

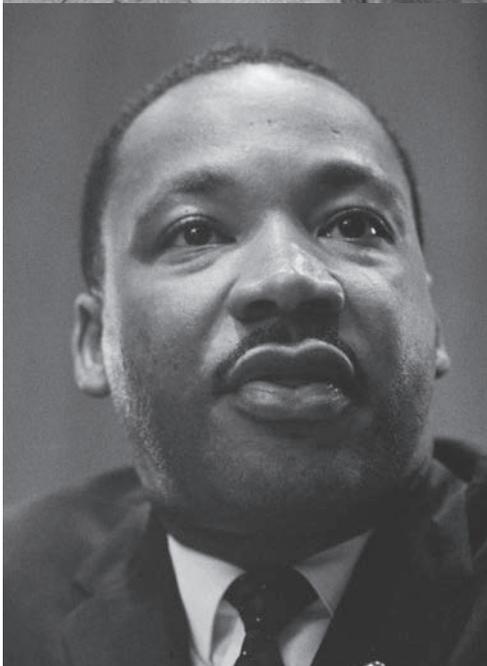
WAGING PEACE

100 YEARS OF ACTION



TEACHERS' GUIDE

INTRODUCTION: The Waging Peace exhibit explores the stories of people who, over the last 100 years, have worked toward justice in peaceful ways. Many of the stories found in the exhibit are entry points to deeper discussions that also connect to curriculum you may be currently covering. Below are Common Core Standards to connect the exhibit with.



Common Core Standards

The lessons below support the following Grade 6-8 Common Core Standards.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RI.7.9

Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

BEFORE YOUR VISIT

Explore two different texts from the Civil Rights Movement

Have students read the following:

Letter to Martin Luther King

A Group of Clergymen

April 12, 1963

<http://bit.ly/1b89Fra>

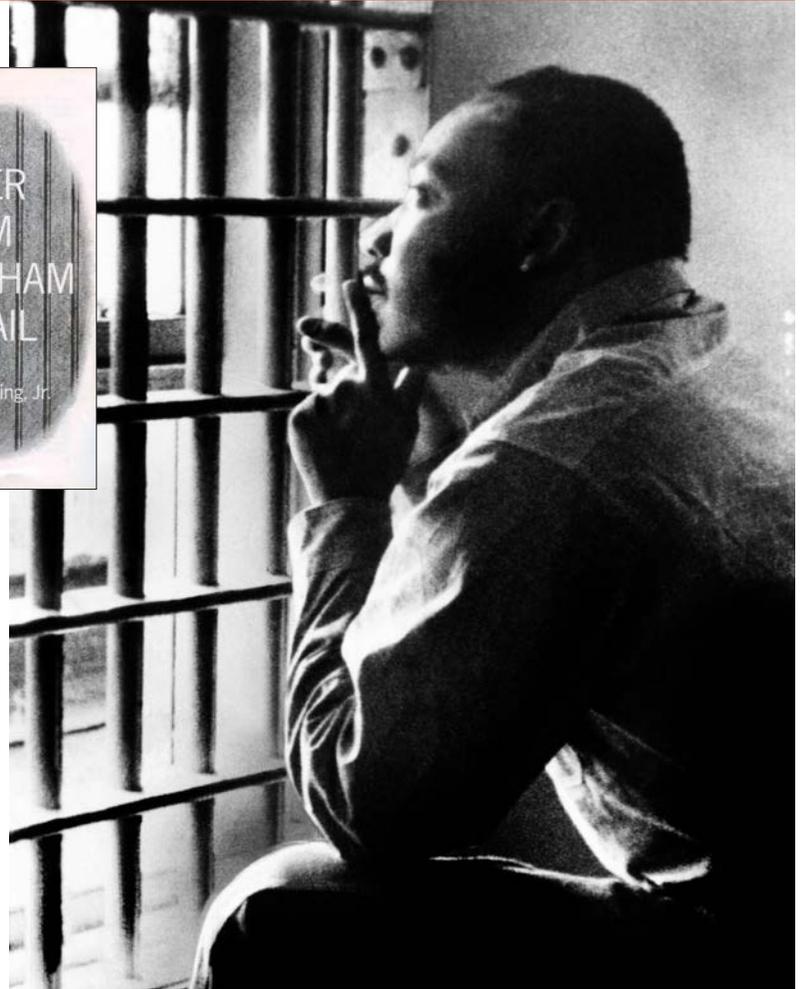
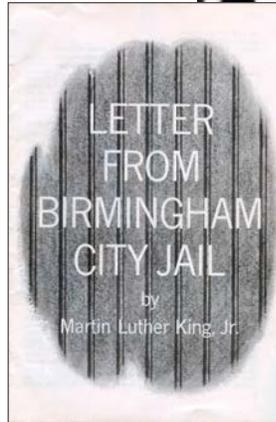
And Martin Luther King, Jr.'s response:

Letter from a Birmingham City Jail

Martin Luther King, Jr.

