

PROJECT PLOUGHSHARES **ACTION FOR PEACE**



# DIMENSIONS OF WAR AND PEACE

## A TEACHING UNIT FOR GRADE TEN

COMMISSIONED BY PROJECT PLOUGHSHARES EDMONTON  
DEVELOPED BY STAFF OF THE JOHN HUMPHREY CENTRE FOR PEACE AND HUMAN RIGHTS

The members of Project Ploughshares Edmonton have long had a particular interest in peace education for children. For some years, a team of members who lived through World War 2 made themselves available to Grade six teachers in Edmonton who were teaching a unit on Japan to give guest talks and conduct discussions in their classes on the atomic bombing of Hiroshima and Nagasaki. There was great interest among the children and they understood the message being taught.

More recently, the idea for developing a teaching resource had its genesis in discussions with teachers we encountered when we were invited to set up a Project Ploughshares display table at a workshop sponsored by the Alberta Teachers Association. The teachers were keen to pick up many of our educational resources and asked where they could obtain more. Further discussions with high school social studies teachers suggested that a teaching resource aimed at the high school level would be very welcome and would fit the current curriculum.

We were very fortunate to interest the John Humphrey Centre to partner with us in developing such a resource. They have a philosophy congruent with ours and talented staff with the considerable skills required to write such a teaching unit. We were delighted when they agreed to do so. We are also delighted with the result and know that teachers will find this resource to be a useful tool to teach their students about the impact of war.



Project Ploughshares is the peace centre of the Canadian Council of Churches, established to work with churches and related organizations, as well as governments and non-government organizations to advance disarmament and approaches that build peace and prevent war. For further information see [www.ploughshares.ca](http://www.ploughshares.ca).



**Project Ploughshares Edmonton Branch**  
[www.ploughsharesedmonton.org](http://www.ploughsharesedmonton.org)

**John Humphrey Centre for Peace and Human Rights**  
[www.jhcentre.org](http://www.jhcentre.org)

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# LESSON PLAN 1 - Why War?

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## UNIT OBJECTIVE

This unit will encourage students to explore the historical and current dimensions and impacts of war. It includes exploration of the impact of war on children, nuclear war, the changing face of war, and the role of peace. Japan is used as a case study, highlighting the history of nuclear warfare. Finally, students will consider Canada's role in the international dimensions of conflict and peace.

## LESSON 1: WHY WAR?

In Lesson 1, students will be able to identify significant dates and events of various conflicts throughout recent history. Students will also be able to identify key events that mark Canadian involvement in world conflict. Besides addressing the facts and figures, this lesson seeks to, above all else, promote thoughtful and critical examination of war. Specifically, it asks students to consider and then justify their own personal views pertaining to several key questions that arise from international conflict. This exercise provides the opportunity for more active engagement in the material, and allows students to develop the essential skill of critical thinking.

### Time

This lesson will cover approximately 1-2 hours of class time; it is recommended that the lesson be completed over two afternoons or back-to-back classes if possible.

### Materials

- Journals
- Large poster paper
- Computers with Internet
- Movie: *Saving Private Ryan*

## GETTING STARTED

### Knowledge Now

- Lead a class brainstorm to investigate what students know about wars that have occurred in recent history or are currently happening.
- Solicit students for responses and write them on the board.
- After the brainstorm has ended, highlight the significant dates and events that the students generated.

### Engaging Interest

- Students will view a 10-minute clip from the film, *Saving Private Ryan* (available on DVD or on YouTube via the following address: [www.youtube.com/watch?v=gZgKo46X8CI](http://www.youtube.com/watch?v=gZgKo46X8CI)).
- After watching the video clip, ask students what event was depicted in the movie.

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- Discuss what kind of emotions the scene depicted. Ask students if they have ever considered these kinds of experiences (from the point of view of the soldier) when thinking about war. Is that what you imagined war to look like? How do media play a role in our understanding war?
  - Discuss events that led to the scene depicted in *Saving Private Ryan*.

## LEARNING ACTIVITIES

- Divide students into small groups of 4-5 to construct a timeline and description of key dates and events. Half of the student groups should be outlining historical conflicts and the other half should choose current conflicts. For example, one group would be responsible for covering the key dates and events for World War II and another group would be responsible for covering the key dates and events for the Afghanistan conflict.
- Prior to their presentations, join one group covering historical conflict and one group from current conflicts to compare and contrast their findings by answering the following questions:
  - What similarities can you see in these conflicts? Differences?
  - What role (if any) did Canada play in your conflicts? Why did Canada get involved?
  - How did your conflict get resolved? What are the long-term consequences of the conflict postwar?
  - Do you think “your” war was justified? Why or why not?
  - What factors (if any) make a war a just war?
  - Do you agree with the just war principles? If you think that war is never justified, how would you refute those who make the case for a just war?
- Each group will produce, on poster paper or digitally through sources such as PowerPoint or Prezi ([www.prezi.com](http://www.prezi.com)), the relevant data for their particular year.
- Once all sections are completed, each group will orally present their conflict outline to the class.
- Students can write in their journals and express their own view of the justification of war.

## ASSESSMENT/ANALYSIS

- Students can be assessed through their presentations, using assessment criteria such as:
  - Was the presentation’s structure logical, with an introduction telling the audience what would happen, a main body, and a conclusion? Did they answer their specific question, and did the introduction include a clear statement of the question or problem and outline of how they were going to go about answering or solving it? Did the presenters convey the impression of having prepared by reading widely around the particular subject and understood the material fully?
  - Did they select material that was directly relevant to the task that the presentation was supposed to address? Did they avoid using so much data or so many words in any projected images that the audience became bored, confused, or incapable of recording or processing the information?
  - Did they manage to suppress any distracting physical mannerisms—fidgeting, twitching, playing in a distracting manner with objects, walking up and down incessantly, and the like? Did they convey an impression of enthusiasm and personal interest in the presentation of subject matter? Did they appear self-confident and assured, at ease with the material they were using and their own ability to understand and present it?
  - Did the group act effectively as a team rather than a series of individuals?

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- Students' journal entries can also be assessed. Journals are a form of formative self-assessment, an opportunity for students to think about their knowledge of the subject and to strengthen their confidence. The journals are not graded; they afford an opportunity for dialogue between each student and the teacher. The journal dialogues allow the students and the teacher to know each other beyond the anonymity of the classroom activities.

## APPLICATION

### Creating a Display

- Students will:
  1. Select ONE of the critical thinking questions listed below, considering their personal position on the issue, and secure a partner who shares their view (and was involved with them in the small groups).
  2. Once the students' stand has been decided, students will begin searching for materials, primary and secondary, which support it.
  3. When all of the necessary materials have been gathered, students will select the visuals and compose the texts that will comprise their display. They will then construct the actual display.
  4. Finally, students will set up their display in preparation for a gallery walk.
- Critical Thinking Questions:
  - Should Canada have entered any recent conflicts (pick the conflict that you conducted research on)?
  - Could your conflict have been avoided?
  - Is war ever justified?
- Assess with the Rubric for Display (found at the end of this lesson).

## ACTIVITIES FOR EXTENSION AND/OR INTEGRATION

### Mock Draft:

- a. Hand out index cards to each student. Have each student write their birthdays on their card and turn them in. These can be found at [www.catholicpeacefellowship.org/downloads/mailgram\\_back.pdf](http://www.catholicpeacefellowship.org/downloads/mailgram_back.pdf) as well as [www.catholicpeacefellowship.org/downloads/mailgram\\_front.pdf](http://www.catholicpeacefellowship.org/downloads/mailgram_front.pdf). Fill in the date to report to Military Entrance Processing Station (MEPS) 10 days from today's date.
- b. "Set the stage." Tell students that it is now the year \_\_\_\_\_. (Use the year in which the majority of the youth in your class will turn 20 years old. For example, if it is now 2011 and you are teaching 15- and 16-year-olds, use the year 2015.) Use a likely scenario for that year. For example, "Iran has developed nuclear capability. The Prime Minister is calling for action against this development". (You can expand on this as much as you'd like.) State that the Canadian Parliament has declared war on ( ). Mention also that a brief news report was in last week's paper on the ninth page (buried in the back) that quoted a representative from a social justice group that if the Government of Canada declares war under these conditions, it would be unjust.

