

# Teacher's Guide for Cobblestone™: *Voices for Peace*

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## Practicing Peace (2-4)

### Reading for Understanding

1. Why do Quakers believe war is wrong? *It is inconsistent with Jesus Christ's command to love one's enemies.*
2. How do Quakers believe people should battle evil? *With love, faith, and reason.*
3. What consequences have Quakers suffered because of their refusal to participate in war? *Fines, jail terms, and loss of political power.*
4. How did Quakers treat American Indians? *They dealt honestly with them, paid them fair prices for land, and did not bring whiskey to the negotiating table.*

### Activity

In this article, you read, "To Friends, practicing peace requires as much strength and courage as making war." And you learned that a pacifist is someone who believes in and supports peaceful methods to resolve conflicts. Think of an example from your life when practicing peace required courage. In your journal, describe the event. How did you act? As a pacifist? What were the consequences of your actions? What would you do differently today? In what ways would you make the same choice?

## Spreading Peace (5)

### Activity

Choose one of the peace organizations described in the article, and create a poster. Include information about the organization's achievements and the years it existed. Use pictures and symbols to illustrate your poster.

## An Unjust War (6-7)

### Activity

Use a Venn diagram to compare and contrast Americans' opinions about the U.S.-Mexican War. Use the following titles for the circles: *Pro-War* and *Anti-War*.

### Discussion

1. How does American sentiment about American involvement in the wars in the Middle East compare with American sentiment about the U.S.-Mexican War?
2. In the U.S.-Mexican War, Americans took pro-war or anti-war sides based more on regional differences than political differences. How did northerners choose sides? How did southerners choose sides?

3. Thirteen years after the U.S.-Mexican War ended, the U.S. became involved in the Civil War. What can Americans today learn from Americans in 1848?

#### Disobedient Citizen (7)

##### Discussion

You read in this article that Henry David Thoreau wrote that if a law "is of such nature that it requires you to be the agent of injustice to another, I say, break the law."

1. Do you agree that it is okay to break the laws of a country?
2. Under what circumstances do you think breaking the law is acceptable?
3. Does a government have the right to punish those who break laws that they think are unjust?
4. What if people disagree about whether or not a law is unjust?

#### The Copperheads Strike (8-9)

##### Reading for Understanding

1. Why did Peace Democrats of New York City oppose the war? *They had economic ties to the South and wanted to recognize the South as an independent nation.*
2. Why was Maryland an important state to the North? *Washington, D.C. is sandwiched between Maryland and Virginia.*
3. How did Peace Democrats show their opposition early in the war? *Citizens attacked Union soldiers in Baltimore, politicians protested against the president and Congress, voters elected legislatures that pushed for peace, and newspapers published exaggerations and/or lies.*
4. How did President Lincoln respond to the Peace Democrats? *By arresting some Confederate sympathizers, and urging his military officers to use caution, calmness, and forbearance.*
5. How did the military respond to Peace Democrats? *By suspending the publication of some newspapers, and arresting prominent politicians.*

#### Deadly Riots (10)

##### Discussion

Many Northerners did not support the Civil War. In demonstrating their opposition, these protesters rioted for four days in New York City, burning houses and buildings and murdering more than 100 people. How do you think violent protests affected their message?

#### Waging War Abroad and at Home (11-14)

##### Reading for Understanding

1. What did President Wilson think about American citizens who disagreed with American involvement in World War I? *He said there should be no expressions of dissent or criticisms, he called protesters disloyal, and he said protesters sacrificed their right to civil liberties.*

2. What did the Espionage and Sedition Acts do? *Censor anti-war statements, ban magazines critical of the government, imprison war opponents, and prohibit disloyal or abusive language about the U.S. government, Constitution, flag, or military uniforms.*
3. How did the Socialist party show its opposition to the war? *Went on record as being against militarism and the draft and made opposition to the war part of its party platform.*
4. How did the government crack down on protesters? *By arresting protesters, like Philip Randolph, Chandler Owen, and Eugene Debs, raiding offices of the Socialist party and the Industrial Workers of the World, spying on American citizens, and encouraging citizens to report on each other.*
5. What did the government argue in *Shenck v. United States*? *The government had the right to limit speech that was dangerous during wartime.*
6. What was really written in the pamphlet that the government wanted to censor? *It encouraged people to write letters to change the law.*
7. Did World War I "make the world safe for democracy"? *In restricting free speech and criminalizing dissent, the government jeopardized democracy for all Americans.*

#### Women for Peace (14-15)

##### Activity

When the Women's Peace Party was founded in 1915, American women still did not have the right to vote. However, the women who marched in the peace parade in New York City in 1914, and joined organizations like the Women's Peace Party, did not let their inability to vote prevent them from voicing their opinions. After all, they had as much at stake in America as men did.

Like those American women, young people under the age of 18 do not have the right to vote. And also like those American women, they can still make their voices heard.

In a small group, choose an issue that is important to young Americans. Create a poster to show your issue and present your issue to the class.

