Henry Kissinger's life

<http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/kissinger/>

**Resources:**

Movie: The Trials of Henry Kissinger (2002)

Directed by Eugene Jarecki

A documentary about the war crimes of Kissinger

CNN Interactive Profiles: Henry Kissinger

A brief biography of Kissinger, but also articles that serve to place Kissinger within the context of the Cold War . Educator's guide, primary source material.

<http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/kissinger/>

NOW with Bill Moyers: The Trials of Henry Kissinger

Considers Kissinger in the role of 9/11 investigator and weighs the pros and cons of his appointment

<http://www.pbs.org/now/politics/kissinger.html>

**Debate:**

**Should Henry Kissinger have been awarded a Nobel Peace Prize in 1973?**

Pre-debate preparation:

What national and world events were happening in 1972/1973?

For what specific reasons was Kissinger awarded the Nobel Prize?

What criteria are used to determine who gets a Peace Prize? Does Kissinger fulfill them?

Who else might have made a good candidate for the Peace Prize that year?

Why would they have been better than Henry Kissinger?



What kind of character does that person have? What kind of character does Henry Kissinger have?

Do you think a person be judged for the Prize on their total character or just for one specific event or accomplishment?

Pro:

If you are on the “PRO” side of the debate, you believe that Henry Kissinger was the appropriate man to which to award the Nobel Prize in 1973. You must prove that there was no one better for the prize, and that Henry Kissinger’s accomplishments were sufficient.

Negative:

If you are on the “NEGATIVE” side of the debate, you believe that Kissinger was not the best person to which to award the 1973 Peace Prize. You must prove that, by the standards of the Nobel Prize Foundation’s criteria, there was someone who better deserved the prize that year.

Your team will debate against the other side in a 35 minute debate. Make sure your team works together and does enough research to be able to give lots of solid facts, quotes, information, and other solid ideas, rather than simply state your opinions. The side with the more “solid” case will win the debate.

The following outline is how the debate will be presented:

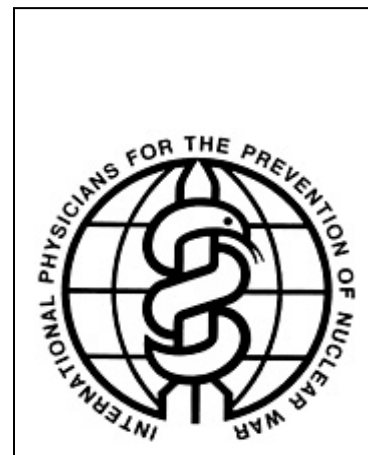
10 minutes PRO	Present case
10 minutes NEG	Present case
5 minutes PRO	Defend against the NEGATIVE’s case (called a rebuttal)
5 minutes NEG	Defend against the PRO’s case (rebuttal)
2 minutes PRO	Respond to the rebuttal, rebuild your case
2 minutes NEG	Respond to the rebuttal, rebuild your case
1 minute PRO	Closing argument, restatement of final case
1 minute NEG	Closing argument, restatement of final case

## International Physicians for the Prevention of Nuclear War 1985

*“IPPNW is committed to ending war and advancing understanding of the causes of armed conflict from a public health perspective.”*

### **Background Information**

“The bell of Hiroshima rings in our hearts not as a funeral knell but as an alarm bell calling out to actions to protect life on our planet.” These words came early in the Acceptance Speech of Dr. Yevgeny Chazov, speaking on behalf of the International Physicians for the Prevention of Nuclear War (IPPNW), on the occasion of the organization’s reception of the 1985 Nobel Peace Prize. Dr. Chazov’s words convey not only the urgency of responding to a critical historical event but the inspiration for the ongoing **advocacy** of a world free from nuclear weaponry.



Yevgeny Chazov, noted **cardiologist** and member of the U.S.S.R. (now Russian) Cardiological Center was a co-founder of IPPNW, in 1980, along with Dr. Bernard Lown, a famed cardiologist with the Harvard School of Public Health. From its formation, IPPNW has bridged political and **ideological** divides, dramatically increasing its membership to 145,000 physicians by 1985. The inception of the organization took place at a time when the Cold War had the world split into two armed camps, each controlling thousands of nuclear warheads and each trying to restrain the other with threats of “mutually assured destruction” (MAD). An exchange of letters between Drs. Chazov and Lown in which they shared common concerns, led to a meeting in Geneva in 1980 which included two additional physicians from the U.S.S.R and two from the U.S.

After two days of discussions, the six doctors emerged unanimous in their support for a wide-ranging organization of physicians dedicated to the prevention of nuclear war. They came to **consensus** around four major points, which continue to serve as foundational elements for the IPPNW:

1. IPPNW would be focused on nuclear war
2. IPPNW physicians would work to prevent nuclear war as a consequence of their professional commitments to protect life and preserve health
3. IPPNW would involve physicians from around the globe and would seek to circulate the same factual information about nuclear war everywhere
4. Though IPPNW might advocate certain steps to prevent nuclear war, the organization would not take a position on specific policies of any government

The International Physicians for the Prevention of Nuclear War has its main office in Boston, Massachusetts and a European office in London. Each year, since 1981, an annual World Congress has been held to update and encourage members about the research and progress being made toward the goals of preventing nuclear war and eliminating nuclear weapons. The

1980

- Co-founders were cardiologists, Dr. Yevgeny Chazov of Russia and Dr. Bernard Lown of the United States
- Prevention of nuclear war and reduction of nuclear arms are the main objectives of the organization
- IPPNW had great influence on the creation of the Nuclear Non-Proliferation and the Comprehensive Nuclear Test Ban Treaties
- IPPNW has expanded in membership and has added new goals to reduce violence worldwide
- *“We were among the first to demolish the nuclear illusions that existed and to unveil the true face of nuclear weapons...”*  
Y. Chazov

organization remains committed to presenting its findings based on the light of reason and solid scientific data.