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- c. Announce that the military needs about 100,000 extra troops to fight. They want to win this war quickly, and need the manpower to do it. Last night, Parliament authorized the Prime Minister to begin inducting 19- and 20-year-olds into the military by using a military draft.
  - d. Draw about half of the birthdays in the room using the index cards, one by one. As the students hear their birthdays called, have them stand up and come to the front of the room. (You can dramatize the role play by having a drum roll or using other props.) Hand out MAILGRAMS to each “drafted” student. Explain to the class that these students had just been at work, in school, out with friends, and that they have just come home to find this mailgram on the table. Have the drafted students read the mailgram for a few minutes, then ask them to explain what this letter is telling them to do. Try to see if the students can understand the letter. (This is to demonstrate the difficulty of the letter.)
  - e. HIGHLIGHT THE FOLLOWING POINTS IN THE MAILGRAM:
    - i. They need to report in TEN DAYS.
    - ii. If they pass the physical, they are GOING TO BOOT CAMP THAT DAY.
    - iii. They have already been classified 1-A: “Unrestricted military service.” (The military has never asked them if they are qualified to serve. They have automatically been classified 1-A.)
  - f. Say to the students who did NOT get drafted, “So these are your friends. They are busy packing their bags, finding the correct-sized duffle bags, saying goodbye to grandma/grandpa, boyfriend, girlfriend, so they have no time to think. You are their friends. What are their options?” Brainstorm these options on the chalkboard – write down everything that has been shouted out. Categorize the options the students came up with into the following five areas (they should all fit into one of these categories. If not, you can make up another category): Go to jail, flee the country, apply for an exemption, go to bootcamp, Conscientious objection. Make a poster for each of the 5 categories.
  - g. Place each poster in different areas around the room. Have the DRAFTEES then “vote with their feet,” standing in front of the poster with the option they would choose. Have the NON-draftees ask each group “hard questions.” Stress that the option each person faces has consequences, and there are questions each person will have to answer. For the first 3 groups (Go to jail, flee the country, apply for an exemption), they will act as “family and friends.” Teachers: Educate yourselves on the possibilities for exemptions from [www.objector.org](http://www.objector.org) to find out if their options are legitimate. Examples of legitimate options: studying as a minister, medical/health problems, psychological problems, children dependent on you (must have no alternative family to watch children. Examples of NON-legitimate options: “only child,” college/university exemption.
  - h. For the “bootcamp” group, we will act as their own CONSCIENCE:  
Good questions for those who chose to “go to bootcamp” and then serve in the war.
    - i. You are at a checkpoint and you see young girls playing. Your commanding officer orders you to shoot in case they are suicide bombers. You think they are just playing, but they are coming toward you. What do you do?
    - ii. You are in the Navy. You are asked to transport mini-nukes (bunker-busters). What do you do?
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- i. For those who chose “conscientious objection,” we will act as the DRAFT BOARD whose job it is to determine sincerity. EXPLAIN RULES FOR DRAFT BOARD: Use DRAFT BOARD poster.

Good questions for conscientious objectors:

- i. Do you have proof of your beliefs? What have you done to demonstrate these beliefs? Have you written papers or joined protests?
- ii. Did you register for the draft? Did you write “I am a Conscientious Objector” on the draft card and keep a photocopy?
- iii. Discuss the role of nonviolence in conflict resolution. Ask students why someone might choose nonviolence. Discuss nonviolence approaches throughout history, such as Martin Luther King, Gandhi, etc. Ask students what makes a “just” war.



## RUBRIC FOR DISPLAY

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Task: \_\_\_\_\_

Assessor: \_\_\_\_\_

Criteria	Unacceptable	Minimally Acceptable	Acceptable	Exceptional
<p><b>Knowledge and understanding</b></p> <p>Rich content</p> <p>Variety of appropriate images and/or objects</p> <p>Clear, informative titles and labels</p>	<p>Limited content</p> <p>Incomplete and/or inaccurate labels and text</p>	<p>Moderate amount of content</p> <p>Most of expected labels and texts present and offer accurate information</p>	<p>Adequate varied images and/or objects</p> <p>Accurate labels and text</p>	<p>Rich assortment of excellent images and objects</p> <p>Labels and text are detailed and demonstrate deep understanding</p>
<p><b>Analysis</b></p> <p>Images and/or objects arranged to demonstrate logical connections between people and events</p> <p>Creates new associations and raises queries in the viewer's mind</p>	<p>Few, if any, logical connections between people and events</p> <p>No queries or fresh connections prompted for viewer</p>	<p>Some logical connections between people and events</p> <p>Some queries or fresh connections prompted for viewer</p>	<p>Several logical connections between people and events</p> <p>Several queries or fresh connections prompted for viewer</p>	<p>Logical and deep connections between people and events</p> <p>Many thought-provoking queries and fresh connections prompted for viewer</p>
<p><b>Communication</b></p> <p>Clear message or theme</p> <p>Visual impact</p>	<p>No clear message or theme</p> <p>Little or no visual impact</p>	<p>Vague message or theme</p> <p>Some visual impact</p>	<p>Clear message or theme</p> <p>Considerable visual impact</p>	<p>Strong message or theme</p> <p>Strong visual impact</p>

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# LESSON PLAN 2 - Nuclear Warfare

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## UNIT OBJECTIVE

This unit will encourage students to explore the historical and current dimensions and impacts of war. It includes exploration on the impact of war on children, nuclear war, the changing face of war, and the role of peace. Japan is used as a case study, highlighting the history of nuclear warfare. Finally, students will consider Canada's role in the international dimensions of conflict and peace.

## LESSON 2: NUCLEAR WARFARE

In Lesson 2, with the focus on nuclear warfare, students will examine the history of nuclear warfare, including the humanitarian impact of nuclear war as it relates to Hiroshima and Nagasaki. Students will also explore today's reality of nuclear threats and contemplate the possession and use of nuclear weapons.

### Time

This lesson will cover approximately 3-4 hours of class time; it is recommended that the lesson be completed over two afternoons or back-to-back classes if possible.

### Materials

- Journals
- Large poster paper
- Computers with Internet

## GETTING STARTED

### Knowledge Now

- Have students participate in a short brainstorming exercise. Write the words "nuclear weapons" on the overhead or board. Work for 2-3 minutes to have students discuss what they know about nuclear weapons. Record their responses on the overhead/board.
- Take a few moments for students to understand what they currently know about nuclear war and nuclear weapons by providing the following questions for students to individually answer. Have students answer each question briefly and specifically.
  1. Besides their enormous explosive power, nuclear explosions produce what other effects?
  2. Name the two cities on which the only atomic bombs have been exploded.
  3. Which nation dropped these bombs?
  4. Name as many as you can of the nine nations known to possess nuclear bombs.

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5. The Nuclear Non-Proliferation Treaty ratified by 183 nations forbids countries that don't have nuclear weapons from importing or manufacturing them. What does the treaty require of nations that do have nuclear weapons?
  6. What was the name of the policy on nuclear weapons followed by the United States and the Soviet Union during the Cold War?
  7. Why do U.S. leaders insist that Iran stop enriching uranium?
- Ask students what other questions they have about nuclear weapons. How might they be answered?

### Engaging Interest

- Ask students if they know how the war in the Pacific during World War II ended. In pairs, ask students to spend a few minutes discussing what they know about the war in the Pacific during World War II.
- Introduce students to the Non-proliferation Treaty (NPT). Information can be found at [www.pbs.org/newshour/bb/international/proliferation/treaties.html](http://www.pbs.org/newshour/bb/international/proliferation/treaties.html).
- Begin by discussing with students the role of the United Nations in reviewing the NPT. Explain that meetings are used to address issues related to the effectiveness and enforcement of the treaty and take place every five years.
- Show the Project Ploughshares video to the students. (Link is here: <http://vimeo.com/31507902>.) Discuss students' reaction to the video. What did the video tell us? Why do you think the video was created? What did you learn about this organization?

### LEARNING ACTIVITIES

- Divide students into groups of 3 or 4.
- Students, in their small groups, will research and gather information from various sources to complete one of the following activities. Allow 1-2 class periods for research. Students can choose to do one of the following activities. Groups will then present their research to the entire class. Ensure that there is at least one group per activity:
  1. Create a timeline to review how the world's supply of nuclear weapons was created during the arms race and how nuclear capabilities have broadened worldwide. Students should also present this timeline with information regarding important events listed in the timeline.
  2. Create a map to discuss which countries have nuclear capabilities and which are in the process of developing them. Students can use poster material or electronic media, such as PowerPoint or Prezi ([www.prezi.com](http://www.prezi.com)) to capture their findings. The map should also contain answers to the following questions:
    - Are there any countries on the map that you believe should not be allowed to have nuclear weapons? Why?
    - What threat does the world face from countries with unconfirmed nuclear weapons or those reportedly developing nuclear weapons (i.e., North Korea and Iran)?
    - Based on this map, what are the "hotspots" in the world for the development of nuclear weapons?

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3. Complete an Individual Country Research presentation that demonstrates one country's views on the Non-proliferation Treaty. Countries represented could include: Canada, United States, China, France, Britain, Russia, North Korea, Israel, Iraq, Algeria, Syria, India, Pakistan, Iran, Australia, Libya, Egypt, South Korea, Switzerland, South Africa, Spain, Sweden, Argentina, Romania, Taiwan, and Yugoslavia. Additional countries such as Brazil and former Soviet Republics can be added if necessary.

Allow one class period for the completion of research. Once research has been completed, each pair/group will present a mock press conference to state the point of view they believe that country would take on each of the key issues.

4. Write a news article, capturing the activities and experiences leading up to and following the bombings of either Hiroshima or Nagasaki. Students should be encouraged to use various forms of media for their article, such as letters, photos, etc. Students should then present these news articles as a news story. Encourage students to be as creative as possible with their presentations.

