

Nobel Peace Laureate Project

Elementary School Curriculum

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Eugene, Oregon

<http://www.nobelpeacelaureates.org/>

These materials were made possible thanks to generous grants and support from the Jubitz Family Foundation of Portland, Oregon and the many contributors to the Nobel Peace Laureate Project.

Welcome to the Nobel Peace Laureate Project.

We appreciate 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. The biographies are designed to be used either as a total package or in select sections, according to the instructional goals of the teacher, and they can be included into a variety of subject areas. This curriculum meets the instructional goals of the Oregon State Standards in Language Arts, Science, and Social Studies. A thematic approach is suggested. Some themes include: Women Laureates, World War I, the depression, World War II, Civil Rights, Scientists, the environment, poverty, human rights, world hunger, education, and relationships between nations. Some of the Laureates knew each other and worked together. Others acknowledged and were inspired by other Laureates.

The content follows these general guidelines:

1. Biography with picture and highlighted key facts
2. Highlighted middle level vocabulary
3. Comprehension questions
4. Activities including elementary reading selections.
5. A technology optional activity
6. A bibliography

This project was funded by the Jubitz Foundation and other contributors to the Noble Peace Laureate Project. This curriculum was developed for elementary school level students. We welcome your comments and ideas.

The Laureates are presented in chronological order of the year their Nobel Peace Prize was won. The biography information is separated from the Classroom Activities for ease of use.

Thank you,

Nancy Newman, Laura Slempe, Pat Anderson

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Theodore Roosevelt

1906

"I am a part of everything that I have read."

Theodore Roosevelt visited many places. He went to Africa, the wild American West, and the rainforest of South America.

Roosevelt said that countries should live in peace. He said big countries should help smaller countries.

When he was a boy Roosevelt had **asthma**. His father said to play outside so he would feel better. When he went out to play he started to like animals and **science**.

Roosevelt was the Chief of Police in New York City. He made the city safe for all people.



- **United States President**
- **Roosevelt made National Parks for people to visit**
- **He is the first American to win the Nobel Peace Prize**

**The Teddy Bear is named
after
Theodore Roosevelt.**

Roosevelt was in charge of the US Navy. An argument with Spain started a war.

Roosevelt went to the war to fight. He and his men were called the **Rough Riders**. They fought at the Battle of San Juan Hill.

Theodore Roosevelt was President of the United State when President William McKinley died.

He was elected President in 1904.

President Roosevelt helped the **environment**. One law made parks for animals to live and for people to visit. These were the **National Parks**. The

US Forest Service was started by Roosevelt to take care of the parks and the animals he loved.

One time Roosevelt was hunting and his friends asked him to shoot a bear. He did not want to shoot the bear. When he came home people liked that he did not shoot the bear and named their toy stuffed bears after him. They called them “Teddy’s Bears.” Stuffed bears are still called Teddy Bears after Teddy Roosevelt.

Booker T. Washington visited the White House. Washington was the first African-American to have dinner there.

Roosevelt was the first American to receive the **Nobel Peace Prize** for stopping a war between Russia and Japan.

President Roosevelt went to Africa to hunt big animals. He also went to South America to visit the Rainforest.

In 1920 Roosevelt wanted to be president again but he died. He was 60. His son Archie sent a **telegraph** to rest of the family. It said:

“The old lion is dead.”



Classroom Activities

Words to learn

1. **asthma**
2. **science**
3. **Rough Riders**
4. **environment**
5. **US Forest Service**
6. **Panama Canal**
7. **Nobel Peace Prize**
8. **telegraph**
9. **Booker T. Washington**

Study Questions

1. Roosevelt was sick when he was a boy. What did he do to feel better?
2. Roosevelt believed that bigger countries should take care of smaller ones. Do you think this is good?
3. What did Roosevelt do to help the environment?
4. Why are National Parks good for us?
5. Why did Roosevelt win the Nobel Peace Prize?

Introductory and Extended Exercises

Roosevelt said: “Walk softly and carry a big stick”. What did he mean?

Find a picture of the stuffed bear that was named Teddy’s Bear. Ask your Grandparents if they had a bear like this?

Technology Option

Go to [Fun Facts about Teddy Roosevelt](#). Watch fun facts about Teddy Roosevelt. How was the Teddy Bear named?

Read together:

[Time For Kids: Theodore Roosevelt: The Adventurous President \(Time For Kids\) \(Hardcover\)](#)

By Editors of Time for Kids



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3. [PBS "American Experience" Theodore Roosevelt](http://www.pbs.org/wgbh/amex/tr/)
4. [My Brother Theodore Roosevelt, 1921](http://www.antiquebooks.net/readpage.html#roosevelt) By Corinne Roosevelt Robinson, a bestseller with a woman and sister's point of view on TR. Full text and Full text Search, Free to Read and Search.
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)
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8. [Quotes.](http://www.theodoreroosevelt.org/life/quotes.htm)
9. [Works by Theodore Roosevelt](http://www.gutenberg.org/author/Theodore_Roosevelt) at [Project Gutenberg.](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)

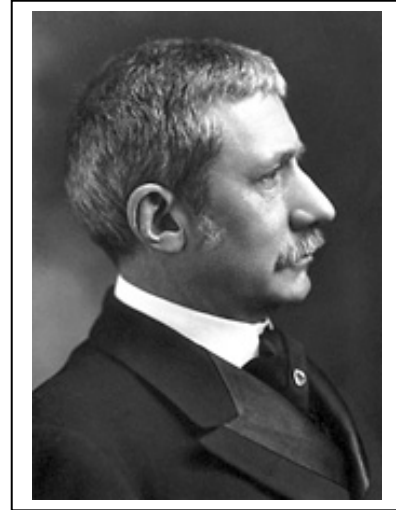
Elihu Root

1912

*“There is so much of good in human nature.
This points to another way to promote the
peace of the world.”*

Elihu Root was born in Clinton, New Jersey. He was the son of a Math professor. He attended Hamilton College. He was smart and graduated first in his class when he was only nineteen years old. Elihu’s father, the math professor, was named “Cube”. His brother was named “Square”. Elihu’s whole family was smart in math.

Root became wealthy from his law practice. His clients were banks, railroads, and **financiers**. He was recognized for his speaking, writing, and problem-solving.



In 1899, he was named Secretary of War. Root called the U.S. government his most important client. The Spanish American War was ending. McKinley wanted a lawyer to lead in peacetime. He did not want a man with a military background.

Root was Secretary of War from 1899 until 1904. During this time he reorganized the United States War Department. He created new procedures and much needed order. He was the smartest Secretary of War ever. He created a plan for returning Cuba to Cuban rule. He wrote a democratic charter for the Philippines. He eliminated taxes on imports from Puerto Rico.

In 1904, he returned to his legal practice. In 1905, President Roosevelt named him as Secretary of State. He helped the **emigration** of Japanese to the United States. He strengthened U.S. relationships with South America. He sponsored the Central American Peace Conference of 1907. This was the beginning of the Central American Court of Justice. This court helped countries settle disputes.

In 1912, Root won the Nobel Peace Prize. In his speech, he said:

*“When friends quarrel we try to **dissipate** their misunderstandings. This*

points to another way to promote the peace of the world.”

His Peace Prize came from helping countries understand each other.

He became a United States Senator in 1909. He served for six years. He was asked to run for President in 1915. He said no because he was too old. At 70, he was still much respected. President Wilson asked him to be **ambassador** to Russia.

Then he helped start the World Court. This was a place where countries could solve problems. He encouraged 55 countries to join the Court. He worked for world peace until the end of his life.

Classroom Activities

Introduction

Root was a math professor. Was qualified to hold government offices?

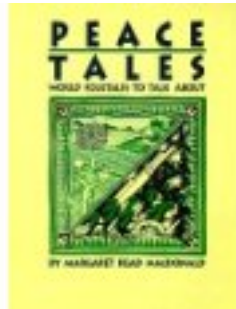
Activity

1. Pretend you are the Root family at dinner. What do you think they talked about? What were their nicknames? What is unusual about their nicknames? (remember their love of math)
2. Talk about how to solve problems. Use examples of problems from your class and from home. Think of examples between countries. Act them out in front of the class. (Great examples from Second Steps curriculum; Google Committee for Children/Second Steps)
3. Discuss how the United States can help Central America. These countries have many poor people. How can we be good neighbors? How can we help immigrants from these countries? Ask someone from a local Latino agency to come speak.

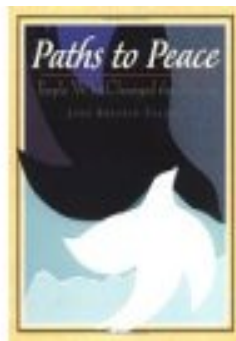
Vocabulary

1. **Financiers**
2. **Emigration**
3. **Dissipate**
4. **Dispute**
5. **Ambassador**

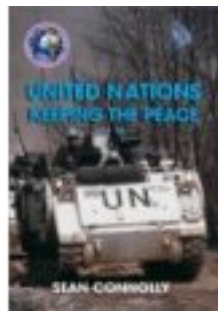
Reading Together



Peace Tales: World Folktales by Margaret Read McDonald



Paths to Peace: People Who Changed the World by Jane Zalben



United Nations: Keeping the Peace by Sean Connolly

Discussion Questions

What led Elihu Root to win the Nobel Peace Prize? (Level 1)

What did Root believe was the best way to settle problems? (Level 1)

McKinley said that Root was very smart. Was his job as Secretary of War, a good way to use his abilities? (Level 2)

Can a Secretary of War be a Person of Peace? Explain your answer. (Level 2)

Today the Secretary of War is called The Secretary of Defense. How would Root handle the position today? (Level 3)

Read about the proposed Department of Peace (handouts or Google Dept. of Peace).

What would Root think of this new idea? (Level 3)

Technology Option

Go to <http://videosearch.comcast.net/ss-query/videosearch.jsp?q=National+Cemetery&dr=1&cp=1>

Select Nightline, 05.28.07

Watch the video about Section 60 of Arlington National Cemetery.

Write a letter to any of the people identified in the video, telling them how you feel about what they've done.

Resources

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

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

<http://videosearch.comcast.net/ss-query/videosearch.jsp?q=National+Cemetery&dr=1&cp=1>

Woodrow Wilson

1919

“Friendship will hold the world together.”

Woodrow Wilson was President of the United States before and during World War I. He saw many people die in this war. He wanted the United States to have friendship with other countries instead of war. He called this group of friendly countries the **League of Nations**. He received the **Nobel Peace Prize** in 1919 for the League of Nations.

Wilson was born in 1856. When he was a boy he lived in the South.

When he grew up he got married and had three daughters. He worked as a lawyer and a teacher.



In 1916 he was elected president for the second time with the **slogan**, “He kept us out of war”. He wanted the United States to be **neutral** and not join in World War I. After some American ships had been sunk by Germany the United States went to war with Germany.

1856- 1924

- Wilson was president of the United States
- Wilson believed all nations should cooperate to prevent war
- People in the United States did not want to join the League of Nations

“We are citizens of the world.”

- Wilson re-married just one year after his first wife died

Wilson had ideas to help end World War I. He believed that each country should **govern** itself and not be ruled by other countries. The Germans said they would do this and on November 11, 1918 World War I ended.

Wilson went to Paris to talk to the countries who had fought in the war. He wanted to start the **League of Nations**. He believed this would help

nations get along with other and not go to war in the future.

In the United States many people did not want to join the League of Nations. They did not like the idea of cooperating with the other countries.

Wilson did not give up on his League of Nations. He traveled around the United States talking to people to change their minds.

He could not get people in the United States to agree to join the League of Nations.

Wilson was awarded the 1919 Nobel Peace Prize for his idea to create the League of Nations.

Classroom Activities Woodrow Wilson

Introduction/Warm-Up:

Think of a conflict in your life, community, or world (example: a fight between your friends, a community issue that has two sides.

What is it?

If you were the official leader to help resolve this conflict in a peaceful way, how would you resolve it?

Look up the United Nations. What is the United Nations? How might it help when countries disagree?

React to your favorite of the following Woodrow Wilson quotes:

“We are citizens of the world.”