In the early years of the organization, IPPNW members used their extensive research to provide politicians and public alike with a realistic picture of a nuclear war and its aftermath. In many ways the statistics showed that concepts like arms race, **deterrence**, limited nuclear war, theater nuclear weapons, first strike, and space shield were dead-end ideas. These were made **moot** by the stark **logistical** reality of a nuclear confrontation. The earth would never be the same after such a conflict and, indeed, it may not be able to sustain life. This latter idea makes the cause for which IPPNW is working one that unifies all of humankind.

In the Nobel Peace Prize Presentation Speech, given by Nobel Committee Chairman, Egil Aarvik, on December 10, 1985, he drew attention to several contributions that IPPNW had made in its short existence. He pointed out that, since nuclear war is an issue of life and death for the entire human race, it was commendable that IPPNW members cited the **Hippocratic Oath** which requires physicians not to compromise on the protection of life and health. Thus, they had no choice but to demonstrate how the use of nuclear arms would cause unbelievable suffering

and death within the borders of the **belligerent** nations, carnage that would overwhelm appropriate medical care providers. Moreover, the residual effects of the unleashing of such firepower would create an “Atomic Winter” that would threaten all living beings the world over.

In addition to drawing a clear picture of the results of business as usual in international relations, IPPNW was cited for raising the issue of the effect that more and more armaments had on national budgets. The organization posed the question of what would have resulted if only a portion of the trillions of dollars spent on nuclear weapons had been diverted from the military to health, education, and other developmental causes. The Nobel Committee acknowledged the IPPNW for doing the work behind the issues and elevating the consciousness of people around the world and their leaders to the importance of the task before them. In his speech, Mr. Aarvik said the IPPNW’s “contribution to an increased public opposition to the continued arms race can only be seen as a contribution to the cause of peace.”

Today, though **Cold War** tensions are seemingly at an end, the threat posed by the use of nuclear weapons may be as bad as ever. Some nations still have missiles on hair-trigger readiness, still aimed at targets that were set in the 1960's and 1970's; this does little to reduce the danger of a computer malfunction or human error in setting off an unfortunate chain of events. The acknowledged members of the "nuclear club" of nations has grown along with the number of nations that possess nuclear capability but have not publicly acknowledged it. In addition, the potential of nuclear technology falling into the hands of nationalist, religious, or terrorist organizations has increased and so, naturally, has the insecurity of the world.

The work of IPPNW is far from over. The organization retains the abolishment of nuclear weapons as its highest priority and a campaign is under way for a nuclear free 21<sup>st</sup> century. IPPNW sponsors a ***Dialogues With Decision-Makers*** program to continue the work of educating policy-makers about the reality of the use of nuclear weaponry. Physicians and medical students are evaluating regional and local preparedness programs and response mechanisms, established to confront a nuclear detonation. They are also having dialogues with leaders in potentially **incendiary** areas of the world such as North Korea and India and Pakistan. Medical student members of IPPNW are disseminating information to grass roots organizations and other students about the current state of affairs and the terrible risks the world faces. The organization is pressing for international adherence to the **Nuclear Non-Proliferation Treaty** and to the adoption of the Comprehensive Nuclear Test Ban Treaty.

IPPNW has added two objectives for its member physicians and the people of the world. The ***"Aiming for Prevention"*** campaign seeks to reduce and prevent injuries and death from small arms violence, especially in the Global South. Approaching this as a public health issue, the organization seeks to assist in the creation of national and international policies to curb such violence and its negative results. The ***"Peace Through Health"*** program explores ways that health interventions in actual and potential war zones may aid the cause of peace. IPPNW is steadfast in its belief that human beings are capable of creating and sustaining peace, that understanding and commitment to the common cause can free the world of the threat of violence and mass destruction. This hopeful outlook is a reminder of the words of Dr. Bernard Lown in his Nobel Acceptance Speech in 1985, "The reason, the creativeness, and the courage that human beings possess **foster** an abiding faith that what humanity creates, humanity can and will control."

## **Suggested Classroom Activities – International Physicians for the Prevention of Nuclear War**

### Introduction/Warm-Up:

The teacher will make a visual list from student responses to the question, “*Name something that is a threat to the entire world?*” Nuclear armaments may or may not make the list but the concept of world-wide jeopardy would be a jump-off point to the inspiration for IPPNW and the additional areas of concern the organization is working on today.

### Discussion Questions:

1. What is the “Cold War”? What brought about this state of affairs? (Level 1)
2. Discuss the concepts of “deterrence”, “mutually assured destruction”, and “space shield”. (Level 1)
3. What was the state of the Cold War in the early 1980’s? (Level 1) What were the policies of the Reagan administration for dealing with the Soviet Union? (Level 1) Describe the effects of these policies. (Level 2)
4. IPPNW believes physicians are vital to the cause of raising public awareness around the issues of violence and nuclear weapons. Why does the organization hold this view? (Level 2)
5. IPPNW received the Nobel Peace Prize after only five years of existence. Did the organization deserve such recognition? (Level 3)
6. Assess how the “end” of the Cold War has changed the mission of IPPNW? (Level 3)

### Vocabulary:

advocacy  
cardiologist  
ideological  
consensus  
deterrence  
logistical  
moot  
Hippocratic Oath  
belligerent  
Cold War  
incendiary  
foster  
Nuclear Non-Proliferation Treaty

### Activity:

Overview – In his Nobel Lecture, Dr. Yevgeny Chazov said that physicians had a duty, according to the Hippocratic Oath, to warn patients of potential hazards to individual and community health. Thus, in his mind, IPPNW is doing its duty by informing the world of the dangers of nuclear weapons and, currently, of other dangers as well. Is this a proper role for a physician? What are the positive and negatives of taking on such large responsibilities?