## ASSESSMENT/ANALYSIS

- Students can be assessed through their presentations, using assessment criteria such as:
  - Was the presentation's structure logical, with an introduction telling the audience what would happen, a main body and a conclusion? Did they answer their specific question, and did the introduction include a clear statement of the question or problem and outline of how they were going to go about answering or solving it? Did the presenters convey the impression of having prepared by reading widely around the particular subject and understood the material fully?
  - Did they select material that was directly relevant to the task that the presentation was supposed to address? Did they avoid using so much data or so many words in any projected images that the audience became bored, confused, or incapable of recording or processing the information?
  - Did they manage to suppress any distracting physical mannerisms—fidgeting, twitching, playing in a distracting manner with objects, walking up and down incessantly, and the like? Did they convey an impression of enthusiasm and personal interest in the presentation subject matter? Did they appear self-confident and assured, at ease with the material they were using and their own ability to understand and present it?
  - Did the group act effectively as a team rather than a series of individuals?
- Students' journal entries can also be assessed. Journals are a form of formative self-assessment, an opportunity for students to think about their knowledge of the subject and to strengthen their confidence. The journals are not graded; they afford an opportunity for dialogue between each student and the teacher. The journal dialogues allow the students and the teacher to know each other beyond the anonymity of the classroom activities.

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## APPLICATION

- After participating in the above activities, students should share their learnings in a written journal. Their writing should include their overall research findings, as well as answer the questions, “If you were President of the United States during World War II, what would you have done?” as well as, “What should we do in the future to prevent this from happening again?” Students should use all historical and current facts found as well as information, logic and reasoning, and evidence and examples to support their opinions. Students should also use the learnings of their classmates to help them with their entry.
- Students can also answer the following questions: Did any of the information surprise them in any way? Was any of information an example of history we can learn from? If so, how? Do you feel that nuclear weapons should be banned? Why or why not? What pieces of information did you find most discouraging? Hopeful?

## ACTIVITIES FOR EXTENSION AND/OR INTEGRATION

1. Have students voice their opinions about nuclear issues by contacting their Members of Parliament and voicing their concerns and opinions about Canada and world nuclear programs and how they should be regulated and addressed.
2. Have students conduct research about the science of nuclear weapons and create a museum or science fair type of display that addresses questions such as:
  - How are nuclear weapons created?
  - What types of damage do they cause?
  - What are the long-term effects of their use?
  - What are their effects on the environment? On people?
  - Why should they be regulated?
3. Have students research more about the role of the United Nations and specifically the IAEA in the regulation of nuclear weapons and what is being done to ensure there will never be another use of atomic weapons as in Hiroshima and Nagasaki, Japan.
4. Have students debate the effects of dropping the bomb in Hiroshima and the use of nuclear weapons today. Divide students into two groups. One group will take the position that dropping the bomb was the best way to end the war. The second group will take the opposing position.
  - Give students enough time in class to learn more about the war in the Pacific. Students should consider the world view of the Japanese (they thought of themselves as samurai or warriors), the Battle in Malaya, and the Death March of Bataan, as well as the internment of Japanese-Americans and the Battle of Midway. As students do their research, tell them that the debate question is difficult and has no clear-cut answers. Remind them to read all material critically and thoughtfully.
  - After students have completed their research, schedule a time to hold the debate. Make sure each side has written an opening argument and is prepared to ask the opponents questions and to give a rebuttal at the end.
  - Following the debate, discuss with students their thoughts about the event. Did most students think that dropping the bomb was the worst solution? If so, why? How do they feel about the fallout the Japanese suffered? Do they believe that there are times when the ends justify the means? What about the use of nuclear weapons today? Do they think the NPT is a useful treaty? Why or why not?

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## NUCLEAR WEAPONS – THE FACTS

- In 1970 the Nuclear Non-proliferation Treaty (NPT) was created to reduce the use of nuclear weapons and to move toward eliminating these weapons altogether. The treaty has been ratified by 183 nations. It forbids nations that do not already have nuclear weapons—and that includes all but five nations that had nuclear weapons in 1970—from importing or manufacturing them. In return, it guarantees the non-nuclear countries access to the technology needed for developing nuclear power plants.
- As their part of this bargain, nuclear weapons nations agreed to make “good faith” efforts at nuclear disarmament. In 2000, they strengthened this statement by committing to “an unequivocal undertaking to accomplish the total elimination of nuclear weapons.”
- [Differences between nuclear bombs and other bombs](#). An ordinary or conventional bomb, whatever its size, produces a blast after it explodes and, in the immediate vicinity, wounds and kills people and damages and destroys property.
- The effects of nuclear bombs are far more extensive. On August 6, 1945 at 8:16 a.m., an atomic bomb was detonated about 1,900 feet above the central section of Hiroshima, Japan. In that instant, tens of thousands of people were burned, blasted, and crushed to death. Other tens of thousands suffered injuries of every description or were doomed to die of radiation sickness. The centre of the city was flattened, and every part of the city was damaged. Half an hour after the blast, fires set by the thermal pulse and by the collapse of the buildings began to coalesce into a firestorm that lasted for six hours. Starting about 9 a.m. and lasting until late in the afternoon, a “black rain” generated by the bomb fell on the western portions of the city, carrying radioactive fallout from the blast to the ground. For four hours at midday, a violent whirlwind, born of the strange meteorological conditions produced by the explosion, further devastated the city.
- The number of people who were killed outright or who died of their injuries over the next three months is estimated to be 130,000. Over the next five years it is estimated that another 140,000 died who had suffered burns, nausea, vomiting, bloody discharges, overall weakness, hair loss, and disfiguring scar tissue. And decades after the Hiroshima attack survivors suffer higher rates of cancer than those not exposed to the bombing and many of the approximately 4,000 who were fetuses and are still alive live with an intellectual disability and with smaller heads.
- A medium-sized nuclear bomb today has an explosive yield of one megaton (a million tons of TNT), or 80 times that of the bomb that destroyed Hiroshima. A one-megaton bomb would, like a conventional bomb, wound and kill people and destroy property, though much more extensively.

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- In addition to those effects, it would:
    - Produce a fireball with temperatures exceeding 27 million degrees Celsius, vaporizing everything within 1.5 km of ground zero.
    - Kill unprotected human beings in an area of some six square km with “initial nuclear radiation.”
    - Produce radioactive fallout—dust and debris created by the blast and thrown up into the atmosphere—which exposes people still alive to various fatal radiation illnesses.
    - Create a thermal pulse—a wave of blinding light and intense heat—that causes second-degree burns in exposed human beings 9.5 km from the centre of the explosion.
    - Produce such strange meteorological conditions as those experienced at Hiroshima—radioactive black rain and violent winds that hurl debris at 600 km/h
    - Generate an electromagnetic pulse that knocks out electrical equipment over a wide area.
  - If many nuclear bombs were exploded around the world in a full-scale nuclear war, scientists predict that at least three additional global effects would occur:
    - Worldwide fallout contaminating the whole surface of the earth.
    - General cooling of the earth’s surface resulting from millions of tons of dust blocking the sun’s rays (sometimes referred to as “nuclear winter”).
    - Partial destruction of the ozone layer that protects living beings from the sun’s radiation.
  - [Nations with nuclear weapons](#). In addition to the five original nuclear weapons states—the U.S., Russia, Great Britain, France and China—four other states now have nuclear weapons: Israel, India, Pakistan, and North Korea.
  - [Use of nuclear weapons against another nation](#). The U.S. atomic bombings of Hiroshima and Nagasaki, Japan.

### **Support for new nuclear policy:**

“We’ve got all options on the table, because we want to make it very clear to nations that you will not threaten the United States or use weapons of mass destruction against us or our allies.”

—President George W. Bush, *New York Times*, 3/18/02

“This administration is fashioning a more diverse set of options for deterring the threat of weapons of mass destruction. That is why the administration is pursuing advanced conventional forces and improved intelligence capabilities. A combination of offensive and defensive and nuclear and non-nuclear capabilities is essential to meet the deterrence requirements of the 21st century. These requirements include the creation of a missile defence system.”

—*The Nuclear Posture Review*

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“We should not get all carried away with some sense that the United States is planning to use nuclear weapons in some contingency that is coming up in the near future. It is not the case. What the Pentagon has done with this study is sound, military, conceptual planning and the president will take that planning and he will give his directions on how to proceed.”

—Secretary of State Colin L. Powell, “Face the Nation,” CBS, 3/10/02

“This is...not a plan. This preserves for the President all the options that a President would want to have in case this country or our friends and allies were attacked with weapons of mass destruction.”