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

Discussion Questions:

1. Wilson wanted to stay neutral in what war?
2. What was Wilson’s idea to prevent future wars? Did it work?
3. If the League of Nations had been accepted how might it have affected future wars?

Vocabulary:

1. Nobel Peace Prize
2. League of Nations
3. slogan
4. neutral

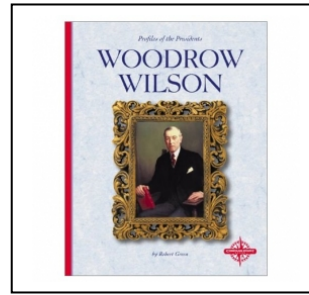
Activity:

List as many ways as you can how friendship might help friends (and countries) solve conflicts before they become problems.

Read Together

[Woodrow Wilson](#) by Robert Green

[From the Wilson Library Site](#)



Resources:

Woodrow Wilson: A Portrait

<http://www.pbs.org/wgbh/amex/wilson/index.html>, an excellent and thorough PBS website that accompanies a Wilson documentary. It can be used successfully for research without the film.

Charles Dawes

1925

“The effectiveness of a speech depends largely on the circumstances under which it is delivered, and the existing public state of mind -- not alone upon the competency and sincerity of the speaker.”

Charles G. Dawes was born in Marietta, Ohio in 1865. His father was a general in the Civil War. His father served in Congress. Charles Dawes went to school at Marietta College in Ohio. He then went to Cincinnati Law School. Dawes practiced law in Lincoln, Nebraska. He moved to Evanston, Illinois, which became his home. He then began to work in business.



He bought a **public utility**. A public utility provides public service. This might be water, gas, or electricity. He sold it. He became a rich man. He then became a banker. Dawes was good with organization.

1865-1951

- Successful lawyer, business owner, politician
- Fought in World War I
- 1928, Chaired the Allied Reparations Committee
- Served as Vice-President of United States 1925-1929

Charles Dawes believed in peace. In 1925 Charles Dawes won the Nobel Peace Prize. He won this with Sir Austen Chamberlain. He was a British foreign minister. The award was given for their work after WW I. They tried to help Germany. Germany needed help with its economy.

Germany had great difficulty paying the **reparations**. Reparations are monies a country must pay after a war. The money is paid for damage caused by the country that lost the war. The reparations had been agreed under the **Treaty of Versailles**. The German government failed to keep up the payments. In

1923 French and Belgian troops re-occupied Germany. This caused **inflation** and lost jobs in Germany.

Dawes was asked by the Allied Reparations Committee to help the problem. He had a plan for starting annual payments. He wanted to change the German State Bank. Adolf Hitler did not like the Dawes Plan. Hitler wanted no reparations. Hitler did not want other countries in charge of Germany.

In 1924 Dawes was elected Vice-President of the United States. Dawes campaigned against the **Ku Klux Klan**. As Vice-President, Dawes worked to keep the peace. He tried to stop another war.

Suggested Class Suggested Classroom Activities

Vocabulary

1. Public utility
2. Reparations
3. Treaty of Versailles
4. Inflation
5. Economy
6. Ku Klux Klan

Discussion Questions

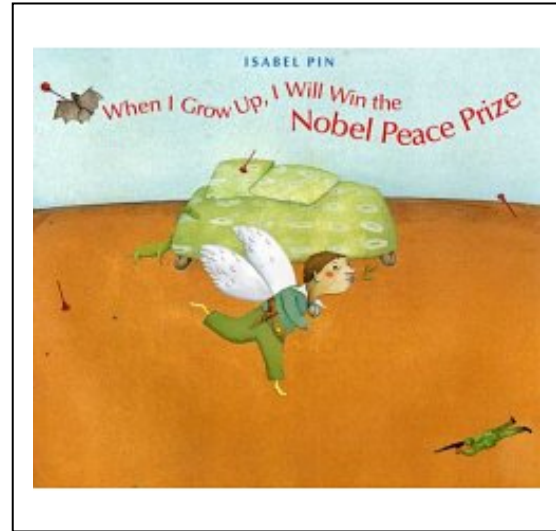
1. Why was Charles Dawes awarded the Nobel Peace Prize?
2. Why might it be considered controversial to force a country to pay reparations?
3. Dawes campaigned against the Ku Klux Klan. What does this tell us about Dawes?

Suggested Activities

1. Discuss with students whether it is appropriate to have reparations. Is it enough to have been defeated in a war? Is there ever a true winner? What does it mean to win a war?
2. Charles Dawes was able to become very rich owning a public utility. Is this possible with today's economy? Why or why not?

Read together:

When I Grow Up, I Will Win the Nobel Peace Prize (Hardcover)
By [Isabel Pin](#) (Author), [Nancy Seitz](#)



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www.nobelprize.org

www.senate.gov/artandhistory/resources/pdf/charlesdawes.pdf

Frank Kellogg

1929

There is no better work for people than to work for peace.



Frank Kellogg wanted to end war. He worked for peace all his life.

When he was young Frank worked on his father's farm. He went to school for six years.

He got books from the library to learn. He was a lawyer when he grew up.

Frank Kellogg wanted to treat everyone fairly. He was a friend with President Teddy Roosevelt.

Roosevelt asked him to make sure big companies and small companies were treated the same.

He was **Secretary of State** for President Calvin Coolidge. Some people in China and Europe did not like the United States. Kellogg did not want a war with China or Europe. He believed in solving problems in a peaceful way. He made a treaty of friendship with many countries. This treaty was the reason he won the Nobel Peace Prize.

Aristide Briand was a friend of Kellogg's. He lived in France. He wanted a treaty saying that France and the United States would always be friends and never have a war.

Kellogg liked the idea of this treaty. The United States and France made this treaty and many other countries joined in with them. It was called the **Kellogg Briand** pact.

1856 – 1937

- He went to school for 6 years
- Kellogg won the Nobel Prize for the treaty that said there would always be friendship between France and the United States.
- Kellogg believed that peace among nations was possible.

I hope for peace...

Kellogg was a judge in a court for all countries who did not get along with each other.

He died at the age of 81. Soon after his death World War II started.
Kellogg's dream for peace in the world did not happen as he had hoped.

Suggested Classroom Activities

Vocabulary Terms

- 1. Nobel Prize for Peace**
- 2. Kellog-Briand Pact**
- 3. Secretary of State**

Study Questions

1. How did Frank Kellogg's education influence his life?
2. How did Frank make up for his lack of formal education?
3. What were Kellogg's hopes for solving problems between countries?
4. What events were taking place at the end of Frank Kellogg's life?

Kellogg helped create the Kellogg-Briand Pact. This was an agreement that France and the United States would be friends. This lesson is a study of France.

Four Days in Paris

Subjects

- * Arts & Humanities
 - Architecture
 - Art History
 - Foreign Language
- * Social Studies
 - Geography
 - Regions/Cultures

Grade

- * 3-5
- * 6-8

Brief Description

In this foreign language or social studies lesson, students work individually or in small groups as they research a travel destination, set up a four-day itinerary, and then use iWork's Pages program (or Word) to create an illustrated travel journal detailing their "experiences." They then printed their journals and share them with their classmates.

Objectives

Students will

- * Demonstrate understanding of another culture.
- * Correctly cite Internet sources.
- * Analyze online information and determine what is accurate and appropriate for the assignment
- * Demonstrate excellent interpersonal and time management skills.

Keywords

foreign languages, travel, cultural studies, iWork

Materials Needed

- * Student access to the Internet.
- * Student access to iWork's Pages program.
- * Student access to a printer (black and white or color)

Lesson Plan

To complete this lesson, students should have basic Internet and word-processing skills and a computer available.

Print a copy of the 2-page journal, or be prepared to display a copy on a projector or TV monitor.

Begin the lesson by asking students to share what they think might be in a travel journal. Responses might include: details of the trip, places visited, photographs of the sights, and so on.

Display a print or electronic copy of the travel journal and ask students to point out the features that make it a travel journal. Students should mention:

- * Name of the travel destination.
- * Dates of the trip.
- * Daily entries about the trip.
- * Personal comments by travel companions.
- * Fun titles at the beginning and at the end of the journal.
- * Photographs and captions.
- * Postage stamp (cultural artifact) on the second page.

Announce to students that for two class periods, they will research, either individually or in groups, a travel destination and create a travel journal. Based upon your curriculum, assign or have students choose travel destinations.

Provide students with the following directions on a chalkboard or in a student handout:

- * When you have been assigned or have decided on your travel destination, write down everything you know about that location. List 3-5 sites you'd like to see or things you'd like to do while at that location. Submit your work to your teacher for approval. Note to teachers: Students either can write their notes with pen and paper or use a word processing program -- including iWork Pages (choose the Blank template).

- * Research your location using a search engine and information from books in the classroom, school, or town library. Focus on sites you can see and activities you can do during a 4-day visit. Take notes on what you find, making sure to write down the complete Web site address for each fact you find online. Also, write down the addresses of Web sites containing 8-10 photos or other images that might be included in your travel journal. Have your teacher approve your research.

- * Add photos and other images to the Travel Journal: Right click the photo or image you want to use (or press the CTRL key while clicking), select "Copy image" or "Copy Image to Clipboard," and then click once on the photo or image in the Travel Journal that you want to replace. Right click (or CTRL and click) and choose Paste. Save your work.

* Proof your travel journal carefully, and then ask your teacher for further instructions. She or he might want you to print your journal, e-mail it, or move it to a server or other location. Hand in your notes to your teacher.

When all the travel journals have been saved, use state standards to evaluate the students' work.

Be sure to save class time for students to share their travel journals. To make the sharing more festive, invite students to bring in food native to the locations they "visited" and play music from other cultures. Enjoy!

Assessment

Students are assessed on the

- * Completion of a travel journal with accurate and interesting details of the assigned destination.
- * Ability to work with others and manage time wisely.
- * Ability to follow directions.

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Jane Addams

1931

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

Jane Addams spent her life trying to help the poor. She is best known for establishing Hull House. This was a **settlement house** in Chicago, Illinois. A settlement house was a way to help the poor in the late 19th century. Many poor people had no place to live. They could not find work. The home was a method for serving the poor in urban areas. People lived among the poor and helped them directly.



Jane Addams was born in Cedarville, Illinois on September 8, 1860. Her father was a State Legislator. She was one of eight children. Her mother died when she was only three. Jane was born with a curved spine. She felt self-conscious of this as she was growing up. She graduated from Rockford

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

Female Seminary in 1881. Jane then began studying medicine. The death of her father and her own health problems made it difficult for Jane to continue with her studies. Jane left school. She traveled in Europe with her college roommate, Ellen Starr. They visited a settlement house, Toynbee Hall, in London. This influenced Jane's life. Jane's goal was to open a similar settlement house in the United States.

In 1889 Jane and Ellen searched for a house in a low-income area in Chicago. The house they found, built by Charles Hull in 1856. It was called Hull House. The house had been a factory and a used furniture store. It also was a home for the elderly poor. The two friends moved in and began to create a community center. This served the people living in the neighborhood.

Jane saw huge differences between the rich and poor. She was troubled by the wealth of the upper classes and the hardship and poverty of the lower classes. Jane Addams and Ellen Starr encouraged the wealthy to give money and time to their settlement house. Volunteers provided childcare. They 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. There were night school classes for adults.

Hull House grew. They added an art gallery and a public kitchen. There was a coffee house. There was a gym with a swimming pool. There was a boarding house for girls. There was also an employment agency and a library. There was a bookbindery, drama group, and a labor museum.

In 1910 she received an honorary degree from Yale University. This was for her works in helping with the lives of the poor. Jane had a strong interest in improving the rights of women. She was an early **feminist**. She believed that women's voices should be heard. They should have the right to vote. She believed that women should have dreams. She wanted women to have the power to achieve those dreams. Addams worked for Chicago municipal suffrage. She became first vice-president of the National American Women Suffrage Association in 1911. She campaigned for Theodore Roosevelt 1912.