#### Ban the Bomb (16-18)

##### Reading for Understanding

1. Why did Mary Sharmat refuse to go along with the nuclear bomb drill? *She thought the drills taught fear and hate.*
2. Why did the government want people to pretend they were under attack? *The nuclear build-up in the United States and the Soviet Union made many think a nuclear attack was likely.*
3. Why did they governments of America and the Soviet Union think they needed more atomic weapons? *They said that building bombs would prevent war.*
4. Why did citizens around the world protest atomic bombs? *They worried that atomic bombs would cause more war and might even destroy the planet, and they worried that testing nuclear weapons created radioactive dust that caused cancer and other illness.*

5. How did peace protesters help bring about the Limited Test Ban Treaty? *They marched in protests, listened to scientists who told them about the dangers of nuclear bombs, and put pressure on politicians.*
6. What was the purpose of the Limited Test Ban Treaty? *Prevented superpowers from testing nuclear weapons in the open air.*
7. What was the result of the Limited Test Ban Treaty? *Superpowers began testing nuclear weapons underground.*
8. How did peace protesters influence government's decisions in the 1980's? *Their protests led to President Reagan and Soviet Premier Gorbachev agreeing to destroy some of their nuclear weapons.*

#### A Place to Protest (19)

##### Reading for Understanding

1. Where is Lafayette Park? *Across the street from the White House.*
2. Why do protesters want to gather there? *In order to bring attention to their causes.*
3. What are some of the rules the park service has put in place for protesters at Lafayette Park? *Not more than 3,000 people can gather there at a time, and signs placed in the ground cannot be bigger than four feet square.*

#### Building a Pyramid of Peace (20-23)

##### Activity

People to People's motto is "Peace through Understanding." Imagine you are in charge of organizing a Peace Camp. Where would you want the Peace Camp to take place? How would you decide which applicants could attend? What discussion topics would you include?

Create a brochure to encourage students to apply to your Peace Camp.

#### Flowers vs. Bullets (26-29)

##### Reading for Understanding

1. Why did the U.S. get involved in the conflict in Vietnam? *The government was afraid of Communism spreading.*
2. Why did American students become politically active in the 1960's? *Their involvement in the civil rights movement led them to become involved in other protests.*
3. Why did young people protest American involvement in Vietnam? *They were anti-war sympathizers, and many young men didn't want to be drafted into the military.*
4. What is a "teach-in"? *War protests held at colleges where professors and celebrities participated.*
5. Why did Dr. Martin Luther King, Jr., believe the war was unjust? *A disproportionate number of soldiers came from minority groups and low-income families.*
6. How did the U.S. finally get out of the Vietnam War? *A cease-fire was declared in 1973, and by 1975 the last American troops withdrew.*

## Activity

Create a timeline of events on Monday, May 4, 1970, that led to the deaths of four students at Kent State University.

## Upheaval in Central America (30-32)

### Reading for Understanding

1. What were the roots of revolution in Central America? *Poverty, inequality, and repression.*
2. How did the U.S. government get involved in the conflict in Central America? *Funded and trained the military in El Salvador, and organized, trained, and funded the Contras in Nicaragua.*
3. How did American citizens who disagreed with their government's position get involved in the conflict in Central America? *They worked to make people aware of what the government was doing, raised money for community projects in Central America, lobbied Congress to cut off funding to the Contras and the government of El Salvador, and traveled to Central America to see what was happening.*
4. What did President Reagan's administration do after Congress cut off funding to the Contras? *Secretly and illegally continued to support them.*
5. How did the U.S. government treat American citizens who disagreed with the government's support of the Contras and the government of El Salvador? *Called them disloyal and used the FBI to spy on them.*

## A Special Prize (33)

### Discussion

You read in this article that the Nobel Peace Prize is awarded "to the person who shall have done the most or the best work for fraternity between the nations, for the abolition or reduction of standing armies, and for the holding and promotion of peaceful congresses."

1. What do the following terms mean? Fraternity, standing armies, peaceful congress?
2. What other qualities do you think are important to consider when awarding a peace prize?
3. Who do you think would be a person worthy of consideration for the peace prize?

### Culminating Activity

Use the theme of this issue, *Voices for Peace*, to write three poems: an acrostic, a haiku, and a cinquain.

An acrostic has a theme word that is written vertically. Each line of the poem has a word or phrase beginning with a letter from the theme word.

Example:     Practicing peace requires  
                  Everyday citizens to  
                  Act with

Courage in the face of  
Extreme repression

A haiku has three lines. The first line has five syllables, the second line has seven syllables, and the third line has five syllables.

Example:      Peaceful protest of  
                  the actions of the state is  
                  non-violent dissent.

A cinquain has five lines. The first line has one noun. The second line has two adjectives. The third line has three words using -ing. The fourth line has a phrase. The fifth line has one noun that is a synonym for the noun in the first line.

Example:      Peace  
                  Courageous, Strong  
                  Sitting, Marching, Speaking  
                  Citizens taking stands  
                  Freedom