Objectives – By participating in this activity, students will:

- practice analytic reading skills as they examine primary and secondary sources
- develop rational arguments on both sides of a question
- practice collaborative learning skills
- defend one position as part of a group debate session in class
- reflect on and write in support of their own positions on the issue under consideration

Procedures -

1. It will be assumed that the students have received some background about the time period, have read the background information on IPPNW, reviewed the vocabulary, and discussed the questions with the teacher.
2. Students will be guided by the teacher through a reading of a current version of the Hippocratic Oath.
3. Students will browse the web site of IPPNW at [www.ippnw.org](http://www.ippnw.org) , gathering information.
4. Students will be asked to read the most current edition of “Vital Signs”, the newsletter of IPPNW. This can be assigned from the web page or the teacher may provide a hard copy.
5. Students will be broken into two groups, pro and con, concerning the statement, *“Under the terms of the Hippocratic Oath, the IPPNW is fulfilling it solemn duty in bringing current threats to world health to our attention and the attention of national leaders.”*
  - a. Each group will work collaboratively to formulate the ideas which will defend the respective positions.
  - b. Each group will be prepared to have representatives speak in a debate forum, within guidelines and timeframes established by the teacher.
6. For homework, each student will submit a one-page, written summary of his/her own opinion on this issue and the reasons why he/she believes that way.

Technology Option:

1. In order to learn more about nuclear weapons, their use, their current status, take a “nuclear test”, etc go to [www.slmk.org](http://www.slmk.org) and click on “Learn About Nuclear Weapons”.
2. Go to the site [http://nobelprize.org/educational\\_games/peace/nuclear\\_weapons/index.html](http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html) and play the *“Peace Doves Game”*.

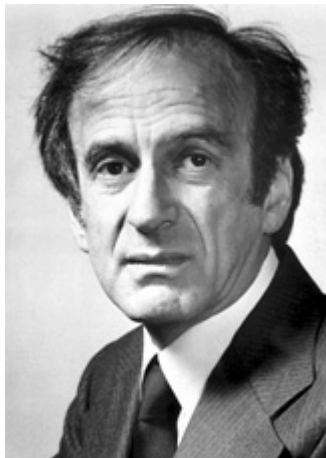
Resources:

[www.betterworldheroes.com](http://www.betterworldheroes.com)  
[www.brook.edu/fp/projects/nucwcost/schwartz.htm](http://www.brook.edu/fp/projects/nucwcost/schwartz.htm)  
[www.ippnw.org](http://www.ippnw.org)  
[www.ippnw-students.org](http://www.ippnw-students.org)  
[www.nobelprize.org](http://www.nobelprize.org)  
[www.slmk.org](http://www.slmk.org)

## Eliezer Wiesel

1986

*“Wiesel is a messenger to mankind; his message is one of peace, atonement and human dignity. His belief that the forces fighting evil in the world can be victorious is a hard-won belief. His message is based on his own personal experience of total humiliation and of the utter contempt for humanity shown in Hitler's death camps. The message is in the form of a testimony, repeated and deepened through the works of a great author.”*



Not all Nobel Peace Prize laureates have wielded political or military power. These laureates demonstrate that power is manifest in many ways, some of them quite surprising. Eliezer “Elie” Wiesel (pronounced ‘vee•ZELL’) is one such laureate, who transformed the most horrible of experiences into a testament of faith, hope and strength.

Elie Wiesel was born into a time and place that promised little to him. Being a Jew in Central Europe, and indeed in most parts of Europe, was a guarantee of suspicion, legalized discrimination, and even violence. His parents Shlomo and Sarah raised their only son, along with three sisters, to embrace and respect their heritage. Elie read literature and learned the Hebrew language at the behest of his father, while his mother encouraged him to study the **Torah** and **Kabalah**.

During Wiesel’s youth and adolescence, the Nazis came to power in nearby Germany. Smaller states in the region allied with Nazi Germany, including Hungary. The Wiesel family lived in Sighet, which in 1940 became part of Hungary. This meant that their community, like thousands of Jewish communities, was under the rule of the Nazis and their allies.

Early in the war, Shlomo Wiesel was thrown in jail for helping Polish Jews escape to Hungary. From even before the war, the Nazis openly declared their hatred for Jews, blaming them for Germany’s humiliation after losing the First World War. Such ideas were in no way innovative; the Nazis used Jews as a **scapegoat**, inflaming the **anti-Semitism** that had festered for centuries in the region. Nor were the Jews the only targets.

The Nazis subscribed to a theory that categorized ethnic groups as superior or inferior. Of course, the Nazis themselves were part of the highest order, the so-called “**Aryan** race.” Other peoples (Jews, Slavs, Gypsies), or individuals with characteristics the Nazis

**September 30, 1928**

**Birthplace: Sighet, Romania**

**Teacher, novelist, philosopher, humanitarian, political activist.**

**Famous words: “Indifference, to me, is the epitome of evil.”**



considered weak or criminal (communists, gays, the disabled), were beaten, jailed, thrown into concentration camps, or killed.

Under the Nazis, traditional antagonism toward Jews rose to a fever pitch. With the Nazi war machine to support it, anti-Semitism became industrialized. Jews, who had already been robbed of their citizenship, property and possessions, were eventually forced into concentration camps throughout much of Europe. Unfortunately, Jewish pleas for help from the Allies fell largely on deaf ears.

In 1944, Elie Wiesel's family and the entire Jewish community of Sighet was sent to the Auschwitz-Birkenau camp complex by Hungarian authorities.

At Auschwitz, Elie received the tattoo that all Jews in the camps were forced to bear—a number



which became his entire identity in the eyes of his captors. Elie's number was A-7713. He and his father were separated from his mother Sarah and sister Tzipora, who were murdered at Auschwitz. Elie and Shlomo were sent to various work camps, where they became slave laborers for the Nazis.

The conditions were unimaginable in their hardship and cruelty.