Jane accomplished a great deal in her lifetime. Some people disliked her because of her radical ideas. She believed so strongly in peace. This was seen as abnormal during World War I. In 1915, Addams organized the Woman's Peace Party. She started the International Woman's Conference. The IWC met in The Hague. Addams was chosen to head a group to find an end to the war. They met the leaders in neutral countries. They also met with those at war to discuss **mediation**. In 1919 she was elected president of the Women's International League for Peace and Freedom. She was its president until her death. She was considered a **pacifist**. She was accused of being a socialist. She was also called an **anarchist** and a communist.

She was outspoken against America's entry into the war. The press did not like her position. She continued working against war. She was named **humanitarian** assistant to President Herbert Hoover. She organized relief supplies of food to women and children of enemy nations.

In 1926 she suffered a heart attack. She never fully recovered. She was the first American woman to be awarded the Nobel Prize for Peace. She shared her prize with Nicolas Murray Butler. The prize was awarded for her work with the poor and women. She was also given the prize for her opposition to violence and war. She was hospitalized on December 10, 1931. This was the day she received her Nobel Peace Prize. She was unable to give an acceptance speech. She died in 1935 and her funeral was held at Hull House.

Suggested Classroom Activities

Vocabulary

- 1. Settlement house**
- 2. Inequality**
- 3. Feminist**
- 4. Pacifist**
- 5. Anarchist**
- 6. Humanitarian**
- 7. Mediation**

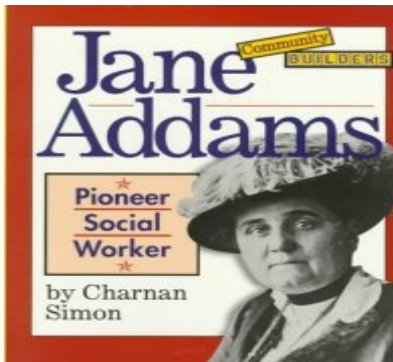
Discussion Questions

1. How did Jane Addams hope to help the poor with a settlement house?
2. What organizations did Addams help to found?
3. Why was Addams considered controversial in terms of World War I?
4. Why was Jane Addams considered a feminist?
5. How did Jane Addams work towards world peace?
6. Do you think Jane Addams would be considered a controversial figure today? Why or why not?
7. Jane Addams has been called a socialist, a feminist, an anarchist, and a humanitarian. How you describe her?

Read Together:

**Jane Addams: Pioneer Social Worker (Community Builders)
(Paperback)**

By Carnan Simon



Activities

Jane Addams was an early feminist. What other women worked with Addams and the suffrage movement?

Read about Hull House. What are some of the similarities and differences with Hull House and a community center today?

What social issues was Jane Addams dealing with at the turn of the century? How are these issues similar to issues we are dealing with today?

Technology Option: using the site:

<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/ This website is from the University of Illinois at Chicago and the focus is on the social work of Jane Addams

Nicolas Murray Butler

1931

When they need it, people have courage

Nicolas Butler was born in New Jersey. He was a teacher at Columbia University for 60 years.

Butler made a class for teachers at Columbia University to help them become teachers. He made a magazine with ideas to help teachers in their classes.

Butler was president of Columbia for 60 years. In this time the school grew larger. Many new classes were added for students.



Courtesy of nobelse.com

Butler was a friend with other Nobel Peace Prize winners and Presidents. He knew Elihu Root, and President Teddy Roosevelt.

Butler wanted to be President of the United States. He ran for President two times and lost.

- Lived 1862-1947
- President of Columbia
- Friend of Presidents and
- He worked for peace

Butler wanted to help the world have peace. He said that teachers and Presidents should get together to do this. He and his friends worked for peace for 35 years.

One of his friends was **Andrew Carnegie**. Butler asked Carnegie to give 10 million dollars to help with his peace plans.

In 1931 Butler won the Nobel Peace Prize. He shared this prize with Jane Addams. He got the prize for his ideas to bring peace to the world.

Butler was almost blind in 1945. He wrote a book about his life and died in 1947.

Butler was a friend to teachers, Presidents, and leaders of countries. He had many awards. He wrote books and wanted peace to be everywhere in the world.

Activities
Nicolas Murray Butler

Questions

1. What did Butler do to help teachers?
2. What other Nobel Peace Prizewinners did Butler know?
3. What did Andrew Carnegie do for his friend Nicolas Butler?
4. Why did Nicolas Butler win the Nobel Peace Prize?

Vocabulary

1. **Andrew Carnegie**

Activity:

Nicolas Murray Butler worked to help teachers. This activity shows what schools looked like then and compares them to what we have now.

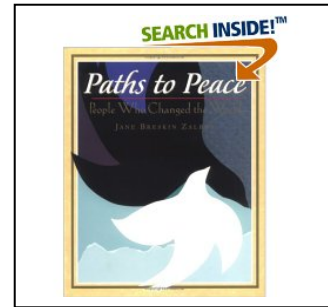
[Go to the History of Education Site](#)

Scroll down to the Then and Now box at the bottom. Look at all these items. Click on each and see how they looked in schools long ago and how they look now. Print out copies and make a poster or a power point presentation showing how schools looked a long time ago and how they look now. What do you have today that schools did not have before?

- | | |
|---------------|---------------------------|
| • Bells | • Homework |
| • Blackboards | • Lighting |
| • Books | • Pens, Ink, and Paper |
| • Discipline | • School Lunch |
| • Flags | • Slate and Slate Pencils |
| • Furniture | • Technology |
| • Heating | • Testing |

Read together

[Paths to Peace: People Who Changed the World:
By Jane Breskin Zalben](#)



Selected Bibliography

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

http://experts.about.com/e/n/ni/Nicholas_M_Butler.htm Biographical information on Butler.

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

to resign due to failing health.

President Roosevelt felt grateful to Hull. The United Nations was formed because of him. He helped us get trade agreements with our neighbors. Roosevelt nominated Hull for the Nobel Peace Prize. The committee gave him the prize in 1945.

Cordell Hull

1945

Peace has become as essential as the air we breathe

Most people don't know the name of Cordell Hull. Other Nobel winners are better known. Martin Luther King and Teddy Roosevelt are famous. Cordell Hull is a hero of peace. Cordell Hull became Secretary of State in 1933. He held that office for 12 years.

Hull was extremely dedicated to his work. He didn't marry until he was 46 years old. He and his wife had no children. His only hobbies were croquet and golf. He was completely devoted to his political post.

Hull was born in a log cabin in 1871. There were five boys in his family. He was the only child who went to school. He got a law degree at the young age of 20.

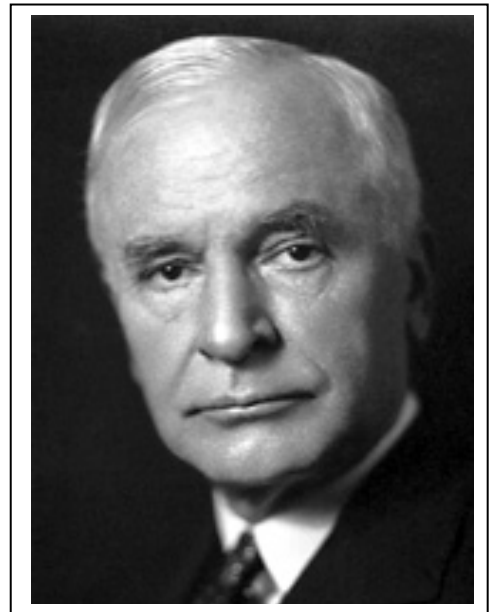
Then he ran for the Tennessee State House. He served for three years in the Senate. Later he became Secretary of State for the U.S.

He helped the United States develop good relations. He worked with our

- "Father of the United Nations"
- A Highway is named after Hull in Kentucky
- He was born in a log cabin
- He helped the allies in World War II
- Adam Cordell Hull Dam and Reservoir is located in Tennessee

Latin American neighbors. He negotiated **trade agreements** with numerous countries. This was called the "**good neighbor policy**".

The **allies** needed help in World War II. Hull worked to improve cooperation among the Allies. He began to **formulate** a peace plan. He submitted the "Charter of the United Nations" in August 1943. The Charter was **ratified** in 1944. Hull had



Suggested Classroom Activities

Introduction/Warm-Up:

Discuss the goals of the United Nation. (www.un.org). Find an article online or in newspaper to help the discussion.

Discussion Questions:

1. Why did Hull think that a “United Nations” was a good idea?
2. Why did Hull have to stop pursuing his career as a world statesman?
3. How could you support the work of the United Nations?
4. Is the United Nations still a good idea today? Explain your point of view.

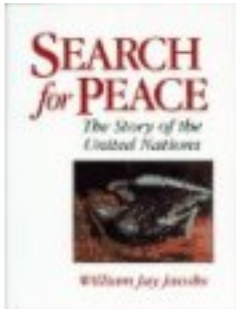
Vocabulary:

1. Trade agreements
2. Formulate
3. Ratified
4. Good neighbor policy
5. Allies

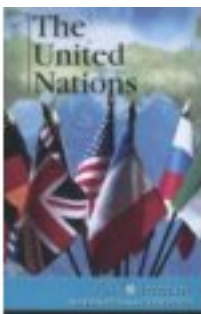
Activities:

1. Work in small groups to design a “Good Neighbor Policy” between classrooms. Report back ideas to class.
2. Pick a school issue that needs solving. Example: a playground issue. Talk about a solution in small groups. Take ideas to other classes. Negotiate with an ambassador. Come to a decision.
3. Make a class chart that compares what you did to what the United Nations does.

Read Together



Search for Peace by William Jay Jacobs



United Nations by Susan C. Hunnicut



All the ice of Africa by Silent Creek

Technology Option: Go to http://nobelprize.org/nobel_prizes/medals/ to find pictures of the Nobel Peace Prize medal. Design a medal based on that design (it should have both a front and a back!) for the person who has contributed the most to making your school a better place

Resources:

The Cordell Hull Institute

Foreign Policy think-tank: 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>

http://nobelprize.org/nobel_prizes/medals/

Emily Green Balch 1946

A peaceful world will open up great reservoirs in human nature.

Emily Balch shared the 1946 Nobel Peace Prize with John Mott. She always believed people could live in peace.

Emily Balch was born in Boston in 1867. She was a college graduate. Women rarely went to college in the 1800's. Then she went to the Sorbonne in Paris. This was a very famous university. She studied how to rid the world of poverty. In Boston, she started a settlement house. This was a place for poor families to get help.



Then she joined the staff of Wellesley College. It was located in Massachusetts. She became a professor of economics and sociology. Balch was a teacher and writer.

She participated in many **social justice movements**. She spoke out for many important issues. She believed in women's rights and racial equality. She

- She was a professor of sociology and economics
- She joined the International League for Peace and Freedom
- She fought for humane treatment of prisoners of war

wanted fair treatment of immigrants. She worked for world peace.

World War I was a turning point for Balch. She realized that she must work for peace. She started world peace organizations.

She was a **pacifist** during the years of the First World War. She strongly believed in **mediation** instead of battle. Her good friend was Jane Addams. They traveled to many countries. They helped people see the way to peace.

She met with President Woodrow Wilson to stop the war. Her meeting was unsuccessful. She lost her teaching job because she was gone so much. She

continued to work for peace all of her life. She didn't like how countries were treated who lost the war. She thought the Treaty of Versailles was too harsh.

Between the two world wars, Ms. Balch spoke out. She wanted peace and justice for all people. She did projects for the League of Nations. She said that nations should not use weapons against each other. She believed the United States needed to learn about other countries. She also wanted to help **refugees** from war.

She was horrified by the actions of the Nazis. The Nazis in Germany were murdering Jews. She encouraged the United States to enter World War Two.

She also helped the Japanese Americans in America. The government didn't trust them. They were sent to **concentration camps**. They had done nothing wrong. She helped re-locate them after the war. Ms. Balch was in her seventies after the war. She continued her important peace work.

She received the Nobel Peace Prize in 1946. She was honored for all her efforts for peace. She believed we needed to take care of each other. She helped start the United Nations.

Suggested Classroom Activities

Introduction/Warm-Up:

Discuss ways people work for peace today. Bring in newspaper articles. Emily Balch's work is still going on.

Discussion Questions:

1. In what ways did her life and her work help the cause of international peace? What obstacles did she face?
2. Why did she win the Nobel Peace Prize?
3. What do all Emily's causes have in common?
4. Balch taught people to understand other countries. Why is this so important?
5. Do you agree with her hope for the future?
6. What peace activities would Emily Balch be involved in today? Explain your answer.