—General Richard B. Myers, chairman of the Joint Chiefs of Staff, CNN, 3/10/02

### **Opposition to new nuclear policy:**

“Robert Nelson of the Federation of American Scientists argues that there is no way an atomic bomb could penetrate the earth deeply enough to contain the explosion, even if its yield were one percent of that of the bomb dropped on Hiroshima. Such a bomb would create a fireball that would blast through the earth’s surface, carrying a cloud of radioactive dirt and debris, according to Nelson, who notes that five-kiloton bombs (equivalent to 5,000 tons of TNT in explosive power) had to be detonated at the Nevada Test Site at a depth of 650 feet to be fully contained—far deeper than any mini-nuke could travel.”

—Raffi Khatchadourian, *The Nation*, 4/1/02

“Did the decision-makers in Washington reflect, when they gave themselves the right to launch nuclear attacks on the Middle East and elsewhere, that they might inspire those targeted to do likewise to us? Did they forget that there is no defence against nuclear arms and no rescue for those attacked by them?...No country is omnipotent. None are invulnerable. What the United States has done to others at Hiroshima and Nagasaki—and what we may yet do to others at Teheran and Tripoli—others can do to us.”

—Jonathan Schell, *The Nation*, 4/1/02

“If the Nuclear Posture Review is the best that we can do, it is a political roadmap to ultimate catastrophe....In the wake of announcing a withdrawal from the Anti-Ballistic Missile Treaty (ABM), Bush administration policies such as refusing to ratify the CTBT, developing new nuclear arms, and implicitly threatening nuclear use against non-nuclear states, threaten to undermine the credibility of the United States....Nothing could be more dangerous than a world without legal constraints on developing nuclear arsenals.”

—Jonathan Granoff, president, Global Security Institute

“If another country were planning to develop a new nuclear weapon and contemplating pre-emptive strikes against a list of non-nuclear powers, Washington would rightly label that nation a dangerous rogue state. Yet such is the course recommended to President Bush by a new Pentagon planning paper....Nuclear weapons are not just another part of the military arsenal. They are different, and lowering the threshold for their use is reckless folly.”

—*New York Times* editorial, 3/12/02



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A response from China: “Chinese Vice Foreign Minister Li Zhaoxing (said), ‘China wants to make it very clear that China will never yield to foreign threats, including nuclear blackmail. The days when China could be bullied are gone.’”

—*New York Times*, 3/17/02

A response from Russia: “A spokesman for the Russian foreign minister...called on the Bush administration to explain the report and that it remained to be seen to what point this information corresponds to reality. If it does, how can you reconcile it with declarations of the United States that it no longer considers Russia as an enemy?”

—*New York Times*, 3/12/02

The Obama Administration has substantially revised USA nuclear policy. It would be important to update this section. See:

[www.ploughshares.ca/content/obama-moment-could-slip-away-0](http://www.ploughshares.ca/content/obama-moment-could-slip-away-0)

[www.ploughshares.ca/content/start-zero-importance%E2%80%94and-limitations%E2%80%94new-strategic-arms-reduction-treaty](http://www.ploughshares.ca/content/start-zero-importance%E2%80%94and-limitations%E2%80%94new-strategic-arms-reduction-treaty).

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# LESSON PLAN 3 - Children and War

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## UNIT OBJECTIVE

This unit will encourage students to explore the historical and current dimensions and impacts of war. It includes exploration on the impact of war on children, nuclear war, the changing face of war, and the role of peace. Japan is used as a case study, highlighting the history of nuclear warfare. Finally, students will consider Canada's role in the international dimensions of conflict and peace.

## LESSON 3: CHILDREN AND WAR

In Lesson 3, students will be able to identify the impacts that armed conflict has on children and recognize the various roles that children sometimes play in conflict, as well as the ways armed conflict impacts children. Students will gain a contemporary perspective on children affected by armed conflict.

### Time

This lesson will cover approximately 3-4 hours of class time; it is recommended that the lesson be completed over 3 afternoons or back-to-back classes if possible.

### Materials

- Journals
- Child profiles
- Poster boards, markers, etc. for presentations
- Rubrics
- Video cameras (optional)
- Internet

## GETTING STARTED

### Knowledge Now

- Lead a class brainstorm in order to identify the diverse ways that children may be impacted by armed conflict. The key question to ask: When a country is at war, what are some of the ways that children might be affected or involved?
- After brainstorming, have the students share their feelings on the exercise.

### Engaging Interest

- This lesson can begin with a viewing of the Children and Conflict in a Changing World video ([www.un.org/children/conflict/english/videos.htm](http://www.un.org/children/conflict/english/videos.htm)) to allow the students to start thinking about the issue that they will be exploring.
- Another option would be to read "The Somali Ballad" to the class:

# The Somali Ballad

'First of all, let me thank you for your great help to me. Let me explain to you what happened to me. In the beginning, we were a family of 6 children with a mother and a father. At the beginning of the Somali civil war, we lost our father. We could not find any trace of him - dead or alive. And then, I had to take my mother to the maternity hospital, when she went into labour. The nurse told me that the labour would take some time, and mama asked me to go home to take care of the other children.

When I reached home, I found that all my little brothers had died after one of them took an F1 bomb and without realizing what it was, hit it with a rock. The bomb exploded and killed all of them along with three other children. All their bodies were collected together and buried in one grave.

After that, shocked and panicked, I ran back to my mother in the hospital. I was told that my mother had given birth to a son, but that unluckily, a bomb had hit the room where she was and that my mother and all the other mothers and babies in the room had all died. That was a terrible shock to me and my second tragedy. After that I tried to find my uncle and I hitched a ride to try and reach him.

He was in a town which I didn't know, but before we even reached the town, bandits stopped us on the road and took the vehicle and all our possessions. Luckily they spared our lives.

It took us a day and a night walking bare foot to reach our destination. I was exhausted with hunger and tiredness. And that is the way in which I lost both my mother and my father. I am an orphan twice over and I am unable to do anything for myself.

We are all children, we are human beings, we are the light of life, we are the flowers of the Horn of Africa, we are the Somali children.

We are lost and astray, we cannot read or write, the civil wars have damaged us, we are hungry and thirsty, we are surrounded by disasters, victims of unkind treatment.

We appeal to the International community, who look after and advocate human rights. Look and see the aggression, acknowledge all the disasters.

If you do not help us, our future will be lost and our existence will be at an end.'



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## LEARNING ACTIVITIES

### Activity One: “Breaking News” Story

Students should be given one class period to conduct research for their story. Give each group a maximum of five minutes to present their “Breaking News” report to the class.

- Divide students into groups of 3-4 and assign them a conflict zone to research (based on the maps provided). Students will prepare a brief “Breaking News” story to present to the rest of the class. Ask students to provide:
  - A brief update on the current state of the conflict
  - Insight into the status of children in the country/region.
- Provide a copy of (1) the Project Ploughshares Armed Conflicts Report map (found at [www.ploughshares.ca/content/armed-conflicts-report-0](http://www.ploughshares.ca/content/armed-conflicts-report-0)) as well as a copy of (2) the Grave Violations Against Children in Armed Conflict Map (from the United Nations; found at [www.un.org/children/conflict/english/conflicts.html](http://www.un.org/children/conflict/english/conflicts.html)).
- The news story can be presented in the form of a video broadcast or a re-enactment of a reporter on the ground. Ask the students to think about doing an interview with a humanitarian worker or a young person in the conflict zone to give a unique perspective to their news report. While preparing their “Breaking News” story, ask students to consider:
  - What kind of information is needed in a good news report?
  - Journalists are to be ‘neutral’ in their sharing of a story. How should the story be told to ensure that many perspectives are heard? Who should be interviewed or targeted for information?
  - Do you think reporters have a responsibility to propose a “call for action” in a news story if they feel there is a need for action?
- A starting place for their research could include the website for the Special Representative of the Secretary-General for Children and Armed Conflict ([www.un.org/children/conflict/english/conflicts.html](http://www.un.org/children/conflict/english/conflicts.html)) and the Coalition to Stop the Use of Child Soldiers ([www.child-soldiers.org/home](http://www.child-soldiers.org/home)). Each provides country and regional information on conflict and children.

### Activity Two: Children in Armed Conflict Poster Presentation

The participation of children in military roles is not new. They have long served in roles such as cooks, porters, messengers, and spies. Students should be given one class period (or time outside of class) to conduct research. Give each group a maximum of five minutes to present their poster presentations to the class.

- Divide students into groups of 4-5.
- Students, in small groups, will develop a poster presentation exploring a particular category of child affected by armed conflict:
  - Child Soldier
  - War Victim – Landmine victim
  - War Victim – Maimed victim
  - War Victim – Sexual violence
  - War Bride
  - War Victim - Orphan.

- 
- Questions that students can ask during their research and development of the poster include:
    - What is the role of this child during armed conflict?
    - How were they recruited into or involved with the conflict?
    - What are the long-term impacts of this war on the child?
    - What human rights have been violated for this child? (Students might wish to research the United Nations Convention on the Rights of the Child [[www.unicef.org/crc](http://www.unicef.org/crc)] as well as the Optional Protocol on the involvement of children in armed conflict [[www.unicef.org/crc/index\\_30203.html](http://www.unicef.org/crc/index_30203.html)].)