In the winter of early 1945, Elie and Shlomo were moved yet again to the

Buchenwald camp. Liberation by the American Third Army was only months away, but the Allied approach made the Nazis kill their victims that much faster. On January 28, Shlomo was beaten by a guard at Buchenwald. Already suffering, from starvation, **dysentery** and exhaustion, Shlomo died. His last word was the name of his beloved son.

The liberation of Buchenwald came that spring. Elie was sent to an orphanage in France, where he was reunited with his sisters Bea and Hilda, who had also survived the war. After learning French, Elie studied philosophy at the Sorbonne, a famous university in Paris. Already a teacher, Wiesel taught Hebrew and was also a choirmaster, but decided to pursue the life of a journalist.

At that time, Jewish refugees and **émigrés** in the British Protectorate of **Palestine** were trying to create a Jewish homeland. Almost all the Jews of Europe had been exterminated by the Nazis and their allies, and the movement for a Jewish state was seen as a matter of survival. Wiesel

acted on behalf of Jewish statehood by writing and translating in Paris for the underground Irgun movement. Irgun used sometimes violent tactics to force the British out of Palestine, including the infamous bombing of the King David Hotel in Jerusalem. Eventually, the British left Palestine, and in 1947 the Jewish underground proclaimed that the area was now the State of

- **Wiesel prefers to avoid the term “Holocaust” because he says it doesn’t approach the magnitude of what happened to its victims and survivors.**
- **During World War II, Norway (the country responsible for the Peace Prize) was under a pro-Nazi puppet government.**
- **Wiesel recently visited Auschwitz with Oprah Winfrey for an American Television special. He said it would be his last visit to the camp.**

Israel. Despite the protests of the Arabs living in Palestine and in neighboring countries, the United Nations recognized the State of Israel.

For eleven years after the Second World War, Wiesel could not speak of what he saw and experienced in the camps. Like many Holocaust survivors, the enormity and horror, along with guilt over having survived when so many perished, made it impossible for Elie to talk about what he had lived through. Fortunately, Elie met

with Nobel Literature Prize laureate François Mauriac in 1952, who persuaded him to share his story with the world.

Wiesel’s first manuscript, *Un di velt hot geshvign* was 900 pages long and written in **Yiddish**. He rewrote the book in French, condensing it to a mere 127 pages. But despite Mauriac’s intervention, *La Nuit* received little interest from publishers. When translated into English, *La Nuit* became simply *Night*.

Since that time, *Night* has become one of the most highly regarded works in all of modern literature. It describes the events of Wiesel’s life in the camps, and of the inhumanity that stripped Wiesel and many others of their faith in humanity and religion. *Night* is a testimony to the horrible truths that the world would rather forget. But Wiesel’s main point in writing about the Holocaust is to stop that from happening. He bears witness, in the hope that mankind will not be able to commit the same atrocities in the future. Here is a passage from *Night*:

Never shall I forget that night, the first night in camp, which has turned my life into one long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky. Never shall I forget those flames which consumed my faith forever. Never shall I forget that nocturnal silence which deprived me, for all eternity, of the desire to live. Never shall I forget those moments which murdered my God and my soul and turned my dreams to dust. Never shall I forget these things, even if I am condemned to live as long as God Himself. Never.

In 1955, Elie Wiesel emigrated to the United States. He wrote for a Jewish Newspaper called *Yedioth Ahronoth*, but was still poor and unknown. When he was hit by a taxi the next year, the

hospital refused to treat Wiesel without money or insurance. Luckily, a second hospital agreed to treat his injuries, but he still spent a year in a wheelchair.

In America, Elie continued writing. The English translation of *Night* was published in 1958. From that time, Wiesel has authored over forty books and won many literary honors and awards. He became a US citizen in 1963. The following year he returned to visit the town of Sighet, now part of Romania. In 1969, he married Marion Rose with who had a son in 1972. Together, Elie and Marion have also created the Elie Wiesel **Foundation** for Humanity. In 1978, he became chairperson of the Presidential Commission on the Holocaust, later renamed the US Holocaust Commission. The commission's most visible achievement was the Holocaust Memorial Museum in Washington, D.C. Elie Wiesel and President Bill Clinton lit the eternal flame in the Museum's Remembrance Hall at the 1993 opening ceremony.

While principally focused on the mistreatment of Jews, Elie Wiesel has spoken out against **genocide** around the globe: in Darfur, Sudan; in the Kurdish regions of Turkey and Iraq; in Bosnia-Herzegovina; in South Africa under **apartheid**, and in Indian lands in Central America.

One group for whom Wiesel has not spoken out is the Palestinian Arabs who were displaced by the formation of the State of Israel. Fellow scholars and human rights activists such as Noam Chomsky have criticized Wiesel for his strong support of Israel and silence over the Palestinians. Christopher Hitchens has attacked Wiesel for not condemning Israeli attacks on the Palestinian refugee camps at Sabra and Shatila in 1982, going so far as to called him a “**poseur**” and “windbag.” Wiesel's supporters are quick to denounce such criticism, offering multiple examples of his tireless efforts in many causes, and pointing out that the Israeli-Palestinian issue is so complex that no one has found a real solution to it in half a century.