Vocabulary:

1. **Social justice movement**
2. **Pacifist**
3. **Mediation**
4. **Concentration camp**
5. **Refugees**

Activities:

1. Students are to work in pairs for this activity. Pretend you are Emily Balch. Have someone pretend to be a television reporter. The reporter will ask five questions about your life.
2. Talk about how Emily Balch got more rights for women. What is different for women today? Make a poster in pairs that uses magazine pictures to show rights that women have today. Share with the class.

3. Talk to parents and read newspaper articles about refugees. Also read articles about other injustice around the world. Bring stories to share. Make a display in class of these articles. Take your display to another class and explain. Discuss how Emily would have responded to these crises.

Read Together



Children of the Relocation Camps by Catherine A. Welch



Remembering Manama: Life in a Japanese Relocation Camp by Michael L. Cooper



Number the Stars by Lois Lowry

Technology Option:

Go to website http://nobelprize.org/nobel_prizes/lists/women.html

How many women have won the Nobel Peace Prize? How many of those women are Americans? Is there something special that contributes to such a high percentage of American women who have won the award? Are the percentages of American women who have won the award as high in other Nobel Prize categories? How do you explain the difference, if there is one?

Resources:

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

www.discoverthenetwork.org/individualProfile.asp?indid=1592

www.harvardsquarelibrary.org.unitarians/balch.html

www.irwinabrams.com/articles/balch.html

www.nobelprize.org

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 won the Nobel Peace Prize in 1946. He shared the honor with Emily Balch. The Nobel Committee recognized his dedication to peace. He improved the quality of human life. The committee said he knew the **fundamental** issue. He opened hearts to tolerance and understanding.

John Mott was born after Lincoln was **assassinated**. At 16 years, he enrolled in university. He became active in the Student Christian Association. He decided to become a Christian leader. He was president of the local Y.M.C.A. He graduated with

honors.

He worked for the Y.M.C.A. all his life. He was president of the international Y.M.C.A. for 11 years.

John Mott became a leader in other organizations. He continued to spread the message of peace. In 1895, he started the World's Student Christian Federation. He traveled around the world. He visited twenty-four nations. He worked for the World's Student Christian Federation. They believed in the brotherhood and sisterhood of all people. They united all races, nationalities, and **creeds**. They stood against injustice, inequality, and violence. They thought there were other ways to solve problems. Mott's **hallmark characteristic** was world travel. He traveled over two million miles to achieve peace.

- He was a missionary, author, speaker, "world citizen"
- He was a Leader in the Young Men's Christian Association (Y.M.C.A.)
- He was a Member of special peace teams to Russia and Mexico
- He was Founder of the World's Student Christian Federation in 1895

John Mott was honored all over the world. President Wilson sent him to Russia and Mexico. He helped the President during WW I.

When World War II broke out, Mott went to work again. He was getting old but the president needed him. He started programs again to help people.

John R. Mott received the Nobel Peace Prize in 1946. His life purpose was to help those in need. His faith helped him lead many people through war and troubled times. He said, "Where there is no vision, the people perish." His vision was for peace and goodwill. He believed in people's basic goodness. He died at his home in Orlando, Florida on January 31, 1955.

Suggested Classroom Activities

Introduction/Warm-Up:

Talk about why Mott believed in people. How did this make him feel?

Discussion Questions:

1. Name two things that John Mott had that helped make him a strong leader. (Level 1)
2. Why did John Mott choose Christian leadership? (Level 1)
3. How did Mott's religion make him more effective in dealing with other people? (Level 2)
4. Talk about someone else who likes to lead young people. (Level 2)
5. What is the greatest cause for hope for the future? (Level 3)
6. Does Mott give you ideas for your life? What ideas? (Level 3)

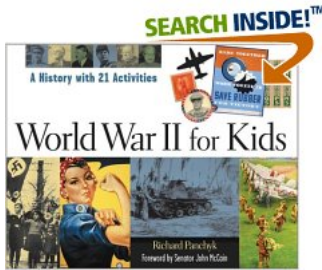
Vocabulary:

1. **Assassinated**
2. **Perish**
3. **Hallmark characteristic**
4. **Fundamental**
5. **Creeds**

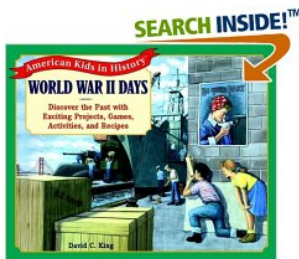
Activities:

1. Learn about a homeless shelter, Y.M.C.A., or other organization. Interview someone who works there. Invite someone from the agency to come talk to your class.
2. Make a poster about how to help people in your town. Hang it in the hall.
3. Volunteer in younger students' classrooms. Tell your class about your experience. Have a buddy in this classroom to read to, write letters to, or play games with.
4. Compare Mott's World War II experience to other Nobel winners who lived during World War II. Make a chart.

Read together



World War II for Kids by Richard Panchyk



King

World War II Days: Discover the Past by David C.

Technology Option:

Background: A key to John R. Mott's winning the Nobel Peace Prize was his commitment to Christian beliefs. Find the religions of other Nobel winners.

Compare. What were their beliefs? How did this influence how they served?

(See biographies of other prize winners at this website)

Resources:

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

www.abcog.org/mott1.htm

www.bookrags.com/biography-john-r-mott

www.nobelprize.org

www.ymca.net

<http://www.volunteermatch.org/>

The American Friends Service Committee

1947

You [the Nobel Prize Committee] are saying ... here today that common folk—not statesmen, nor generals nor great men of affairs, just simple plain men and women like the few thousand Quakers and their friends—if they devote themselves to resolute insistence on Goodwill in place of force... can do something to build a better, peaceful world.

The American Friends Service Committee was founded in 1917. The AFSC believe in non-violence. They have a strong desire to work for peace. This was to give young **Quakers** a chance to help people in need. Quakers do not believe in war. They did not want to fight during World War I. Four decades later, the AFSC accepted the Nobel Peace Prize for all Quakers.



In 1917 the AFSC sent young men and women to France. They fed and cared for **refugee** children. They built a hospital. These young people also built homes. The AFSC provided refugees with the necessities to restart their lives.

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

The war ended in 1918. The AFSC's work spread to Russia. Here workers helped victims of famine and disease. They went to Poland and Serbia. Here they built an orphanage. They also helped rework farms. The farms had been destroyed from bombs. The AFSC also went to Germany and Austria where they fed hungry children.

The 1930s brought new challenges. Quaker workers helped refugees escape from Adolf Hitler's Germany. They helped victims of the London **blitz**.

The AFSC helped in relief and **reconstruction** in many of the countries after World War II, They also worked in India, China, and Japan.

Today the AFSC has more than two hundred staff working in the United States. They work in twenty-two other nations. The AFSC is working on peace with the 2003 Iraq War. The project is called, “The Eyes Wide Open Exhibit [\[2\]](#).” This exhibit travels around the United States. It displays in public spaces one pair of combat boots for each American killed in the ongoing fighting in Iraq. More than one thousand pairs of donated civilian shoes are displayed. The exhibit is to be a reminder of the **human costs of war**.

Suggested Classroom Activities

Vocabulary

- 1. Quaker**
- 2. Refugee**
- 3. Reconstruction**
- 4. Blitz**
- 5. Justice**
- 6. Witness**
- 7. Human Costs of War**

Discussion Questions

1. What is a Quaker Friend?
2. Why was the AFSC given the Nobel Peace Prize?
3. What are some of the more controversial actions of the AFSC?
4. Why is the AFSC promoting The Eyes Wide Open Exhibit?

Classroom Activity

Making a Map of the "Theme Peace"

Goal:

- To create a map for the theme Peace

Objective:

- To express or represent a feeling or value in a map

Activities:

- Participants can brainstorm by jotting down ideas or diagrams idea that will assist them to develop a map. The facilitator of the group

- can discuss the process of mapping and show samples to assist participants to construct their own map on the "theme"
- Each individual can show and discuss their work with other members of their group and individuals may participate in a group-mapping project.

Materials:

- Paper and colored pens or collage materials.

Evaluation/Assessment:

- Each individual can evaluate the process of participating in the activity and offer suggestions in the feedback form.

Technology Options

After taking a digital photograph and upload the work to www.nobelpeacelarettes.org to be posted on the website.

Read together:

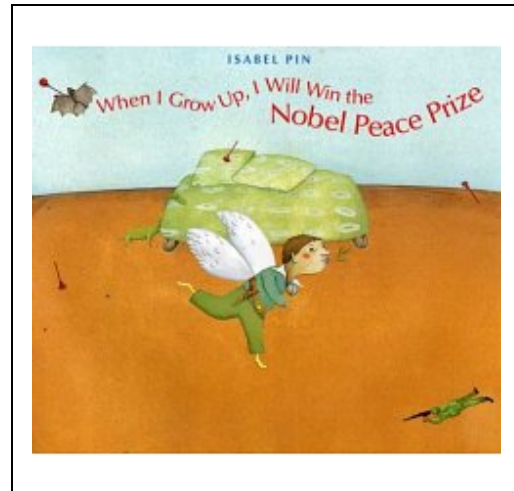
When I Grow Up, I Will Win the Nobel Peace Prize (Hardcover)

By [Isabel Pin](#) (Author), [Nancy Seitz](#) (Translator)

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>

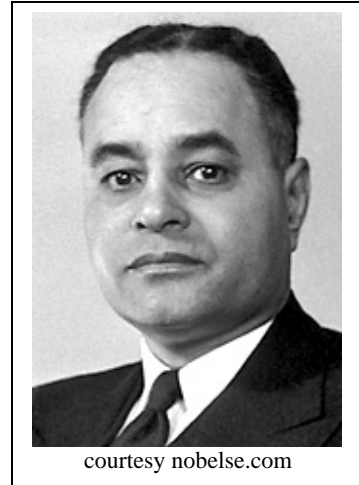
Eyes Wide Open Exhibit Home Page. <http://eyes.afsc.org/>

Ralph Bunche

1951

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. His grandmother lived with them. She had been born a slave. The family moved to New Mexico when Ralph was ten. Both parents had serious health problems. Both died within two years. Ralph was raised by his grandmother. They moved to Los Angeles. Ralph worked selling newspapers and doing chores. He did odd jobs for rich people.



In elementary school Ralph won academic prizes in history and English. He graduated first in his class in high school. In high school he was on the debate team. He also competed in football, basket, baseball, and track.

- **Raised by a grandmother who was born a slave**
- **Worked with President Roosevelt**
- **UN Undersecretary**
- **Negotiated Arab Israel partition 1948**

“Hearts are strongest when they beat in response to noble ideas.”

He attended the University of California. He received an athletic scholarship. At college Bunche had a job. He worked as a janitor. He played basketball. He joined the debate team. He worked on the college newspaper. He graduated in 1927 with honors. His major was in **international** relations.

Ralph studied political science in graduate school. He attended Harvard University. He had a scholarship. The black community of Los Angeles gave him a thousand dollars. He graduated in 1928. He taught at Howard University. He also worked on his **doctorate** at Harvard. In 1932-1933 he went to Africa. He wanted to research French rule in Togoland and

Dahomey. In 1934 he completed this work. He was awarded the Toppan Prize for his 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 served on the New York City Board of Education.

Bunche joined the cabinet of President Roosevelt. He worked on minority problems in the United States. President Truman asked Bunche to serve in his cabinet. He refused because of **segregated** housing conditions in Washington, DC. These conditions included failing schools and poor housing.

Bunche helped organize and lead the civil rights movement. He worked with Martin Luther King, Jr. He was a leader in the **NAACP**. This was an important civil rights group. He worked with civil rights groups during 1945-1965. He wrote speeches. He attended many meetings and events.