## ASSESSMENT/ANALYSIS

- Students can be assessed through their presentations, using assessment criteria such as:
  - Was the presentation's structure logical, with an introduction telling the audience what would happen, a main body, and a conclusion? Did they answer their specific question, and did the introduction include a clear statement of the question or problem and an outline of how they were going to go about answering or solving it? Did the presenters convey the impression of having prepared by reading widely around the particular subject and understood the material fully?
  - Did they select material that was directly relevant to the task that the presentation was supposed to address? Did they avoid using so much data or so many words in any projected images that the audience became bored, confused, or incapable of recording or processing the information?
  - Did they manage to suppress any distracting physical mannerisms—fidgeting, twitching, playing in a distracting manner with objects, walking up and down incessantly, and the like? Did they convey an impression of enthusiasm and personal interest in the presentation subject matter? Did they appear self-confident and assured, at ease with the material they were using and their own ability to understand and present it?
  - Did the group act effectively as a team rather than a series of individuals?
- Students' journal entries can also be assessed. Journals are a form of formative self-assessment, an opportunity for students to think about their knowledge of the subject and to strengthen their confidence. The journals are not graded; they afford an opportunity for dialogue between each student and the teacher. The journal dialogues allow the students and the teacher to know each other beyond the anonymity of the classroom activities.
- A "Rubric for Display" can be found at the end of this lesson in order to assess their poster presentations.

## APPLICATION

- Students will reflect on their poster presentations by selecting a "category" of child affected by armed conflict. They will then write a personal story or journal of the "character" that they develop. See attached information sheet for some sample character profiles to help the students; they can also be "assigned" profiles and use these profiles as their character. Teachers may choose to share these profiles prior to the activity or wait until students' journals are shared with the class.

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- Students should:
    - Share a typical day in the life of your character.
    - Write about the experience of war – an experience that stands out for you.
    - How has the experience impacted you? How do you feel? What are your hopes or fears?
  - Have the students share their journaling with the larger class and facilitate a group discussion.

## ACTIVITIES FOR EXTENSION AND/OR INTEGRATION

1. Develop a publication of the journal stories and the poster presentations. The publication can be used as a fundraiser for an organization students can identify that is working to advance the rights of children affected by war or promoting peace and human rights. Examples of organizations include Warchild, Project Ploughshares, the John Humphrey Centre for Peace and Human Rights, Equitas, etc.
2. Students reflect on their character and write a new journal entry reflecting on the child's experience after the war. Have the student think about what life could be like for the character after the war – would it be an easy transition back? What may be the barriers the child faces? (education, rehabilitation, trauma, ostracization)?
3. Students can read “A Long Road Gone”, “You’ll Learn Not to Cry” or “What is the What” to read and write a reflection piece on ([www.destinyschildren.org/en/context/child-soldiers/human-rights-watch-you%E2%80%99ll-learn-not-to-cry](http://www.destinyschildren.org/en/context/child-soldiers/human-rights-watch-you%E2%80%99ll-learn-not-to-cry)).

## CHILD PROFILES HANDOUT

### Caught In The Crossfire

Imagine waking up to absolute uncertainty. War has broken out in your town.

Perhaps your entire family was forced to flee the chaotic violence. The houses and stores in your neighbourhood have been burned. Gunfire is random. You can trust no one. You may have lost your parents or your brothers and sisters. You can't go to school any more. You may be living with no roof over your head, no food, and no clean water. Perhaps you are injured and without medical care.

There are more than 30 wars in the world today. In the last decade, 2 million children have died in wars, 6 million children have been disabled, 12 million children have been left homeless, and one million children have been orphaned. Countless children have been psychologically scarred. Girls experience conflict differently than boys. The many threats to the security of girls are often overlooked. Girls face a variety of threats, including rape and forced prostitution.

(Canadian International Development Agency [www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/REN-218125511-PX7](http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/REN-218125511-PX7))

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## JUANITA

“I had a friend, Juanita, who got into trouble. We’d been friends in civilian life and shared a tent, but then the commander came one day and said it didn’t matter, that I should shoot my friend. She had committed a serious error and had to be killed. And he told me that I had to kill her. I closed my eyes and fired the gun, but I didn’t hit her so he told me I had to shoot her again. The grave was nearby and I had to bury her and put dirt on top of her. The commander said you did well enough, but you started to cry. You’ll have to do it again many more times until you learn not to cry.”

## DOREEN

Doreen is 18 years old. At the World Vision Gulu Traumatized Children’s Centre in Uganda, she is recovering from her long ordeal with the rebel group, the Lord’s Resistance Army.

Doreen was abducted and forced to marry a 47-year-old soldier as a second wife. After three months of basic training at a base camp in Sudan, she and other young people were sent on missions: looting, fighting, and abducting other children. Six months later, her group was ambushed by government forces and she saw many of her colleagues killed or wounded.

Doreen survived and was taken to the World Vision Centre where children learn basic life skills such as preparing meals while they receive medical assistance and counselling. Doreen is still nervous about her future.

## MYO WIN

“We were drugged and ordered to move forward on the battlefield. We did not know what sort of drug or alcohol we were given but we drank it because we were very tired, very thirsty and hungry. We had walked for two whole days under very hot burning sun. The hill (battlefield) had no shade, trees were burnt and artillery shells were exploding everywhere. We were so scared, very thirsty and some of us collapsed due to over-tiredness. But we were beaten from behind (by the officers) and had to move forward. One got killed.”

## SHAMSHA

“After an attack, I went out to look for my father who was missing, I didn’t know if he was dead or alive. As I was walking to the town, a bomb exploded. My younger brother had already gone missing and my mother had been missing for four months. I was put in the hospital, where I have been a patient for about 6 months.

I would like my arms and hands to be mended. I am in great agony and a terrible situation. I don’t have hands. I can’t eat my food, I have to be fed by someone else. I would like to see my hands working. I want peace and the war to be stopped. I want to go to school and get an education. If the hospitals were working I would like my hands to be treated. If it was up to me, I would say that no child of my age should ever lose his hands. I would like to say to the militia, look what you have done, you have destroyed my hands. Please don’t continue to blow off children’s hands. Please stop the fighting.”

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## ZMARAY

“On our way back to home, one of my friends asked me to fetch a can that was on the other side of the bar around the Russian station. When I climbed over the bar to pick it up there was a big explosion. I was injured and lying on the ground when I realized that a bomb had exploded. The other boys ran away and at that moment one of the Russian men came to help me. They took me to the military hospital and kept me there for three or four days. Just one person was allowed to visit me in hospital. I wanted to see my mother, but my mother didn't want to come to the Russian hospital. So I left the hospital.

I went to Peshawar, but it was very hard as I had lost one leg and my other leg was injured in many places as well. The day after I got to the hospital in Peshawar, an Arab doctor saw me. When he saw the Russian bandage on my leg, which was already smelling, he refused to examine me because he thought I was a communist. My brother Abid asked the doctor to check my leg, but he didn't want to examine me. At this time a German doctor appeared and he understood the situation. He told the Arabian doctor to check me and he took responsibility for me and I was allowed to stay at the hospital. I spent three months there and I was operated on.”

## QALAM

“My name is Qalam. My one leg has been amputated. I was near a military camp and I was having a walk with my friends and hit a mine. At that time I was 15 years old. I just went for a walk; my leg blew up in the mine explosion. I had not informed my family that I was going with my friends. Maybe it was all in my fate. Perhaps that was my luck.”

## FAWAD

“My mother was suckling my baby brother, who had been born two days ago, when a rocket hit our house, as a result of which the baby was killed and my mother injured. She was taken to the hospital and as there was a barrage of rockets nobody could dare to help us bury the baby. So my father buried him alone. Then my younger sister was affected by diphtheria and oxygen was not available in the hospital. My father got oxygen from another hospital and carried the container to the 18th floor. Doing so he hurt his back. But at this moment the hospital came under rocket attack and doctors refused to give the oxygen to my sister. She died and it was a horrible experience for us. Every night when I remember that scene I cry.”

## ODETTA

“We use to live in Kikondo-Nyenyeri. My father, mother and younger sister were all killed during the war. I was taken to Zaire by the people who killed my parents. I was with one of the children whom I did not know, but I was told that she was found near my mother when she died. We were on our way to Kyangugu when soldiers of the former Rwandan Army arrested us at Bukavu and attacked us with machetes leaving me with severe head injuries and wounding my feet.

We stayed there for a while then went to Gitarama trying to locate my relatives but found they were all dead. So we ended up here. I don't know if I will ever get out of this place. Whether I will die here I don't know. This place is not bad. There are some girls here who have suffered just like me. We used to talk and they would try to console me, telling me I was not the only one. They would tell me to persevere because it was the will of God.”