Elie Wiesel's life and career are a testament to the power of memory and the courage of bearing witness to evil. It has been with these resources that Wiesel has sought to help alleviate repression, racism and injustice in many parts of the world. With his success has come a responsibility to work toward peace and justice, and for his efforts Elie Wiesel has won numerous awards, including the Nobel Prize for Peace in 1986. His work demands that one go beyond suffering, survival, and despair at the horrors of history. For those of us who have not perished, Elie Wiesel demands that we act as caretakers of truth and memory, so that the deaths of millions will not have been in vain. In his own words;

*“Let us remember, let us remember the heroes of Warsaw, the martyrs of Treblinka, the children of Auschwitz. They fought alone, they suffered alone, they lived alone, but they did not die alone, for something in all of us died with them.”*

### Vocabulary Terms

1. **Torah**
2. **Kabalah**
3. **Anti-Semitism**
4. **Scapegoat**

5. **Aryan**
6. **Dysentery**
7. **Palestine**
8. **Yiddish**
9. **Émigré**
10. **Foundation**
11. **Genocide**
12. **Apartheid**

### **Study Questions**

1. What was life like for European Jews before the war?
2. Why did the Nazis in Germany choose Jews as their main target? Why was this tactic successful?
3. What did Elie Wiesel study as a boy?
4. What happened to each of Elie's family members during the war?
5. Why did Elie Wiesel wait eleven years before writing and speaking of his experience?
6. Why do you think Elie and so many other European Jews chose to emigrate after the war, rather than return home?
7. What does Elie Wiesel ask that survivors like himself do? Why?
8. How do Elie Wiesel's actions and experiences compare with other American Peace Prize laureates?
9. Does Elie Wiesel's silence about the Israeli/Palestinian conflict cast doubt on his commitment to peace and justice? Who would agree or disagree with you?

### **Introductory and Extended Exercises**

A. Ask students to read "Night" and create a three-dimensional art project that symbolizes the book's themes.

B. Ask students to study the Holocaust, and try to answer the question: "Could the Holocaust ever happen again?" After students share their answers and discuss, present materials (newscast, article, etc.) about the Rwandan Genocide and the global response to it. Ask the students to interpret and explain the inaction on the part of world leaders. Then present materials on Darfur, and ask students what ought to be done about it.

C. Following either of these exercises, ask students to do further research and create an essay outline on an important subject raised in the reading or subsequent discussion.

### Technology Option

Watch Oprah Winfrey's television special featuring Elie Wiesel on his last trip to Auschwitz.

Watch the PBS Special "Elie Wiesel: First Person Singular"

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[http://www.oprah.com/tows/pastshows/200605/tows\\_past\\_20060524.jhtml](http://www.oprah.com/tows/pastshows/200605/tows_past_20060524.jhtml)

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## Jodi Williams and the International Campaign to Ban Landmines 1997

*"for their work for the banning and clearing of anti-personnel mines"*



As a citizen living comfortably inside the United States, you have probably felt powerless at one time or another to truly impact any of the life-threatening global issues facing millions of people worldwide – earthquakes, disease, abuse, poverty, violence – the list of issues we wish we could make better is quite long. For inspiration, look no further than Vermonter Jody Williams, a woman who grew up in middle-class America, yet managed to save the lives of thousands of people living in present and former war-zones like Nicaragua and Cambodia.

She has been described as tough, determined, and fearless.

Jody Williams was born in 1950 in Putney, Vermont. Her first career was teaching English as a Second Language in Mexico, the United Kingdom, and Washington, D.C.

Williams first realized that she could act as a powerful agent for change in the world at a young age, standing up for her deaf and schizophrenic brother in school. She saw then that she wanted to stand up to mean people who bullied others just because they were weak.

Jody is fluent in Spanish and worked on issues affecting Central America right after college where she met children who had lost limbs to landmines. She went on to earn a Master's degree in international affairs. One day in 1981, someone asked Williams if she thought it was possible to create a growing global awareness of landmines into a nongovernmental organization that would work politically to get rid of landmines. She thought it was possible. A decade later, in 1991, she started the

1950-

- When Bill Clinton refused to sign the Mine Ban Treaty in 1997, Williams called him a “weenie”
- About 80 countries in the world have landmines in them today
- Landmines have been used since the Civil War
- An estimated 1,000-2,000 people die from landmines each month
- Cost to manufacture a landmine: \$3-\$75
- Cost to clear a landmine: \$300-\$1,000

*“Emotion without action is irrelevant.”*

### International Campaign to Ban Landmines: the ICBL.

She liked that the issue was narrow enough to focus on, yet could be used as an issue through which to talk about the larger issue of war and methods of warfare.

For Jody, the biggest challenge was convincing all of the governments of the world that banning landmines wasn't just some utopian idea that would never really happen. She kept going because she believed what she was doing was truly right. Jody knew that getting rid of a weapon that indiscriminately victimizes children, women, and men alike would make the world a better place to live in. Despite her success at 121 countries sign the Mine Ban Treaty, her home country United States refused to sign. She once publicly called Bill Clinton a "weenie" for refusing to sign.

Jody is still working on the landmine issue because the Mine Ban Treaty is just the legal foundation, the first step – she does not consider her work complete until all the countries that have signed it have complied and all landmines are destroyed. She remains down-to-earth and still lives in a modest two-story home in Vermont, where she loves to walk around barefoot.

### About the International Campaign to Ban Landmines

Landmines are different from other conventional weapons. When a war is over, the landmines stay in the ground and continue to kill — for decades. Guns go home with the soldiers, but landmines are designed to kill — mindlessly, out of control, for years. And obviously, if a war has been over for years, the people the landmines are killing are all innocent civilians. Even during wars, landmines cannot tell the difference between a soldier and a civilian. They are indiscriminate — and that is one of the reasons we believed they were already illegal weapons under international law.

The ICBL, launched in 1992, was the first organization in the world that was able to effectively ban any type of warfare. They did so over an extremely short period of 6 years and many hope that the model the ICBL used to create its success can be used in the future. It is a loose organization of NGOs that function towards the same goal, however each NGO retains power over how they can best achieve their goal. The organization used fax, email, and telephone correspondence heavily in order to keep in contact with each separate NGO. The ICBL worked closely with governments that had said they were pro-ban, built trust, and held several conferences to work out how a treaty might be written. In 1997, 121 countries signed the Mine Ban Treaty in Ottawa, Canada. To date, over 135 have signed it. The ICBL is working with those governments to ratify and to implement the terms set out in the ban.

**Suggested Classroom Activities****Introduction/Warm-Up:**

React to one of the following Jody Williams quotes:

“The rest of the world did not go away because New York was attacked. There are many, many problems in the world we need to address, not just that one.”