In 1946 Bunche began to work with the United Nations. He would work with the UN for the rest of his life. He was asked to **mediate** between Arabs and Jews over land conflicts. He was the assistant to the UN Special Committee on Palestine. Later he was the principal secretary of the UN Palestine Commission. This Commission was formed to work on a **partition** of Palestine. A partition would separate Palestine. This would be approved by the UN general assembly. In 1948 this plan was dropped. Fighting between Arabs and Israelis increased. The UN appointed Count Folke Bernadotte as a mediator. Ralph Bunche was his assistant. Four months later Bernadotte was killed. Bunche was named UN mediator in Palestine. Bunche helped create an agreement for peace between Israel and the Arab States.

Bunche returned to the United States. There was a hero's parade in New York City. Los Angeles declared a "Ralph Bunche Day." He was honored by the NAACP in 1949. He was awarded the Nobel Peace Prize in 1950. This was awarded to him for all of his work with peace in the world.

Classroom Activities

Vocabulary

- 1. International**
- 2. doctorate**
- 3. NAACP**
- 4. Segregated**
- 5. Mediate**
- 6. Partition**

Introduction/Warm Up:

Discuss the history of the struggle against racism in the United States.

Discussion Questions

1. What personal experiences did Ralph Bunche have, as a child, with racism?
2. What demonstrates that Bunche had courage to enter into the peace-making process in the Middle East?
3. In which civil rights activities did Bunche participate in that also demonstrated his courage?
4. Do you believe in equal rights for everybody? EVERYBODY?
Explain your answer.

Classroom Activities:

1. List all of the reasons why Ralph Bunche might have thought that mediation was the most important thing that he did in his life.
2. List all of the reasons why he might have thought that mediation was NOT the most important thing that he did in his life.

3. Write: What do YOU think was the most important thing that he did in his life? Explain your conclusion.

Technology Option:

Go to <http://search.comcast.net/?q=Ralph+Bimcje&cat=Images&con=net>.

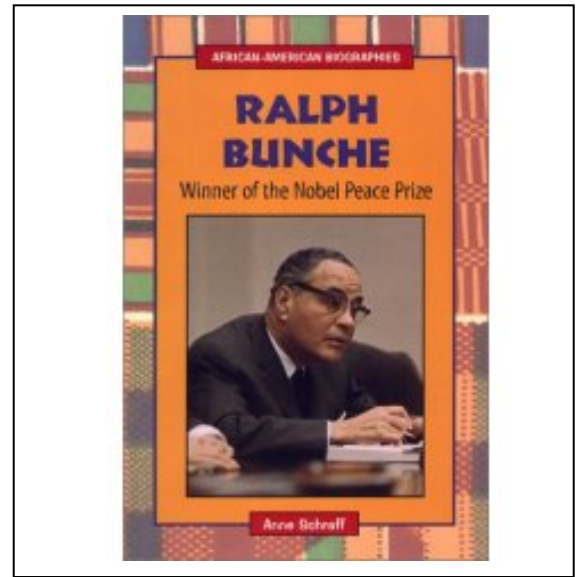
Select photos that represent several different important events in Ralph Bunche's life. Assemble these photos into a presentation board, including labels, explaining these events and their importance.

Read together:

Ralph Bunche: Winner of the Nobel Peace Prize (African-American Biographies)

(Library Binding)

By [Anne E. Schraff](#) (Author)



Bibliography

<http://www.pbs.org/ralphbunche/credit.html>

Ralph Bunche, an American Odyssey

http://nobelprize.org/nobel_prizes/peace/laureates/

This is the official Nobel Laureate Site

<http://search.comcast.net/?q=Ralph+Bimcje&cat=Images&con=net>

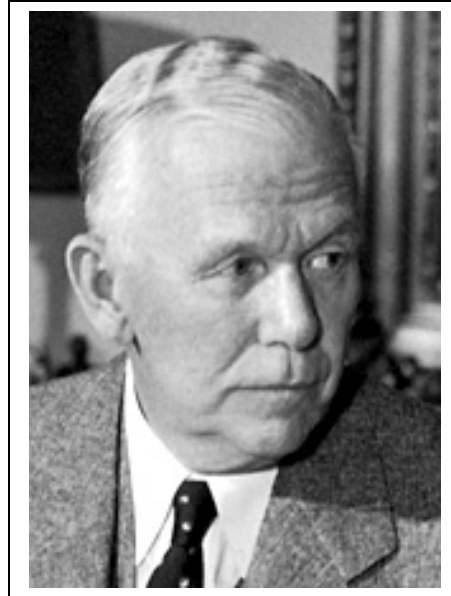
George C. Marshall

1953

*Two words became his guide -
honor and self-sacrifice*

George C. Marshall was a career soldier. He was chosen for the Nobel Peace Prize. He led the U.S. Army in World War II. After the War, Marshall helped rebuild Europe. This earned him respect and praise from millions.

George Marshall began his Army career after college. He showed great leadership in World War I. Then he lived in Washington, D.C. with his first wife. She died suddenly after they lived in China. Three years later he married Katherine Brown.



In the 1930's, we had the **Great** helped the country by taking a pay cut. Many soldiers couldn't feed their families. Marshall taught his men to grow their food. He helped establish Civilian Conservation Corps (CCC) projects. These national projects gave people jobs. People built bridges and repaired roads. They made buildings that we can still see.

- **The Marshall Plan helped restore Europe after WW II.**
- **Marshall helped start the Civilian Conservation Corps**
- **Marshall took a pay cut during the Depression to set an example**

President Roosevelt made Marshall Army Chief-of-Staff in September 1939. He was promoted from a one-star to a four-star general overnight. Then Hitler's troops invaded Poland. There was another war in Europe. Marshall's organizing skills helped win the war. By 1943, the Allies turned the war around. The war in Europe was won in 1945.

President Truman asked him to become U.S. Secretary of State. He was given

the task of rebuilding Europe. He started a program to help Europe recover. This was called the **Marshall Plan**. America sent huge amounts of money to Europe. In today's dollars, it would be about \$130 billion.

The Marshall Plan worked. Europe's economy had **surpassed** pre-war levels. The transportation systems were restored. People had jobs and plenty to eat. President Truman made Marshall the Secretary of Defense.

Marshall won the Nobel Peace Prize in 1953. Truman later called Marshall "the greatest living American."

Marshall **resigned** from office in 1951. He returned to his home in Virginia. He died in 1959. He served his country for over forty years.

Activities

Talk about why Truman called Marshall the greatest American. Who else won the Prize for work in World War II? (Emily Balch, John Mott)

Vocabulary Terms

- 1. Marshall Plan**
- 2. Great Depression**
- 3. Surpassed**
- 4. Resigned**

Discussion Questions

1. What was the Civilian Conservation Corps?
2. What were some ways that Marshall got complete respect from his soldiers and the president?
3. What was the Great Depression? How did it affect the United States?
4. Why was the Marshall Plan successful?
5. Good leaders have different styles. How was Marshall's style different from other leaders?
6. Is it better to be very smart or work very hard? Explain your answer

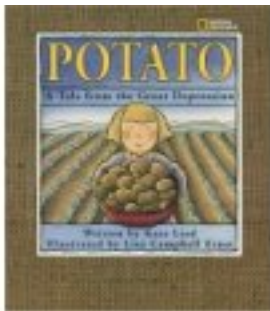
Activity

1. Interview an older person about what the Great Depression was like. Ask parents to tell what they know of the depression. Report back to class.
2. Talk about the Civilian Conservation Corps, and how was it important to people. Make posters to advertise joining the corps. Present to class.
3. Make small groups to talk about how to prevent World War II. What should the leaders do? What would you do to make the plan work? Make a picture of your plan.
4. Invite a person from a local Beyond War group (see national headquarters phone # in Resources) to come talk about how to resolve conflict peacefully. If no groups in your area, call and request materials that could be discussed in class.

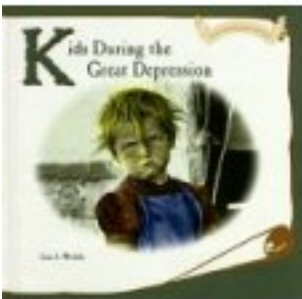
Read Together



Children of the Great Depression by Russell Freedman



Potato: A Tale From the Great Depression by Kate Lied



Kids During the Great Depression by Lisa A. Wroble

Technology Option

Go to http://nobelprize.org/educational_games/peace/nuclear_weapons/
Read the directions for the game about nuclear weapons, and then play the game.

Resources

“George C. 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://nobelprize.org/educational_games/peace/nuclear_weapons/

Beyond War: National office; Eugene, Oregon

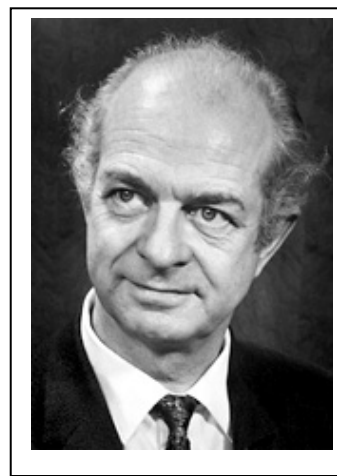
Phone: 541-485-0911

Linus Carl Pauling

1962

*“To kill and maim people is immoral. War kills and maims people
War is immoral.”*

Linus Carl Pauling was an amazing man. He is the only person to have been awarded two Nobel Prizes. His awards were for Chemistry in 1954 and Peace in 1962. He understood how science could improve the lives of human beings. He also thought it could be used for misuse. He believed in the good of **humankind**.



Linus C. Pauling was born on February 28, 1901. His parents were German immigrants. They lived in Portland, Oregon. His father died when Linus was nine. Linus and his family struggled to make a living. He worked for more than fifteen years while trying to pursue his education. His mother tried to get him to quit school. She wanted him to

- **1901-1994**
- **Professor at California Institute of Technology for thirty-seven years**
- **Received the Nobel Peace Prize for Chemistry in 1954**
- **State Department denied him a visa for two years**
- **Awarded the Nobel Peace Prize on October 20, 1963, the same day the Nuclear Ban Treaty was signed**

support the family. He did not quit school. He did find many ways to make money. Most of it went to help support his mother and sisters. At twelve he was a freshman in high school. At sixteen he quit high school. When he was in school he delivered milk. He ran film projectors. He worked in a shipyard. He did not graduate. The high school required their students to take a class in **civics**. Pauling saw no reason why he should take the class. He knew he could learn this from his own reading. After

he received his Nobel Prize for Peace in 1962, the school agreed that he had

learned civics on his own. They granted him his high school diploma.

Linus Pauling's work added much to the study of chemistry. He received the Nobel Prize for Chemistry in 1954. This was the result of his research.

Dr. Pauling was a well-respected scientist. There was controversy about his personal life. This was a result of his work related to peace issues. During World War II, Linus Pauling worked on war-related projects. He was a consultant for the National Defense Research Commission. His projects included work on rockets and submarines. He worked military aircrafts. His national defense work 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 wanted to return to his work as a scientist. The start of the **Atomic Age** created a moral problem for him. In 1946, **Albert Einstein** and Pauling formed the Emergency Committee of Atomic Scientists. Their task was to publicize the dangers that the atom bomb would bring. Pauling was concerned about the long-term effects of **radiation**. Pauling saw the negative side effects of nuclear war. He became an active and vocal supporter of peace organizations. He was a leader in the drive to ban nuclear testing.

Linus Pauling was convinced that people could find ways to live in peace. He spent the rest of his life to further the cause of peace. His death on August 19, 1994 removed a very important person in the peace movement.

Classroom Activities

Vocabulary

1. Atomic Age
2. Albert Einstein
3. Humankind
4. Radiation
5. Civics
6. Nuclear Testing

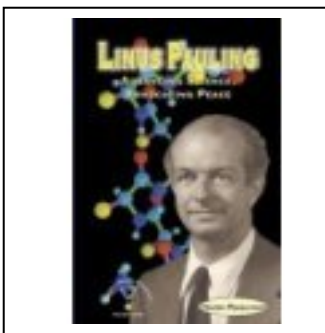
Discussion Questions

1. Why did Linus Pauling receive the Nobel Peace prize in 1962?
2. Do you think Linus Pauling deserved to win the Nobel Peace Prize?
3. How did Pauling demonstrate his wish for peace?
4. Why did Pauling go from supporting World War II to working for peace organizations?

Technology Option:

Use www.paulingexhibit.org to research what it means to be a peace activist.