## RUBRIC FOR DISPLAY

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Task: \_\_\_\_\_

Assessor: \_\_\_\_\_

Criteria	Unacceptable	Minimally Acceptable	Acceptable	Exceptional
<p><b>Knowledge and understanding</b></p> <p>Rich content</p> <p>Variety of appropriate images and/or objects</p> <p>Clear, informative titles and labels</p>	<p>Limited content</p> <p>Incomplete and/or inaccurate labels and text</p>	<p>Moderate amount of content</p> <p>Most of expected labels and texts present and offer accurate information</p>	<p>Adequate varied images and/or objects</p> <p>Accurate labels and text</p>	<p>Rich assortment of excellent images and objects</p> <p>Labels and text are detailed and demonstrate deep understanding</p>
<p><b>Analysis</b></p> <p>Images and/or objects arranged to demonstrate logical connections between people and events</p> <p>Creates new associations and raises queries in the viewer's mind</p>	<p>Few, if any, logical connections between people and events</p> <p>No queries or fresh connections prompted for viewer</p>	<p>Some logical connections between people and events</p> <p>Some queries or fresh connections prompted for viewer</p>	<p>Several logical connections between people and events</p> <p>Several queries or fresh connections prompted for viewer</p>	<p>Logical and deep connections between people and events</p> <p>Many thought-provoking queries and fresh connections prompted for viewer</p>
<p><b>Communication</b></p> <p>Clear message or theme</p> <p>Visual impact</p>	<p>No clear message or theme</p> <p>Little or no visual impact</p>	<p>Vague message or theme</p> <p>Some visual impact</p>	<p>Clear message or theme</p> <p>Considerable visual impact</p>	<p>Strong message or theme</p> <p>Strong visual impact</p>

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# LESSON PLAN 4 - Action through Nonviolence and Peace

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## UNIT OBJECTIVE

This unit will encourage students to explore the historical and current dimensions and impacts of war. It includes exploration of the impact of war on children, nuclear war, the changing face of war, and the role of peace. Japan is used as a case study, highlighting the history of nuclear warfare. Finally, students will consider Canada's role in the international dimensions of conflict and peace.

## LESSON 4: ACTION THROUGH NONVIOLENCE AND PEACE

In Lesson 4, students will explore the notion of peace and peace building through action. Through the creation of a "Peace Pole" for their school, students will help other students understand the importance of peace. Students will also gain an understanding of the various dimensions of nonviolent action.

### Time

This lesson will cover approximately 2-3 hours of class time; it is recommended that the lesson be completed over 2 afternoons or back-to-back classes if possible.

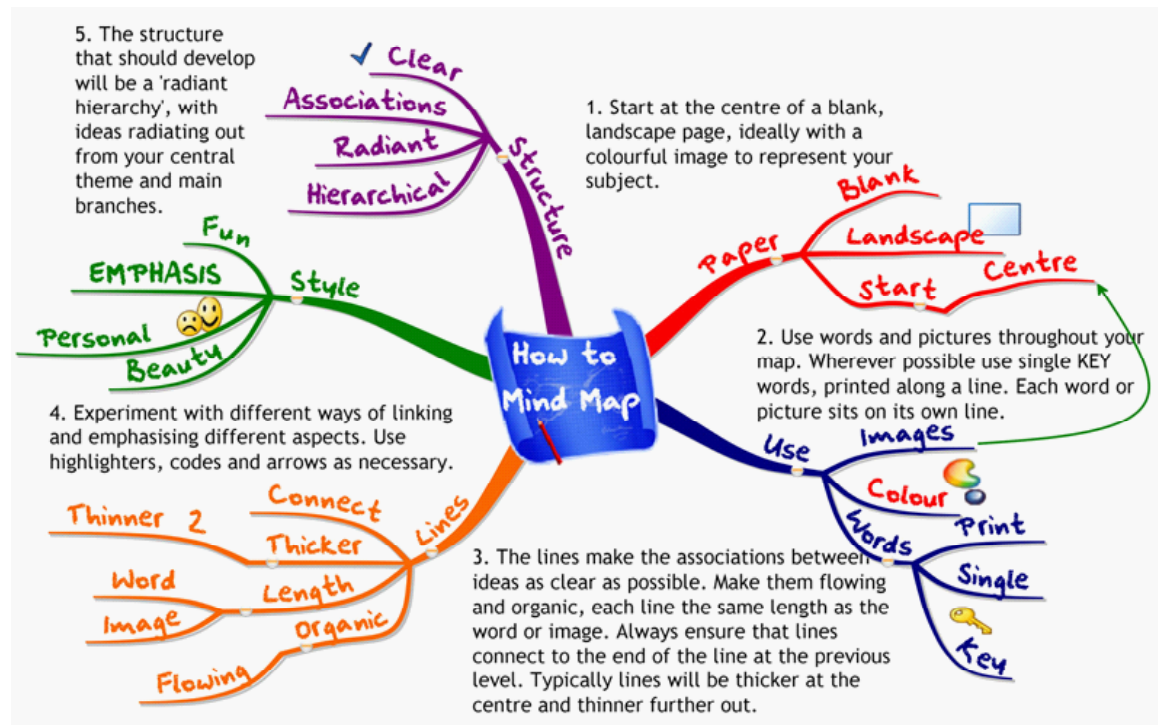
### Materials

- Materials to make a "Peace Pole" – wood, paint, etc.
- Poster boards, markers, etc. for Presentations
- Internet
- Journals or essay-writing material

## GETTING STARTED

### Knowledge Now

- Divide students into small groups of 3-4. Ask students to think about what they have learned thus far, and consider what impact the notions of peace and nonviolent action have on issues that they have explored.
- In small groups, ask students to create a mind map. Students can use the word "peace" or "nonviolent action" as their central word. Please see the image below for information regarding mind maps. Following the exercise, ask students to briefly present their mind maps to the rest of the class.



## Engaging Interest

- Present the brief video *The Last 100 Years of Non Violence* to the class ([www.youtube.com/watch?v=bGFDhGpk634](http://www.youtube.com/watch?v=bGFDhGpk634)) to allow the students to start thinking about the issue that they will be exploring.
- As a large group, discuss the notion: "How will you play a part in making the next 100 years of history?"
- Discuss with students what they think they can do for the next year.

## LEARNING ACTIVITIES

In this lesson, students will examine nonviolence through social media and the impact it had on the 2011 revolution in Egypt.

### Background

The events in Cairo, Egypt and other Middle East cities in early 2011 have reset the political paradigm for the region. Many countries in the Middle East are run by dictators that allow free expression only when it praises them, free assembly only when it supports them, and free elections only when they pick the candidates. But young, tech-savvy activists, employing nonviolent tactics for peace, are beginning to change that.

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“Dissent and protest are not new to the region. For decades the Israeli-Palestinian conflict has kept the pot of discontent boiling in the Middle East. But protests in Egypt and Tunisia had citizens demanding an end to the dictatorial regimes and instituting democratic governments. Opposition groups forming at a grassroots level are employing resistance methods. They are forming coalitions with like-minded groups at all levels of society—professional, labour, and government workers. They counsel nonviolence to their members and temper the anger with reminders to keep their “eye on the prize” and not let the brutal methods of the pro-government forces divert or discourage their cause. And they have employed the “new media” — Facebook, Twitter, and blogging — to present their case, communicate with like-minded groups, and encourage questioning and discussion that have not been seen in this region for decades.

Political analysts debate the extent to which the new media played a role in the toppling of the regimes of Zine El Abidine Ben Ali in Tunisia and Hosni Mubarak in Egypt. The massive public protests that ended these regimes were not just spontaneous reactions to recent oppression, but rather the release of longstanding grievances with the government over poor economic conditions, corruption, and the suppression of freedoms. Each of these revolutions was ignited by the deaths of young men facing oppression and the brutality of the state when they dared complain of the abuse.

What seems to make these revolutions different from ones in the past is how social media has accelerated the organizational capabilities and operations of the opposition movements. By using social media, opposition groups are better than the government at forming and carrying out strategy, instilling discipline within their ranks, and adapting to quickly changing events. It seems that it wasn't social media that toppled the regimes, but that social media served as a tool in that process a process that also employed traditional methods of dissent served up on mass media (primarily television) to citizens of Egypt and Tunisia as well as the world.” [Courtesy of PBS Newshour]

- Distribute copies or post on an overhead projector or white board the two cartoons in the Student Handout (found at the end of this lesson). Organize the class into small groups of students. Have them discuss the questions below:
  - What is the event or issue depicted in the cartoon?
  - Deconstruct each cartoon by explaining the use of labels, symbols, caricature in each. What are they and what do they represent?
  - What aspects of the cartoon (if any) are difficult to understand? What further information do you need to know to fully understand the cartoon?
  - What is the cartoonist's message?
  - What is your opinion/reaction to the message of the cartoon?

### **Class Discussion Questions:**

- Describe the double meaning of the term “unfriending Mubarak” as it applies to the revolution in Egypt?
- Why is the man on the camel shouting, “The Internet is coming”. Compare and contrast this warning to a similar incident during the American Revolution?
- From the depictions in the cartoons, what seems to be the primary weapon of the revolution in Egypt? How has the revolution in Egypt affected other governments in the Middle East?