“Emotion without action is irrelevant.”

Have you ever traveled outside the United States? If so, in what ways did it affect you? If not, what would you like to see? How do you think going there might change your view of the world?

Do you think citizens from the United States can really affect the lives of people living in developing countries? Why or why not?

**Discussion Questions:**

1. How did Jody get involved in the issue of landmines? (Level 1)
2. Why are landmines such a difficult problem? (Level 1)
3. What makes Jody Williams different from other regular people who live in the United States? How was she able to overcome that feeling of powerlessness? (Level 2)
4. Why do you think Bill Clinton may have refused to sign the treaty? (Level 3)
5. What kinds of global issues do you think need heroes like Jody Williams? What can be done about those issues? (Level 3)

**Vocabulary :**

1. nongovernmental organization
2. indiscriminate
3. civilians
4. landmines
5. utopian



## 6. ICBL

### **Activities:**

Adopt a Mine Field as a class or school at <http://www.landmines.org/>

Send the written letters of the class

### **Technology Option:**

Research countries and conflicts that have the most difficulty with landmines today (example: Afghanistan)

### **Resources:**

Adopt-a-Minefield

[www.landmines.org](http://www.landmines.org)

Coordinated by the U.N. Association of the USA, the U.N. Development Programme, and the Better World Fund, Adopt-a-Minefield raises funds for mine clearance operations. Every dollar raised is forwarded to the United Nations. The website is a great source of information on landmine history, current solutions, major players in the anti-landmine campaign, and it offers curriculum units for grade school through high school.

Clear Landmines

[www.clearlandmines.com](http://www.clearlandmines.com)

Visitors to the Clear Landmines website can make free donations (once a day) to the effort to eradicate landmines by the "click of a button." The funds are administered and distributed by the Canadian Landmine Foundation, and the site also has free banner ads you can place on your site.

Impact of Armed Conflict on Children

<http://www.unicef.org/graca/>

International Campaign to Ban Landmines official website

[www.icbl.org](http://www.icbl.org)

## Jimmy Carter

2002

*"for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development"*

The man who insisted on being sworn into presidential office by the name "Jimmy" was

born James Earl Carter, Jr. on October 1, 1924, in the small farming town of Plains, Georgia and grew up in the nearby community of Archery. He was named after his father, James Earl Carter, Sr., who was a farmer and businessman; his mother a registered nurse.



He was educated in the Plains public schools in Georgia, attended Georgia Southwestern College and the Georgia Institute of Technology, and ultimately received a Bachelor of Science degree from the United States Naval Academy in 1946. He was the first member of his family ever to go to college, and at the Naval Academy ranked 60th in a class of 820. He later did graduate work in nuclear physics at Union College. During his naval career, he served with both the Atlantic and Pacific fleets and rose to the rank of lieutenant, working under Admiral Hyman Rickman in the development of the nuclear submarine program.

On July 7, 1946 he married Rosalyn Smith, his high school sweetheart, also from Plains, Georgia. In 1953, after his father was diagnosed with cancer, Carter resigned his commission and they returned to Plains. He worked his own farm and continued a small business of his father's, selling fertilizer and farm supplies, while Rosalynn kept the books. His first year back in Georgia from the Naval Academy was not easy, barely making a profit on the farm. But soon, Carter's Warehouse grew into a profitable general-purpose seed and farm supply operation.

Soon after his return to Plains, he became a chairman of the county school board and the first president of the Georgia Planning Association. In 1962, he was elected to the Georgia Senate. He lost his first gubernatorial campaign in 1966, which left him feeling down about life. It was during this time that Carter first turned to religion. Carter taught Sunday School, did missionary work in the North, and spoke about Christianity across the South.

In 1970 he finally succeeded in his bid for higher office, becoming Georgia's seventy-sixth governor. On December 12, 1974, he announced his candidacy for president; and won his party's endorsement at the 1976 Democratic National Convention on the first ballot. He was elected to presidential office on November 2, 1976.

Because Carter was from the South, his attitudes on race were closely scrutinized during his presidential campaign. His father was a politically active man who had believed in racial segregation, or separation of blacks and whites. But Carter's mother, Lillian, a nurse, did not

share her husband's views. In the 1960s she joined the Peace Corps and went to India, at the age of 68. In the 1950s, Jimmy Carter was the only white man in Plains who refused to join the White Citizens Council, an organization devoted to preserving segregation. That refusal caused a short-lived boycott of the family's peanut warehouse. In the mid-1960s, the Carter family and one other person were the only members of the Plains Baptist Church who voted to admit blacks to the congregation

Carter served as president from January 20, 1977, to January 20, 1981. Noteworthy foreign policy accomplishments of his administration included the Panama Canal treaties, the Camp David Accords, the treaty of peace between Egypt and Israel, the SALT II treaty with the Soviet Union, and the establishment of diplomatic relations with the People's Republic of China. He championed human rights throughout the world. On the domestic side, the administration's achievements included a comprehensive energy program conducted by a new Department of Energy, major educational programs under a new Department of Education, and major environmental protection legislation, including the Alaska Lands Act.

Many regard Carter's presidency as a failure, citing his inability to achieve consensus with Congress, several scandals involving White House staff, and a struggling economy. However, it is Carter's post-White House career as a statesman that has garnered him the most praise and attention. In 1982, he became University Distinguished Professor at Emory University in Atlanta, Georgia, and, in partnership with the university, founded the Carter Center.

One of the first and main points that the Nobel Committee mentioned about Carter was his participation in the Camp David Accords. The Camp David Accords were peace meetings that Carter held in 1978 between Egyptian President Anwar Sadat and Israeli Prime Minister

#### 1924-

- A Giant peanut-shaped balloon was part of Carter's Inauguration Day parade
- Carter had a dog named Grits
- Jimmy has four children
- He was the first president since 1932 that lost re-election

*"Unless both sides win, no agreement can be permanent."*

Menachem Begin. They were named the Camp David Accords because President Carter hosted them in the presidential retreat in Virginia called Camp David. Begin and Sadat were hardly on speaking terms at the time – Israel and Egypt had been fighting for a long time over territory in the Middle East that they both believed was rightfully theirs. At its root, it is the same argument that the Palestinians and other Arabs still have with the Israelis today.