Read together:



Linus Pauling: Advancing Science, Advocating Peace
(Outstanding Science Trade Books for Students K-12
(Awards))

By [Naomi E. Pasachoff](#) (Author)

Resources:

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

http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html

<http://pws.ctbto.org>

www.achievement.org

www.almaz.com/nobel

www.harvardsquarelibrary.org/unitarians/pauling.html

www.nobelprize.org

www.orst.edu/dept/lpi

www.orst.edu/dept/special_collections/ahp

Martin Luther King, Jr.

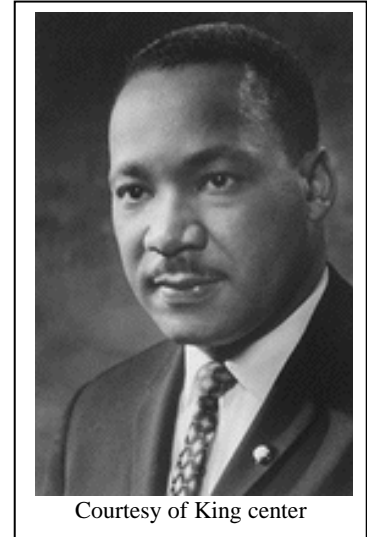
1964

It is necessary to love peace and sacrifice for it.

Martin Luther King was born in Atlanta, Georgia and came from a family of pastors. His father and grandfather were pastors of Ebenezer Baptist Church. Martin served there as a pastor.

Martin was very smart in school. He went to **segregated** public schools in Georgia. He went to a **Negro** college in Atlanta. His father and grandfather graduated from this college.

Martin decided to become a minister. He became president of the senior class at **seminary**. He had great skill at leading others. He learned about the teachings of Gandhi. Gandhi and King both believed in non-violence. King helped people to fight unfair laws.



Courtesy of King center

In 1955, Martin led a peaceful march. He was supporting Rosa Parks. Blacks sat in the back of the bus. She sat in the front of a bus. Then Martin led a bus **boycott**. Negro people stopped riding the bus. This boycott went on for 382 days. This was the beginning of the **civil rights movement**. He went to jail for his beliefs. He believed that **discrimination** was wrong.

- Lived 1929-1968
- Civil Rights Leader
- Leader of a bus boycott
- Went to jail
- Believed in non-violence

In 1964, he was awarded the Nobel Peace Prize. He was only 35 years old. He was the youngest man to receive the award. He did not keep the money. He gave it to groups that needed help.

President Johnson signed the Civil Rights Act in 1964. People could not discriminate based on a person's color.

Martin was killed on April 4, 1968 in Memphis, Tennessee. He helped garbage workers on strike. As a nation, we now celebrate Martin's birthday. We remember how hard he worked for everyone.

Student Activities

Talk about this quote from King:

“Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.”

Discussion Questions

1. Why do we celebrate Martin Luther King’s birthday in the United States?
2. What did Martin Luther King believe?
3. Give examples of Martin Luther King’s teachings about equality at your school?
4. Have you ever stood up for someone who was being treated unfairly? What did you do?
5. Do you think our country can ever rise to Martin Luther King’s wish that we treat all people equally? Give examples of your answer.

Vocabulary

1. **Discrimination**
2. **Negro**
3. **Segregated**
4. **Seminary**
5. **Boycott**
6. **Civil Rights Movement**

Student Activities

1. **Class Pledge**
As a class, make a circle. Hold hands and say the Martin Luther King pledge:

Loving, Not Hating
Showing understanding, not anger
Making Peace, not war
We are all one.

2. Writing Activity

Make a promise statement on paper as a class or individually about what you will do to promote rights of all students.

Example:

I live by Martin Luther King's beliefs that all people should be treated as equals. Therefore, I promise to:

Art

Trace your hand on heavy paper. Cut out the hand and put one promise on each finger.

Do collages from magazines of people solving conflicts or acting peacefully.

Conflict Resolution and Role Play:

Talk about ways to deal with conflict:

Passive, aggressive, assertive: Your teacher may practice the assertive way with a student partner, then let students practice in pairs or come up in front of the class.

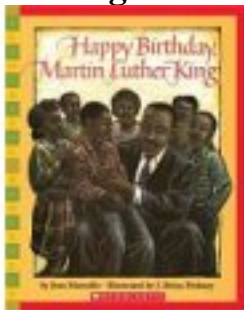
Situations to role play.

A friend was supposed to come over to play and they didn't show up.

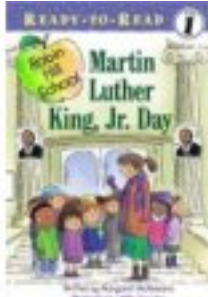
Someone cuts in front of you in line.

You feel left out on the playground.

Read Together



Happy Birthday, Martin Luther King by Jean Marzallo and J. Pinkney



Martin Luther King, Jr. Day by Margaret McNamara and Mike Gordon



My Life with Martin Luther King, Jr. by Coretta Scott King

Technology Option:

Listen to the [I Have A Dream Speech](#). Discuss two ideas from the speech. How do you think you would have felt being there when this speech was given? Do you think people changed how they lived after 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 Quotes from King Speeches

http://nobelprize.org/nobel_prizes/peace/laureates/ Nobel site for Peace Laureates

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Norman Borlaug

1970

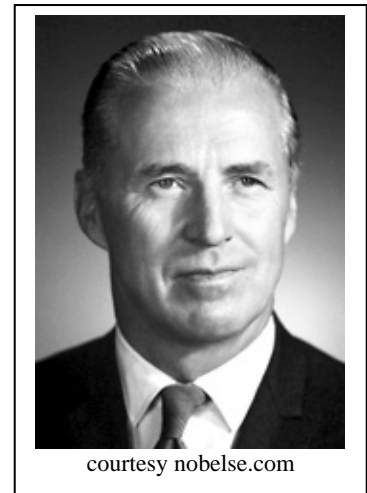
Food is the right of all who are born into this world.

Norman Borlaug was born in Iowa in 1914. He grew up on his grandfather's farm. His grandfather told him to always work hard and to help other people.

Borlaug went to college and learned about plants. He learned how to grow better **crops**.

In 1944 he went to Mexico. He had a farm where he learned to grow wheat that would not have **diseases** but grew strong.

He wanted to grow food to help feed all the hungry people of the world.



- **He was Born in 1914**
- **He grew up on a farm**
- **He grew wheat for hungry people**
- **He fed one billion people**
- **He worked in the fields with his students and visitors**

His new wheat was healthy. People planted it in Mexico, India, Pakistan, South America, the Middle East, and Africa.

Some people thought the new wheat might not grow. If it did not grow many people who planted it would go hungry. Farmers also wondered if the **chemicals** used to grow the crop could hurt humans.

Farmers wanted to grow more than one crop. This is called **Biodiversity**. If one crop does not grow there are others for people to eat.

In Mexico students from all over the world visited the farm to help Borlaug and learn about growing healthier crops. More than 2000 students have worked at this farm from sixteen different countries. After they worked on

the farm they went back to their country to share what they had learned. This is the way Norman Borlaug helped the world be more peaceful. He said that people who were not hungry would not want to fight in wars.

Dr. Borlaug worked on growing better crops until 2007. He has a new crop called **triticale**. Triticale is wheat and **rye** mixed together. He worked at his farm until he was 90 years old.

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

He has saved more than one billion lives.

Many countries have thanked him for helping them grow better crops. Canada, India, Mexico, Norway, Pakistan, and the United States have given him awards. In 1968 the people of Mexico named a street after him.

At his farm in Mexico he slept on the ground in old sheds, hitched rides and made tractors from broken-down parts. Borlaug worked in the fields with his students and met important visitors there.

In 2008 Dr. Borlaug worked with President Jimmy Carter to help feed countries in Africa.

Suggested Classroom Activities

Norman Borlaug

Questions

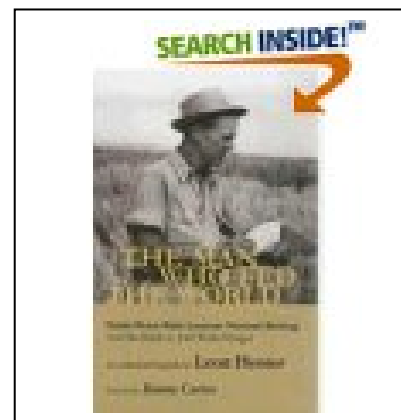
1. What did Borlaug's grandfather tell him? Did he listen to his grandfather?
2. What did Borlaug do at the farm in Mexico?
3. How does food help bring peace in the world?
4. How did Borlaug share his ideas about food?

Vocabulary

1. Crops
2. Disease
3. Chemicals
4. Biodiversity
5. Triticale
6. Nobel Peace Prize

Read Together

[The Man Who Fed the World: Nobel Peace Prize Laureate Norman Borlaug and His Battle to End World Hunger by Leon Hesser \(Hardcover - Aug 1, 2006\)](#)



[Feeding Minds, fighting Hunger](#)

This is a project developed to teach about hunger.

Objective 1: To understand the food system that feeds people

Materials

Miguel got sick and could not care for the plants, the truck to the city broke down and the tomatoes spoiled, etc.). The teacher can lead a discussion about the ultimate effects of a breakdown at any stage of the food system on the food supply of a community.

Activities

- * Ask the children where we get our food. (If they say a market or the grocery store, ask them where do the markets and grocery stores get the food?) Tell them the food starts with the farmer.
- * Now tell the children that you are going to read a story about a farmer and his tomatoes. Ask them to think about all of the things that might happen to the food before it is eaten. Read The Story of Miguel's Tomatoes out loud to the children.

Discussion

Hold up the picture Steps in the Food System. Tell the children that there are five major steps that must happen for food to be available.

- * Getting ready to grow food
- * Growing the food
- * Moving food from the field
- * Processing, selling or storing the food
- * Preparing and eating the food.

The Story of Miguel's Tomatoes

Ask the children to think about these food system steps in the story about Miguel and his tomatoes.

Getting ready to grow food:

- * What did Miguel need to begin growing his tomatoes? Seeds, fertilizer, a plough and land.
- * What would happen if these were not available? Could Miguel grow tomatoes without these supplies?

Growing the food:

- * What did Miguel need for the tomatoes to grow? Sunshine, rain, his hands to work, weed and care for the tomatoes (labor), understanding of growing food, the land and agriculture (education/knowledge).
- * Could Miguel's tomatoes have grown if these were not available?

Moving food from the field:

- * Where were Miguel's tomatoes moved to after he and Ana picked them?
- * Some were taken to Miguel and Ana's house to be eaten for dinner or to put into jars to store.
- * Miguel took the rest to the village market in a cart.
- * At the village market they were loaded into a truck and taken to the city.
- * Some were taken to the city market.
- * The rest were taken to the food processing factory.
- * How far did the tomatoes travel for Miguel and Ana's dinner?
- * How far did the tomatoes travel to get to the city? How did they make this journey? (Miguel's cart, Pedro's truck).
- * What would happen to the tomatoes if the cart or truck broke down on the way?

Processing or selling the food:

- * How did Ana process the tomatoes?
- * How did Miguel sell his tomatoes?
- * How did Pedro re-sell the tomatoes?
- * What happened to the tomatoes at the food processing factory?

Eating the food:

- * Discuss how people need money to buy food unless they grow their own as Miguel and Ana do.
- * Discuss how people must understand how to use the food safely and choose foods that keep them healthy.
- * Discuss the problems that could arise with each of the above steps and how the food would then not be available for people to eat.
- * Discuss the difference between the foods that were eaten directly by Miguel and Ana from their field and the tomatoes that came back in a can.