- Divide students into small groups of 3-4 and show a video segment from a PBS NewsHour story, “Debate continues over social media’s role in the Egyptian, Arab World Protests” to the entire class or assign the video clips as homework before you conduct the activity. Make sure students understand the Background before conducting this activity. The video segment can be found at [www.pbs.org/newshour/bb/world/jan-june11/egypt1\\_02-14.html](http://www.pbs.org/newshour/bb/world/jan-june11/egypt1_02-14.html).
- Have students discuss the following questions in their groups. Review each segment’s questions with the entire class.
  - After protests succeeded in ousting Hosni Mubarak, what were the reasons for continued protests? What did the people want?
  - What was the military’s message to these people? Why do you think the people still continue to march in the streets?
  - How was Facebook used by Egyptian activists in 2008 to support striking workers?
  - According to prominent activist Gameela Ismail, how did social media encourage many Egyptians who had been reluctant in the past to join the protests?
  - How was social media used to expose the death of Egyptian businessman Khaled Said and what effect did this information have on the people of Egypt?
  - How did the Egyptian government’s strategy to block Facebook and the Internet backfire and increase the public’s resolve to protest?
  - What was the role of older media like television in the huge uprising?
  - Do you think people would have revolted in Egypt even if they didn’t have social media? Why or why not?
  - What was the contribution of social media in the Egyptian revolution?
  - How might social media be used in the future in Egypt to help ensure democracy can be maintained through peace and nonviolent action?
  - What role might social media play in similar circumstances and events in other countries of the Middle East?

## ASSESSMENT/ANALYSIS

- Have students develop an essay or multimedia presentation, exploring either one of the following statements:
  - The role of traditional social media, factors such as nonviolent dissent and strong organization, and their contribution to the successful revolution in Egypt. OR
  - The changing face of peace and nonviolent action over the last 100 years.

## APPLICATION

### Peace Pole

- The teacher can choose to either construct a wooden Peace Pole prior to the activity or incorporate this activity into the lesson. Instructions for constructing a Peace Pole can be found at <http://peace-pole.com/make-your-own.htm>.
- Inform students that they will be in charge of creating a Peace Pole for their school. This structure can either be temporary (set up in a place in the school so that other students can contribute to the Peace Pole) or permanent (which might require administration approval). Ensure that students understand that pledging peace is a means by which nonviolent action can occur.
- Ask students to create a way to decorate the Peace Pole. This can be done in 4 small groups (given one side of the Pole each) or as a large group. Ensure students know that there should be meaning to the decoration.

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- Once the Pole is constructed and decorated, ask students to create a “Dedication for Peace” to be placed inside the Peace Pole.
  - Students can then be assigned, in small groups, the task of visiting other classes in the school and giving a brief presentation on action through peace, nonviolence, the Peace Pole initiative, or a combination of all three. Students should ask other students to:
    - Please write a peace message on a small piece of paper.
    - Please write as many messages as you wish.
    - Place your messages in the Peace Pole.
  - Ensure that students let others know that after a period of time, these messages will be removed and turned into a display for others to read. They can consider the following questions:
    1. What is peace?
    2. What does peace look like in our school, family, community, the world?
    3. How do I make peace through nonviolent action?
    4. What does it mean to be peaceful?
    5. Do you know of any famous peacemakers? What did they do?
    6. Where are some places in the world that have peace?
    7. Where are some places in the world that do not have peace?
    8. What can I do now to make peace?
    9. Why do people want peace?
  - Once all students have had a chance to contribute to the Peace Pole, ask students, in small group or as a large class, to remove the peace messages from the Pole and create either a multimedia presentation or a poster presentation using the messages of peace. Try and ask students to connect this “action” with their understanding of peaceful and nonviolent action.
  - Ask students to collect as many pledges for the “School Pledge of Nonviolence” as possible (found at the end of this lesson). Display the School Pledge in a visible spot in the school.

## **ACTIVITIES FOR EXTENSION AND/OR INTEGRATION**

- Students can create their own political cartoons, expressing their opinions on the Egyptian Revolution.
- Students can look into the possibility of revolutions in other parts of the Middle East and how circumstances in these countries compare to Egypt.
- Help students set up their own social networking site for a club or an organization they belong to. There are plenty of resources on the Internet to get you started and protect students from unwanted intrusion. Some of these sites are listed in the resources below.
- Have students take the Kindness and Justice Challenge. This two-week initiative by Do Something, a non-profit group, in honour of Martin Luther King Day, provides information on how you can take action and stand up for what’s right. Visit [www.dosomething.org](http://www.dosomething.org).

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- Use Music To Play a Vital Role. Check out the following resources:
    - People's Music Network for Songs of Freedom and Struggle at <http://world.std.com/~pmn/#monthly>.
    - Freedom Song Network (FSN) at [www.emf.net/~cheetham/gfrnk1.htm](http://www.emf.net/~cheetham/gfrnk1.htm). Affirms through songs and music, the right of all peoples, at home and abroad, to establish more free, just and equal societies and to live in peace.
  - Websites that might be of interest:
    - [www.threecupsoftea.com/AboutGreg.php](http://www.threecupsoftea.com/AboutGreg.php) - The work of Greg Mortenson
    - [www.nobelprizes.com/nobel/peace/peace.html](http://www.nobelprizes.com/nobel/peace/peace.html) - Nobel Peace Prize winners
    - [www.columbia.edu/~fdc/pace](http://www.columbia.edu/~fdc/pace) - peace in many languages
    - [www.un.org/cyberschoolbus/peaceday/poem.asp](http://www.un.org/cyberschoolbus/peaceday/poem.asp) - peace poems written by students
    - <http://thinkexist.com/quotations/peace> - peace quotes
    - [www.daytonpeacemuseum.org/?gclid=CK-GxZays5ECFSDOIgod\\_THIOQ](http://www.daytonpeacemuseum.org/?gclid=CK-GxZays5ECFSDOIgod_THIOQ) - peace museum
    - [www.salsa.net/peace/faces](http://www.salsa.net/peace/faces) - famous peacemakers
    - [www.salsa.net/peace/symbol/index.html](http://www.salsa.net/peace/symbol/index.html) - peace symbols.

## STUDENT HANDOUT: THE IMPACT OF SOCIAL MEDIA

"Unfriend Mubarak" #89234 - By Bill Schorr, Cagle Cartoons - 2/14/2011



"Egypt's Cyber Coup" #89176 - By Joe Heller, Green Bay Press-Gazette - 2/11/2011





# SCHOOL PLEDGE OF NONVIOLENCE

Making peace must start within ourselves and in our school. Each of us, members of \_\_\_\_\_ School, on this day, \_\_\_\_\_, 20\_\_, commit ourselves as best we can to become nonviolent and peaceable people.

## **To Respect Self and Others**

To respect ourselves, to affirm others and to avoid uncaring criticism, hateful words, physical attacks and self-destructive behavior.

## **To Communicate Better**

To share our feelings honestly, to look for safe ways to express our anger, and to work at solving problems peacefully.

## **To Listen**

To listen carefully to one another, especially those who disagree with us, and to consider others' feelings and needs rather than insist on having our own way.

## **To Forgive**

To apologize and make amends when we have hurt another, to forgive others, and to keep from holding grudges.

## **To Respect Nature**

To treat the environment and all living things, including our pets, with respect and care.

## **To Play Creatively**

To select activities and toys that support our school's values and to avoid activities that make violence look exciting, funny or acceptable.

## **To Be Courageous**

To challenge violence in all its forms whenever we encounter it, whether at home, at school, or in the community, and to stand with others who are treated unfairly.



This is our pledge. These are our goals. We will check ourselves on what we have pledged once a month on the \_\_\_\_\_ day of the month for this school year so that we can help each other become more peaceable people.

“Eliminating violence, one school at a time, starting with our own.”

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# SUBJECT AND LEVEL LEARNER OUTCOMES

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## DIMENSIONS OF THINKING

Students will:

### S.1 Develop skills of critical thinking and creative thinking:

- Evaluate ideas and information from multiple sources.
- Determine relationships among multiple and varied sources of information.
- Assess the validity of information based on context, bias, sources, objectivity, evidence, or reliability.
- Predict likely outcomes based on factual information.
- Evaluate personal assumptions and opinions to develop an expanded appreciation of a topic or an issue.
- Synthesize information from contemporary and historical issues to develop an informed position.
- Evaluate the logic of assumptions underlying a position.
- Assemble seemingly unrelated information to support an idea or to explain an event.
- Analyze current affairs from a variety of perspectives.

### S.2 Develop skills of historical thinking:

- Analyze multiple historical and contemporary perspectives within and across cultures.
- Analyze connections among patterns of historical change by identifying cause-and-effect relationships.
- Analyze similarities and differences among historical narratives.
- Evaluate the impact of significant historical periods and patterns of change on the contemporary world.
- Discern historical facts from historical interpretations through an examination of multiple sources.
- Identify reasons underlying similarities and differences among historical narratives.
- Develop a reasoned position that is informed by historical and contemporary evidence.
  - i. Demonstrate an understanding of how changes in technology can benefit or harm society— in the context of the present, the future, and various historical time periods.
  - ii. Use current, reliable information sources from around the world.