Carter would talk to one of the men at a time, relaying what the other had said and offering mediation. The three men worked very hard to come to peaceful agreements about how the Egypt and Israel would treat each other. A few times, Carter had to convince each man to stay and to press on through the peace talks, even though they did not want to. Later that year, Sadat and Begin

were both awarded the Nobel Peace Prize, but Carter was left out. His close advisors felt angry that the award had not been awarded to Carter as well, and have now said that they feel the 2002

award was long-awaited and justified. It is said that President Sadat had said that he wanted the talks to be called the Carter Accords, due to the strong commitment and tirelessness that Carter showed the process.

Carter truly believed that peace could be achieved in the Middle East, so he continued to press for better relations in the region even after he left office. In addition to working on diplomacy between Israel and the rest of the countries in the Middle East, he has also worked to promote democracy all over the world as well. He has been an official observer of 15 different elections around the globe in emerging democratic countries. The Nobel Committee also lauded Carter for his work in economic and social development. Carter has led efforts to eradicate infectious diseases in the developing world and to build affordable domestic housing.

## **Suggested Classroom Activities**

### **Introduction/Warm-Up:**

1. React to one of your favorite Jimmy Carter quotes:

“I have one life and one chance to make it count for something . . . I'm free to choose what that something is, and the something I've chosen is my faith. Now, my faith goes beyond theology and religion and requires considerable work and effort. My faith demands -- this is not optional - my faith demands that I do whatever I can, wherever I am, whenever I can, for as long as I can with whatever I have to try to make a difference.”

““If you fear making anyone mad, then you ultimately probe for the lowest common denominator of human achievement.”

“Unless both sides win, no agreement can be permanent.”

“If you're totally illiterate and living on one dollar a day, the benefits of globalization never come to you.”

Jimmy Carter has been described in the text books as one of the less-effective presidents in American history. Can a person be a bad president but a good leader? Can a person be a good president but a bad person?

How does it feel when someone recognizes something good that you did? Would you be more likely to do good things if you knew that people would tell you how much they appreciate those things?

**Discussion Questions:**

1. What leadership experience did Jimmy Carter have before becoming president? (Level 1)
2. What is diplomacy between countries? Why is diplomacy important? (Level 1)
3. Should the Nobel Committee have awarded him the prize in 1978? (Level 2)
4. What are some things you believe are human rights? (Level 2)
5. Why do you think Jimmy Carter ran for president in 1976? (Level 2)
6. Should we work to make sure that all people are provided equal human rights? (Level 3)
7. How did Jimmy Carter work to achieve lasting, long-term peace in the world, rather than short-term peace? (Level 3)

**Vocabulary:**

1. Gubernatorial
2. Party's Endorsement
3. Human Rights
4. Habitat for Humanity
5. Camp David Accords
6. President Anwar Sadat
7. Prime Minister Menachem Begin
8. Diplomacy
9. Economic and social development
10. Eradicate

**Activities:**

Students read CNN article "From Peanut Farmer to President"

As an extension, students may choose to read the book Talking Peace, by Jimmy Carter

Students write a letter to Jimmy Carter

**Technology Option:**

Listen to the News Hour interview with Jimmy Carter in 2002 about the Prize. This can be used as an extension for students who desire or need more information. Text is available at the website as well.

What does the Carter Center Do? Students research the projects sponsored by the Carter Center and write a newspaper article about their work

**Resources:**

Carter, Jimmy. Talking Peace. New York: Dutton's Children's Books, 1993.

Carter Wins Nobel Peace Prize. October 11, 2002

Read or watch streaming video of three experts on Jimmy Carter regarding the prize.

[http://www.pbs.org/newshour/bb/international/july-dec02/nobel\\_10-11.html](http://www.pbs.org/newshour/bb/international/july-dec02/nobel_10-11.html)

Online News Hour Interviews Jimmy Carter. October 11, 2002

Read or listen to streaming audio of an interview with Jimmy Carter just after he had won the prize.

[http://www.pbs.org/newshour/bb/international/july-dec02/bkgdnobel\\_10-11.html](http://www.pbs.org/newshour/bb/international/july-dec02/bkgdnobel_10-11.html)

**Write the Front Page News**  
**Assessment Activity on Peace Laureates**

Curriculum Planning:			
Concepts/Benchmarks (Topics):			
Give students information to allow them to be knowledgeable citizens.			
Students will have knowledge of Nobel Peace Laureates			
Goals:			
Students will gather information on Nobel Peace Laureates and write original work based on their knowledge			
Instructional Objectives & Learning Levels			
Students will display they knowledge Laureates by writing newspaper articles			
Students will demonstrate knowledge of the topic by creating a newspaper page			
Instruction Planning:			
Materials Needed:		Classroom Management:	
computer		schedule computer lab time	
biographies on laureates		newspaper article (5 w’s)	
		assessment criteria/ time schedule for activity	
Alternative Activity:		Homework:	
Hand write articles		As needed	
Class Activities:			
Time	Activity	Student Activity	Assessment
0-10	Warm Up  Introduce activity by reading a current newspaper story and indentifying the 5 w’s (who, what, when, where, why and sometimes how)	Students read along and highlight w’s	The comments and questions that are brought up by the students.