Picture: Steps in the Food System

Story: The Story of Miguel's Tomatoes

Concept: The system that provides us with food involves many steps

Content

Steps involved in the food system include:

- * Getting ready to grow food
 - * Growing the food
 - * Moving food from the field
 - * Processing, selling, or storing the food
 - * Preparing and eating the food.
-
- * Each of these steps involves many processes and considerations. And each process may involve many people, such as bankers, agriculture suppliers, extension workers, farmers and farm workers, truck drivers, food handlers, millers, bakers, as well as different conditions, such as weather, roads and economic and political stability. This complexity makes our food supply vulnerable.
 - * The number of steps involved and the processes in each step depend on the specific situation for each community and family.
 - * Local food systems, including home gardening and small farms, may decrease the complexity of the processes involved, or even eliminate steps such as moving, processing or selling. Home gardens can increase family security by providing sufficient food for the family, as well as income from garden surplus.
 - * However, even a home garden may depend on other people to supply certain needs such as seeds, tools, fertilizer, milling of grain or rental of land and farm equipment. And all farms are vulnerable to weather conditions.
 - * The Story of Miguel's Tomatoes is designed to trigger discussions about each of the steps in the food system. It can be read to younger children to illustrate how food is grown, transported and processed.
 - * Older children can read the story alone or in groups. The discussion can be more detailed for older children, and include asking them to imagine all of the additional processes involved with each step in the journey of the tomatoes and what would happen if things went wrong (no rain,

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 Oxfam world hunger site

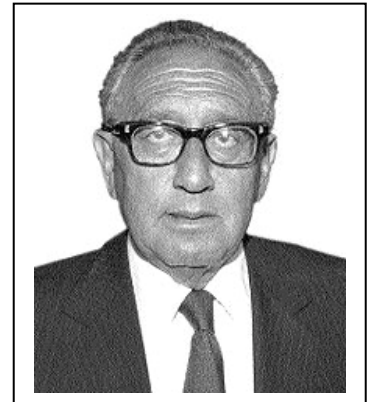
http://nobelprize.org/nobel_prizes/peace/laureates/ Nobel Peace Laureates

Henry Kissinger

1973

“To the realist, peace represents a stable arrangement of power; to the idealist, a goal so pre-eminent that it conceals the difficulty of finding the means to its achievement. But in this age of thermonuclear technology, neither view can assure man's preservation. Instead, peace, the ideal, must be practiced.”

Henry Kissinger was born in 1923, in Furth, Germany. The German Nazi party was in control of the country from 1933-1945. His father was a teacher. His father lost his job when Adolf Hitler came to power. The Nazis began to show prejudice to Jewish people. Kissinger was Jewish.



German **anti-Semitism** increased. This is the hatred of Jewish people. The family left Germany in 1938. They moved to England. Later they moved to the United States. The family settled in New York City. Kissinger finished high school. He took night classes at City College. He worked at a factory during the day.

- Born 1923
- He has appeared in over 42 films as himself
- In a 1973 Gallop 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

During World War II Kissinger joined the army. He worked in Army Intelligence. He became an American citizen during the war. In 1947 he returned to the United States. He enrolled at Harvard University. He graduated in 1950 with a degree in government.

Henry Kissinger worked for President Nixon. He was the head of the National Security Council. In 1973 he became **Secretary of State**.

President Nixon wanted Kissinger to work with the **Vietnam War**. He helped to stop the bombings in Vietnam. For this he was awarded the Nobel

Peace Prize in 1973. This was a **controversial** decision. The war did not end until 1976. Many people did not think Kissinger should have the award. The fighting did not stop in 1973. Why should he receive the Peace Prize?

Some people have accused Kissinger of **war crimes**. He has been blamed of being involved in **covert operations**. Others think he has worked with armed conflict around the world.

Many people admire Kissinger. Many organizations want him to speak at their meetings. President Bush asked him to work for the government. He headed a committee to study 911. He now teaches at Georgetown University. He has published many books.

Suggested Classroom Activities

Vocabulary:

- 1. Realist**
- 2. Idealist**
- 3. Anti-Semitism**
- 4. Controversial**
- 5. War Crimes**
- 6. Covert operations**

Discussion Questions

1. Why did Kissinger's family leave Germany?
2. What position did Kissinger hold in President Nixon's administration?
3. Why was Kissinger awarded the Nobel Peace Prize?
4. Why is it considered controversial that Kissinger should receive the Nobel Peace Prize?

Activities:

Debate Activity on the Nobel Prize and Henry Kissinger

Technology Option

CNN Interactive Profiles: Henry Kissinger

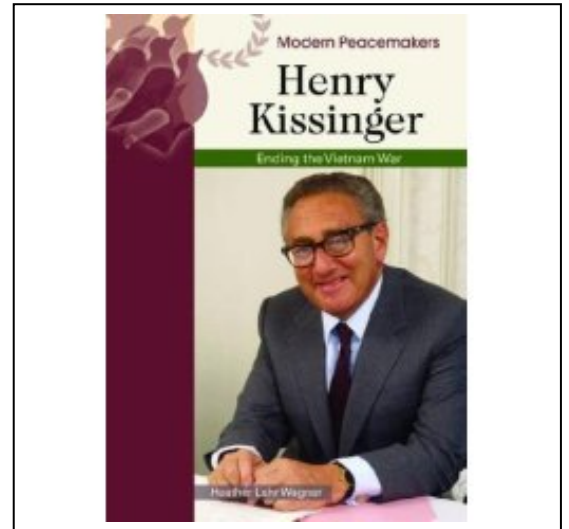
Use as a computer lab time lining exercise to map out world events and events in Henry Kissinger's life.

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

Read together:

Henry Kissinger (Modern Peacemakers)

By [Heather Lehr Wagner](#) (Author)



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Henry Kissinger Biography

nobelprize.org/nobel_prizes/peace/laureates/1973/kissinger-bio.html

Controversies of Henry Kissinger

thirdworldtraveler.com/Kissinger/HKissinger.html

Secretary of State Henry Kissinger

www.state.gov/secretary/former/40813.html

International Physicians for the Prevention of Nuclear War

1985

We want to end war and teach people how war keeps
people from being healthy

The International Physicians for the Prevention of Nuclear War is a group of Doctors who want to end war. They think war makes people sick.

Dr. Chazov and Dr. Lown were doctors who wanted to start the **IPPNW**. When men and women become doctors they make a promise. This promise says that they will try to never hurt anyone. The Doctors in the IPPNW think that this is why the IPPNW is so important. They want to keep people from all over the world healthy and safe.



The IPPNW has 145,000 Doctors who agree with this idea. They joined the IPPNW. This happened during the **Cold War**. In the cold war countries divided into two groups. Each one had many bombs. The groups did not like each other.

- Two heart Doctors started the IPPNW
- The IPPNW wants to prevent wars
- The IPPNW wants people to have healthy lives all over the world
- 145,000 Doctors joined the IPPNW

The IPPNW agreed to four important ideas.

1. IPPNW would think about war
2. IPPNW physicians would try to stop wars so people could be healthy,
3. IPPNW wanted Doctors from all countries in the world to talk about how to stop war.
4. Though IPPNW would not talk about any countries in a bad way.

Each year, the IPPNW has a meeting to about how countries are doing and if they are trying to stop war.

The “***Peace Through Health***” is one of the ideas of the IPPNW. This program finds ways for people to have health care in war zones or countries that may become war zones.

The IPPNW believes that people can have peace. When people understand each other world will be free of wars.

Suggested Classroom Activities

International Physicians for the Prevention of Nuclear War

Discussion Questions:

1. What is the “Cold War”?
2. Why was the IPPNW formed?
3. The IPPNW Doctors agreed not to talk about other countries in a bad way. Why did they do this?

Vocabulary:

1. **Cold War**
2. **Nuclear**
3. **Peace through health**
4. **Hippocratic Oath**

Activities

1. Read and discuss the IPPNW information and vocabulary.
2. Browse the web site of IPPNW at www.ippnw.org , gathering information.

Technology Option:

Go to the site

http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html
and play the “*Peace Doves Game*”.

Note: Teacher will have to read and help students understand the text included.

Resources:

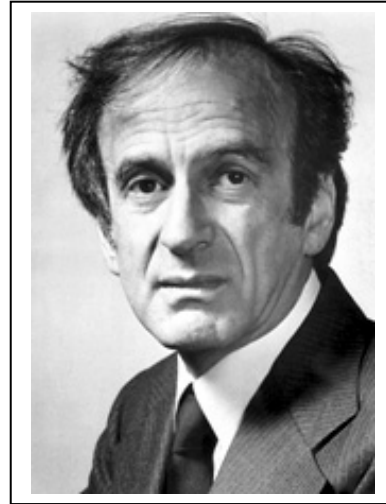
www.betterworldheroes.com
www.brook.edu/fp/projects/nucwcost/schwartz.htm
www.ippnw.org
www.ippnw-students.org
www.nobelprize.org
www.slmk.org

Eliezer Wiesel
1986

Not caring is the worst evil

Elie Wiesel said it was important to fight evil in the world.

When Elie was a boy he lived in **Romania**. It was just before the start of **World War II**. He and his family lived a normal happy life. When World War II started his life changed. Germans began to dislike the Jews, and treated them badly. They made Jews wear stars on their clothes and took away many of their freedoms. They could not play outside or go to **Synagogue**.



The Germans who disliked Jews were called Nazis.

The **Nazis** treated Jews and people they did not like in a very bad way. They sent them to camps called **Concentration Camps**. Families could not be together in these camps and many people died from hunger and illness.

The Nazis did not like other people. **Slavs, Gypsies, Gays, and the disabled** were jailed, beaten and sent to concentration camps. Many of them died.

The Nazis took away everything these people owned such as houses and clothes. Other countries in the world did not help the Jews.

- **Wiesel visited Auschwitz with Oprah Winfrey for his last visit there**
- **Wiesel wrote a book telling what happened to Jews at Auschwitz.**

Elie Wiesel's family was sent to a concentration camp named the **Auschwitz-Birkenau** camp.

At Auschwitz the Nazis **tattooed** a number on the arms of all the people there. This tattoo was so the Nazis could use it instead of their names.

These tattoos never came off and people who were in concentration camps

still have them on their arms.

Elie's number was A-7713. He and his father were separated from his mother and sisters. His mother died at Auschwitz. Elie and his father were sent to work **camps**. They worked as slaves for the Nazis. They lived in very bad conditions with little food and few clothes

After a while Wiesel and his father were moved to another camp named **Buchenwald**. The American Army was coming to help the Jews but Nazis killed as many Jews as they could so they would not be rescued.

Wiesel's father died after being beaten by a Nazi guard. He was sick and could not work.

When the American Army rescued the Jews who were still alive Elie was sent to an **orphanage** in France. He met his sisters there.

Elie went to the University and studied French. He became a **writer** to tell about his experiences.

For many years Wiesel could not talk about what had happened to him in the camps. In 1952 he met another writer who asked him to tell his story in a book. He wrote the book ***Night*** to tell his story. Students in high schools all over the world read ***Night*** to learn about Elie Wiesel and his life.

Wiesel wrote ***Night*** so that people would know what happened and stop this from ever happening to anyone else ever again.

Elie came to America. He became a citizen of the US. He won many awards for his writing.

He helped make a museum to remember the **Holocaust**.

Wiesel met President Bill Clinton at the Museum opening. He spoke about keeping a holocaust from happening in any other country in the world.

Wiesel won the Nobel Peace Prize in 1986 for his work and writing about the holocaust.

Activities

Vocabulary Terms

- 1. Synagogue**
- 2. World War II**
- 3. Concentration camps**
- 4. Slavs, gays, gypsies and the disabled**
- 5. Auschwitz-Birkenau**
- 6. Work camp**
- 7. Tattoo**
- 8. Buchenwald**
- 9. Orphanage**
- 10. Writer**
- 11. Israel**
- 12. Holocaust**

Study Questions

1. Where did Elie Wiesel grow up?
2. Why did the Nazis treat Jews badly?
3. Who else did they treat badly?
4. What happened to Elie's family during the war?
5. Why did Elie Wiesel wait many years before writing and speaking of his experience?
6. What book did he write to tell about his life?
7. Why did he win the Nobel Peace Prize? What President did he meet?

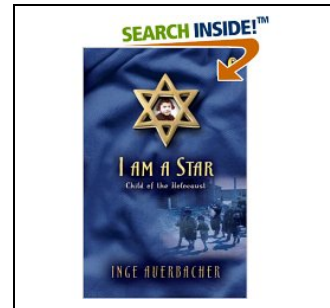
Note to Teacher: Due to the sensitive content of this biography we suggest reading as the primary activity. If you develop activities for this Nobel Laureate and would like to share them please email them to us.