April 16, 1963

<http://bit.ly/1cbkqyh>



Both of these documents explore potentially difficult and provocative material. Encourage students to openly discuss their feelings about what they have read before addressing the questions below.

1. These letters were both published in newspapers. Who do you think the authors hoped would read their letters? What do you think they hoped to accomplish?
2. These letters juxtapose the ideas of “law and order” and “nonviolent resistance”. How does each letter support their argument?
3. Today, some people use social media to create movements addressing events and issues that are seen as unjust. Identify some movements that have done this. Were they successful? What positive and negative effects were there? How does this compare to the “non-violent resistance” of the Civil Rights Movement? Give evidence to support your statements.

Have students write an essay addressing an injustice that concerns them today. Ask them to consider who or where they could send it to most effectively influence change. Make sure they outline their arguments and support them with facts. When appropriate, send out what students have written to where they determined would be most effective and use class time to discuss the response (or lack of response).

DURING YOUR VISIT

As students move through the exhibit, this worksheet will help them better focus and think more deeply about the ideas presented. After your trip, take time to facilitate a discussion based on their responses.

WAGING PEACE STUDENT GUIDE

As you move through the exhibit, consider each question and write down your responses.

Building Peace

Look at the timeline. What was happening in the decade you were born?

...What about the decade(s) in which your parents were born?

Just Economies

Find two ways action was taken to make lives better.

Addressing Prisons

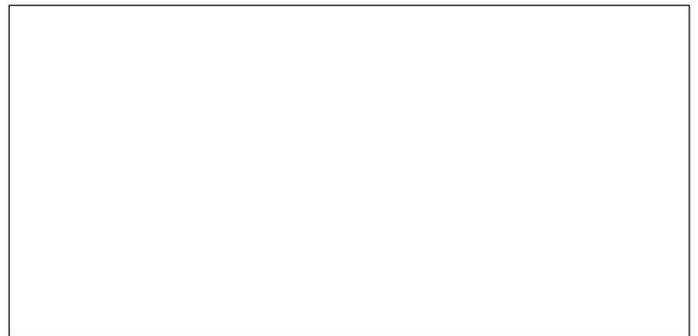
Find the collages created by Ojore Lutalo. What size was his solitary confinement cell?

What did it look like?

What would you put in a collage if you were in a cell that small for 22 years?

Ending Discrimination

Draw a picture of what you would bring with you if you were forced to go to a Japanese internment camp.



Immigrant Rights

Watch the videos of immigrants sharing their stories of coming to America. If you were a new immigrant to the U.S., what do you think your biggest challenges would be?

Call to Action

Find at least one friend and discuss what issues concern you most in your own school or community. What could you do to make a lasting change?

AFTER YOUR VISIT

The Waging Peace exhibit hopes to not only inspire new ways of thinking, but motivate visitors to do more to address injustice in nonviolent ways. By working together, your students can make a difference in their own communities.

Create an action plan

1. As a class, identify issues facing your school or community.
2. Have students brainstorm ideas of what they could do to address the problem(s) they have identified.
3. As a group, write an action plan. Make sure students make a realistic plan they can carry out with clear roles and timelines for each person.
4. Have students carry out their action plans and share what they've done by writing in journals weekly, interviewing people in the community who they've worked with, and posting images of them waging peace with the "I Wage Peace" sign at #wagepeace100.



Bring restorative justice to your school

In many schools, negative behavior can lead to discipline that actually escalates negative behavior and in some cases ultimately becomes a pipeline to prison. Restorative justice is a different and often more effective way to address conflict in the classroom or your entire school.

Restorative justice (RJ) is a powerful approach to discipline that focuses on repairing harm through inclusive processes that engage all stakeholders. Implemented well, RJ shifts the focus of discipline from punishment to learning and from the individual to the community.

1. Have students discuss the current ways discipline is carried out in the school. How do they feel about these methods?
2. Have students look at the case studies here: <http://edut.to/2fHYbVn>
What do they think would and wouldn't work in your classroom or school?
3. Choose a guide to use from the site above and discuss how it could be implemented. Ask the students to write clear guidelines that can be seen throughout the school and discuss different scenarios for resolving conflicts in your school.

Have the students check in monthly to talk about how this new system is working and what they could do to improve it.



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