10-20  (5 min transition to Lab)	Model  Read on of the biographies and identify the w's for that person together.	Students read along and highlight w's.	The notes are an assessment of what the students learn
25-55	Computer lab  Students work in pairs to identify several of the Peace Laureates that have similar ideas or themes in their work Students identify the w's on each and write 200 word stories/mock interviews on each.	Students write, and edit 3-5 articles on Peace Laureates emphasizing a certain theme.	Stories handed in to teacher and approved before they are put onto the newspaper
	Computer Lab  Students copy and paste their stories along with pictures or graphics to create a newspaper page on the theme of the Nobel Peace Laureates.	Students create a newspaper page with a headline, 3-5 stories and pictures of Laureates	Newspaper Page created
	Note: this may be a multi day activity depending on the length of period, and the skill level of students. The length of this plan is 55 minutes which includes going to a computer lab.		



## **General Resources for the classroom**

### **Books**

deCuir, Catherine. *Peace Prompts: A Guided Journal for Communities, Congregations, and Activists in a Time of War*. California: imPromptu Publications, 2003.

About 100 interesting and thought-provoking journal entries or **Discussion Questions** that promote deeper thinking on the issues that surround war and peace. For example: Could my country do anything I disapproved of so strongly that I would renounce my citizenship? What is inner peace? When have I felt most peaceful? If my government declares war I do not believe in, would I risk jail by refusing to pay my taxes?

### **Videos**

### **Websites**

Official Nobel Website

<http://www.nobelprize.org>

Nobel Prize Internet Archive

<http://www.almaz.com/nobel/peace/peace.html>

Offers some basic background on prize winners, but a better portal that links to good websites on individuals and issues.

Peace Pilgrim

<http://www.peacepilgrim.net>

Over the course of 30 years, this one woman walks 25,000 in the name of peace.

### **Organizations and Speakers**

**Peace Prize Power Point Presentation Assessment: Student Directions**

- A. Research the life and work of a Nobel Peace Prize laureate in-depth.
- B. Research the problems (national, international, or global) in-depth to which your laureate dedicated his or her life or organization.
- C. Create a Power Point presentation using the exact guidelines provided on the attached Power Point Presentations Guidelines page.
- D. Deliver a persuasive oral presentation. The goal is to persuade the class that your Nobel Peace Prize laureate deserves the Ultimate Peace Prize (meaning: has done the most good for the world). This presentation needs to be a minimum of \_\_\_\_\_ minutes PER PERSON (a two person group would make a \_\_\_\_\_ minute presentation).
- E. Take detailed notes during presentations that you hear from classmates.
- F. After all presentations, you will write an essay explaining who you believe should deserve the Ultimate Nobel Prize and why. You CANNOT write about the person you presented.
- G. Create a bibliography in MLA format that includes all the resources that you used in the entire process, including websites that you copied pictures from. Include the BIBLIOGRAPHY of all the resources you used in your folder.

### **Power Point Presentation Guidelines**

Your Power Point Presentation must meet these minimal requirements. If you fail to meet these requirements, you will lose a significant number of points.

\*\*\* You are ONLY allowed to have key words, phrases, and pictures on your slides. You are not allowed to have complete sentences or paragraphs on your slides. The only exception to this will be slides marked by \*.

Include your own captions for every visual that you use (captions are descriptions of what is being portrayed in the visual).

Include the source information, directly under each visual, of where you got it from.

1. Title slide: For this slide you must have a picture of the noble prize winner, the year s/he won or was nominated, and your name(s).

2. (2 slides): with map and 1 photo illustrating prize winner's home country

3. (1-2 slide): Statement for Winning: a brief statement in YOUR OWN WORDS of the reason(s) why your person won or was nominated for the Nobel Peace Prize.

4. (1-2 slides): Early Life/formation: This needs to cover the key events in their early life. (Birth till high school)

5. (3 – 4 slides) Adult Life: These needs to cover the key events in their adult life such as college education, careers, family, etc. You need to discuss how these things shaped your individual.

6. (3-4 slides) Problems: Here is where you provide an in-depth description of the problems (national, international, global) s/she focused on.

7. (2-4 slides) Accomplishments and Goals: Focusing on the goals (political, social, economic, and personal) that s/he sought to achieved or accomplish.

8. (2-4 slides) Methods of accomplishment: Focusing on how s/he achieved their goals and accomplishments.

9. (2 or 4 slides) Personal Stories: Description of 3 or more of the most courageous or challenging events encountered in his/her life. During the presentation, you are telling the stories of your individual, effects on the individual, etc.

\*10. (1 slide) Time Magazine Cover: In this slide, try to be as realistic as possible to actual Time covers. However, you can not take an already existing Time Cover. You will get a zero for the powerpoint if you do. For you Time Magazine Cover, you need the following:

photo of your laureate

headline

A quote from the individual regarding peace (look at acceptance speech). What are his/her ideas about peace, methods of achieving peace, etc.

as similar as possible to an actual cover

the date should be October of the year in which they won the prize

11. (2-4 slides) Connections to the class themes: Make connections to the themes covered throughout the semester. You need to explain the connection when you speak, you can't just say, "This deals with civil disobedience." Tell us how it deals with civil disobedience.

\*12. (2-4 slides) Reasons for Winning the Ultimate Nobel Peace Prize: Here, you are to list the top 5 reasons why your individual should be awarded the Ultimate Peace Prize.

Grading: Your grade will be based on the following 5 parts. The final will total 200 points. Your grade for the final will be the points you earned divided by 200 points. (e.g.  $150/200 = 75$ )

Preparation (100 points): This grade is based on the effort you put in on a daily basis on this project and your daily log. If you are unexcused absent or cut, you will lose 10 points for each time. Unexcused tardy to class will result in 3 points lost for each time. If you are off task during class, you will lose 2 point for each day you are off task.

Power Point (30 points): This grade is based on the quality of your slides. A more detailed grading rubric for this part is attached.

Oral Presentation (40 points): This grade is based on the quality of your oral presentation. A more detailed grading rubric may be given out.

Essay (20 points): This grade is based on the quality of an essay that you will write in class after all presentations have been viewed.

Notes (10 points): This grade is based on the quality and completeness of your notes during the prep and the presentations.