Thank you [Nobel Laureate Writing Team](#)

Read Together

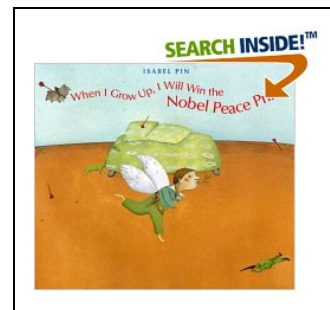
[I Am a Star: Child of the Holocaust \(A Puffin Book\) \(Paperback\)](#)

[By Inge Auerbacher \(Author\)](#)



[When I Grow Up, I Will Win the Nobel Peace Prize \(Hardcover\)](#)

[By Isabel Pin \(Author\), Nancy Seitz \(Translator\)](#)



[Paths to Peace: People Who Changed the World:](#)

[By Jane Breskin Zalben \(Author\)](#)



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Jody Williams and the International Campaign to Ban Landmines

1997

We have big challenges before us!

Jody Williams was born in Vermont. She is a teacher.

When Jody was a little girl she wanted to help other people. She did not like **bullies**.

When she grew up she met children who had lost arms and legs when they stepped on **landmines**. These children lived in countries fighting wars. Landmines were buried in the ground. Jody wanted to get rid of landmines because they hurt people who lived there.



In 1991, she started the **International Campaign to Ban Landmines**: the ICBL.

- **Landmines have been used in many wars**
- **About 1,000-2,000 people die from landmines each month**
- **The cost to make a landmine: is \$3-\$75**
- **The cost to get rid of a landmine: \$300-\$1,000**
- *About 80 countries in the world have landmines*

Jody said that getting rid of landmines was a good idea. She knew it was the right thing to do. She knew that it would be a safer world when landmines were all gone.

She got many countries to sign a promise to get rid of their landmines. This was the **Mine Ban Treaty**.

The United States did not sign. Jody called President Bill Clinton a “weenie” for not signing this treaty.

Jody is still working on getting rid of landmines. The Mine Ban Treaty is working. Many countries are getting rid of land mines. She said she will not stop until all landmines are gone from all countries.

Jody lives in a small house in Vermont, where she loves to walk around barefoot.

The International Campaign to Ban Landmines

Landmines are used in wars. When a war is over, the landmines stay in the ground and hurt anyone who walks on or near them. They may be there for **many years**. Guns go home with the soldiers, but landmines buried in the ground hurt people for many more years. Landmines cannot tell the difference between a soldier and someone who is not a soldier.

The ICBL was the first group in the world that was able to get countries to get rid of landmines. The ICBL helped countries that wanted to ban landmines.

Activities

Jody Williams

Jody wants people to do something about things that bother them. Is there anything you think is not fair? What could you do about it?

Discussion Questions:

Why does Jody hate landmines?

Why are landmines a problem?

How is Jody Williams different from other people who live in the United States?

Why do you think President Bill Clinton did not sign the treaty? Do you think any President of the United States will sign this?

What are other things about war that are bad?

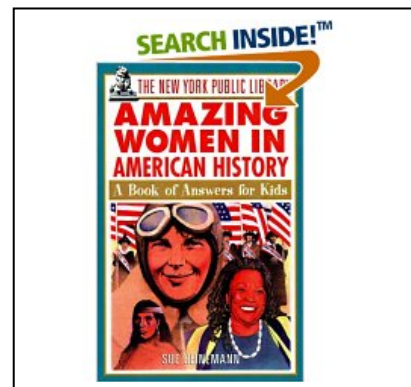
Vocabulary:

1. International Campaign to Ban Landmines
2. decades
3. civilians
4. landmines
5. ICBL

Read Together:

Jody Williams pp 164-165

[The New York Public Library Amazing Women in American History: A Book of Answers for Kids \(The New York Public Library Books for Kids\) \(Paperback\) by The New York Public Library \(Author\), Sue Heinemann \(Author\)](#)



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

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

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

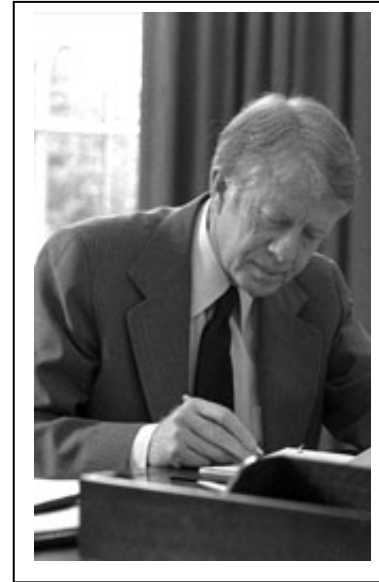
Jimmy Carter

2002

War may sometimes be a necessary evil. But no matter how necessary, it is always an evil, never a good. We will not learn how to live together in peace by killing each other's children.

Jimmy Carter was born October 1, 1924. He grew up in Plains, Georgia. His father was a farmer and his mother was a nurse. When Carter grew up he went into the Navy. He went to school at the United States Naval Academy. In the Navy he worked on submarines.

Carter married Rosalynn Smith. In 1953 Carter's father died. Carter moved back to Plains. He took over the Carter farms. In the 1960s Carter's mother joined the **Peace Corps**. At 68 she went to India.



The Carters wanted to stop segregation. **Segregation** meant blacks could not be with whites. In the 1960s Carter voted to admit blacks to his church. Carter worked hard for **human rights**. Human rights mean all people are equal and are treated fairly.

- Graduated from Naval Academy in 1946
- Jimmy has four children
- Became Georgia's governor in 1971
- Elected President of United States in 1976
- Hosted the Camp David Accords in 1978

In 1962 he was elected to the Georgia Senate. He became Georgia's 76th governor in 1971. Carter was elected President of the United States in 1976.

The **Camp David Accords** were peace meetings in 1978. Egyptian President Anwar Sadat was there. Israeli Prime Minister Menachem Begin also attended. They were named the Camp

David Accords because they met at Camp David. Israel and Egypt had been fighting for a long time. They both wanted the same land. They both thought the land was theirs. Carter talked to one man at a time. He helped

both men to agree. The three men worked hard to come to peaceful agreements. Carter had to convince each man to work with the peace talks.

Carter and his wife work for **Habitat for Humanity**. This group helps needy people build homes.

On December 10, 2002 Mr. Carter was given the Nobel Peace prize. He received this award for his work with peace. He also received the prize for his help with economic problems.

Activities

Vocabulary:

1. Segregation
2. Peace Corps
3. Human Rights
4. Camp David Accords
5. Habitat for Humanity

Study Questions:

1. What was segregation? What did Jimmy Carter do to show he did not support segregation?
2. What happened at Camp David in 1978? What does this tell us about Carter's hope for peace?
3. How does Carter continue to help with others with Habitat for Humanity? What does this tell us about Jimmy Carter?
4. Jimmy Carter and his wife, Roslyn were both given the Presidential Medal of freedom. Use the following website to learn more about this award. Website:
http://www.medaloffreedom.com/Jimmy_RosalynnCarter.htm
5. Listen to Jimmy Carter's speeches and summarize his views on topics related to world peace.

Website: <http://www.history.com>

Read together:

Jimmy Carter: President and Peacemaker
(Twentieth Century Leaders)

by [Nancy Whitelaw](#) (Author)



Bibliography:

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The Jimmy Carter Library

www.jimmycarterlibrary.org

Medal of Freedom Award

http://www.medaloffreedom.com/Jimmy_RosalynnCarter.htm

Technology Option

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

Albert Gore

2007

Our world faces a true emergency.

Albert Gore was born in 1948 in Washington, D.C. His father was a Congressman from Tennessee. His mother graduated from Vanderbilt Law School.

Gore received the Nobel Peace Prize in 2007. He taught the world about global warming.

His film “An Inconvenient Truth” won an Oscar. This movie helped us understand **global warming**.

Gore grew up in Washington DC. As a teen he worked on the family farm in Tennessee. He attended Harvard and graduated with honors in government.

Gore was **drafted** into the army. He went to Vietnam. He opposed the war but served anyway.



- Gore was Vice President for President Clinton
- He won an Oscar for his movie “An Inconvenient Truth”
- He helped us understand global warming
- He helped start the Internet

Gore was an army reporter in Vietnam. He came back to Tennessee and worked as a reporter.

He began to study law in 1974. He left two years later to be Tennessee Representative in the US House. He served four years. Then in 1984, he won a Senate seat. He was very active about environmental issues. He also worked for nuclear **disarmament**.

Gore married Mary Elizabeth Aitcheson in 1969. He met her at a school dance in

high school. Mrs. Gore was called “Tipper”. In the White House, she stood up for mental health issues. She talked about her **depression**. She was considered brave for speaking out.

President Bill Clinton chose Gore as his vice-president. They were elected in 1992 and re-elected in 1996. Gore wrote, “Earth in the Balance” when he was vice-president.

In 2000, Gore ran for President. He lost to George W. Bush. Many people felt the votes were not all counted. Some voting machines didn’t seem to work.

Gore continued to work hard in politics. He helped set up the Internet. He gave a speech that criticized President George Bush. It was a speech against the war in Iraq. He didn’t think the government handled the problems from **Hurricane Katrina**. He chartered two planes to help hurricane victims. He taught about **greenhouse emissions**. He thought we needed to work harder on pollution.

In 2007, Gore wrote another book called “The Assault on Reason”. He won the Quill award. He gives many speeches on global warming. He has given the speech 1,000 times. He was given the Nobel Peace Prize in 1997 for his work on climate change.

Student Activities

Warm Up

Gore lost the presidency, but he changed the world forever. Do you believe this? Discuss.

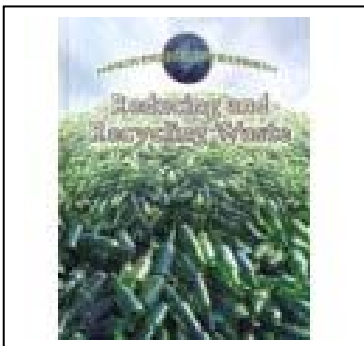
Vocabulary

1. **Drafted**
2. **Disarmament**
3. **Global warming**
4. **Depression**
5. **Greenhouse emissions**
6. **Hurricane Katrina**

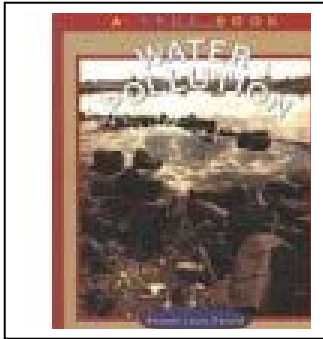
Suggested Classroom Activities

1. What is global warming? Watch an “An Inconvenient Truth”. Talk about global warming.
2. Using the Internet find out about global warming. Make a poster and show it to the class.
3. Interview your parents about global warming. Do they agree that it is a problem? Ask them what family members could do to help. Report back to the class.

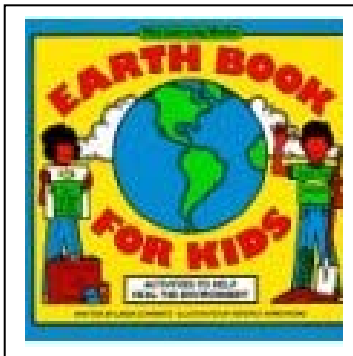
Reading Together



Reducing and Recycling Waste by Carol Inskipp



Water Pollution by Rhonda Lucas Donald



Earth Book For Kids by Linda Schwartz

Study Questions

Name 3 things that Gore has done that he will be remembered for.

What happened to the election when George Bush ran against Gore?

Explain global warming in your own words.

How did Gore's interest in technology affect your learning in school today?

Would you have given Gore the Nobel Peace Prize? Why or why not?

Can one person make a difference in preventing global warming? What is your opinion? What can we do?

Technology Option

View the movie "An Inconvenient Truth". Pick parts to show your class.

See www.climatecrisis.net

Bibliography

<http://www.algore.com/>

The Life of Al Gore (www.washingtonpost.com/)

Inventing Al Gore by Bill Turque

The Assault on Reason by Al Gore