### S.3 Develop skills of geographic thinking:

- Analyze the impact of physical and human geography on history.
- Make inferences and draw conclusions from maps and other geographical sources.
- Locate, gather, interpret, and organize information, using historical maps.
- Develop and assess geographical representations to demonstrate the impact of factors of geography on world events.
- Assess the impact of human activities on the land and the environment.
- Assess how human interaction impacts geopolitical realities.
  - i. Use current, reliable information sources from around the world, including online atlases.

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#### **S.4 Demonstrate skills of decision making and problem solving:**

- Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.
- Develop inquiry strategies to make decisions and solve problems.
- Generate and apply new ideas and strategies to contribute to decision making and problem solving.
  - i. Describe a plan of action to use technology to solve a problem.
  - ii. Use appropriate tools and materials to accomplish a plan of action.

### **RESEARCH FOR DELIBERATIVE INQUIRY**

Students will:

#### **S.5 Apply the research process:**

- Develop, express, and defend an informed position on an issue.
- Reflect on changes of points of view or opinion based on information gathered and research conducted.
- Draw pertinent conclusions based on evidence derived from research.
- Demonstrate proficiency in the use of research tools and strategies to investigate issues.
- Consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues.
- Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry.
- Develop, refine and apply questions to address an issue.
- Select and analyze relevant information when conducting research.
  - i. Plan and perform complex searches, using digital sources.
  - ii. Use calendars, time management, or project management software to assist in organizing the research process.
  - iii. Generate new understandings of issues by using some form of technology to facilitate the process.
  - iv. Record relevant data for acknowledging sources of information, and cite sources correctly.
  - v. Respect ownership and integrity of information.

### **COMMUNICATION**

Students will:

#### **S.6 Demonstrate skills of oral, written, and visual literacy:**

- Communicate effectively to express a point of view in a variety of situations.
- Use skills of formal and informal discussion and/or debate to persuasively express informed viewpoints on an issue.
- Ask respectful and relevant questions of others to clarify viewpoints.
- Listen respectfully to others.
- Use a variety of oral, written, and visual sources to present informed positions on issues.
  - i. Apply information technologies for context (situation, audience, and purpose) to extend and communicate understanding of complex issues.
  - ii. Use appropriate presentation software to demonstrate personal understandings.

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- iii. Compose, revise, and edit text.
  - iv. Apply general principles of graphic layout and design to a document in process.
  - v. Understand that different types of information may be used to manipulate and control a message (e.g., graphics, photographs, graphs, charts, and statistics); apply principles of graphic design to enhance meaning and engage audiences.

### **S.7 Develop skills of media literacy:**

- i. Assess the authority, reliability, and validity of electronically accessed information.
- ii. Evaluate the validity of various points of view presented in the media.
- iii. Appraise information from multiple sources, evaluating each source in terms of the author's perspective or bias and use of evidence.
- iv. Analyze the impact of various forms of media, identifying complexities and discrepancies in the information and making distinctions between sound generalizations and misleading oversimplification.
- v. Demonstrate discriminatory selection of electronically accessed information that is relevant to a particular topic.

### **RELATED ISSUE 2**

To what extent should contemporary society respond to the legacies of historical globalization?

#### **SPECIFIC OUTCOMES: VALUES AND ATTITUDES**

Students will:

- 2.1 Recognize and appreciate historical and contemporary consequences of European contact, historical globalization, and imperialism on Aboriginal societies (TCC, CC, I, GC).
- 2.2 Exhibit a global consciousness with respect to the human condition (GC, C).
- 2.3 Accept social responsibilities associated with global citizenship (C, GC).
- 2.4 Recognize and appreciate the validity of oral histories (TCC, CC).
- 2.5 Recognize and appreciate various perspectives regarding the prevalence and impacts of Eurocentrism (TCC, CC, I).

### **RELATED ISSUE 3**

To what extent does globalization contribute to sustainable prosperity for all people?

#### **GENERAL OUTCOME**

Students will assess economic, environmental, and other contemporary impacts of globalization.

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## SPECIFIC OUTCOMES: VALUES AND ATTITUDES

Students will:

- 3.1** Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment, and globalization (GC, ER, PADM).
- 3.2** Recognize and appreciate impacts of globalization on the interdependent relationships among people, the economy, and the environment (GC, ER, PADM).

## KNOWLEDGE AND UNDERSTANDING

Students will:

- 3.3** Explore understandings of contemporary economic globalization (GC, ER).
- 3.5** Analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media, and transportation technologies) (TCC, GC, ER, PADM).
- 3.7** Explore multiple perspectives regarding the relationship among people, the land, and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC).
- 3.9** Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC).

## GRADE 10 ENGLISH LANGUAGE ARTS

### GENERAL OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

#### 1.1 Discover possibilities

- a.** Generate and experiment with strategies that contribute to forming tentative understandings, interpretations, and positions (for example, posing questions, suspending judgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading, or ambiguous).
- b.** Form tentative understandings, interpretations, and positions on ideas and issues communicated in literature and other texts by expressing their own explorations and considering others' explorations.

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### 1.2.1 Consider new perspectives

- a. Describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses.
- b. Identify, own ideas, perspectives, and interpretations and evaluate them for depth of explanation, evidence, or support; and consider the ideas, perspectives, and interpretations of others to broaden their own understandings when exploring and responding to texts.

### GENERAL OUTCOME 2

Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual, and multimedia forms and respond personally, critically, and creatively.

### 2.1.1 Discern and analyze context

- a. Identify a variety of different kinds of texts, audiences, and purposes for creating texts (for example, purposes could include to inform, persuade, entertain, or inspire; the purpose of a print advertisement is to sell a product).
- b. Use features found within a text as information to describe the communication situation within which the text was created (for example, use specialized terminology, jargon, acronyms, and idioms within a text to describe context).
- c. Describe the relationship between text and context (for example, constraints of time and space, issues of gender and culture, whether or not the audience is present).
- d. Identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text.

### 2.1.4 Use reference strategies and reference technologies

- a. Use a variety of appropriate reference strategies and reference technologies to aid understanding (for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines).
- b. Create and use own reference materials to aid understanding (for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list).

### 2.1 Construct meaning from text and context

#### 2.1.1 Discern and analyze context

- a. Identify a variety of texts, purposes for creating texts and audiences (for example, purposes could include to inform, persuade, entertain or inspire).
- b. Identify features of a text that provide information about the text (for example, specialized terminology, jargon, acronyms and idioms).
- c. Describe elements found in a variety of communication situations, and explain how these elements influence the creation of texts (for example, constraints of time and space, issues of gender and culture, whether or not the audience is present in the communication situation).
- d. Identify visual elements (such as photographs, lists, tables, graphs, charts and other displays) and aural elements (such as sound effects, music and rhythm) that add meaning to texts,

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## GENERAL OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

### 3.1 Determine inquiry or research requirements

#### 3.1.1 Focus on purpose and presentation form

- a. Reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience, and potential forms of presentation (for example, define parameters of inquiry or research, analyze available resources, create a timeline to guide inquiry or research, and understand purpose and audience).
- b. Describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable (such as a narrative, report, diary entry, or biography).
- c. Refine the purpose of inquiry or research by limiting or expanding the topic as appropriate.

#### 3.1.2 Plan inquiry or research, and identify information needs and sources

- a. Reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively (for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions, and ask questions that lead to new research).
- b. Develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience, and situation—and requirements of presentation form.
- c. Determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information.
- d. Identify information sources intended to fill gaps between prior knowledge and required information.
- e. Identify and select potential strategies and technologies for gathering, generating, and recording information (for example, outlining, webbing, taking notes in point form, recording sources accurately during information gathering, writing direct quotations correctly, and bookmarking Internet sites).

#### 3.2.2 Evaluate sources, and assess information

- a. Reflect on and describe strategies to evaluate information sources for credibility, bias, and quality; and select, monitor, and modify strategies as needed to evaluate sources and detect bias.
- b. Assess information sources for appropriateness to purpose, audience, and presentation form.
- c. Assess the accuracy, completeness, currency, and relevance of information selected from sources; and assess the appropriateness of the information for purpose.

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### 3.2.3 Form generalizations and conclusions

- a. Form generalizations by integrating new information with prior knowledge.
- b. Draw conclusions that are appropriate to findings, reflect their own understandings and are consistent with the identified topic, purpose, and situation.
- c. Distinguish between support and generalization, and provide support for generalizations and conclusions.

### 3.2.4 Review inquiry or research process and findings

- a. Reflect on and assess the effectiveness of strategies used to guide inquiry or research (such as the effective use of time and the division of labour when involved in group research).
- b. Identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies.
- c. Review the appropriateness, accuracy, and significance of findings, conclusions, and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any.
- d. Seek feedback from others and use their own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments.