

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Peace Studies

Curriculum writing committee:

Tyler Barnett

Grade Level:

10-12

Date of Board Approval: 2021

Course Weighting: Peace Studies

Tests (2-3 per quarter)	100 points per test
Quizzes (4-6 per quarter)	20 – 40 points
Homework/Classwork (Weekly)	10 – 20 points each
Projects (2-3 per quarter)	50 – 100 points
Participation (Quarterly)	100 points

Curriculum Map

Overview:

This course is designed to provide a solid foundation for students and to teach students alternatives to violence and confrontation. Students will research and study the various philosophies of pacifism and non-violence and will attempt to incorporate some of these principles into their daily lives. This course will also examine the causes and results of violent behavior throughout the world. Through the use of historical sources, discussion and technology, students will investigate what alternatives can be employed to avoid war and conflict.

Students will trace the development of peace and justice ideals by examining the main tenets of Eastern thought, the Judeo-Christian tradition, the Just War theory and the major writers, philosophers and proponents of peace in the 19th and 20th centuries as well as modern advocates for peace.

Topics often cover issues of race, genocide, advocacy, environmental issues, gender differences, stereotypes, and global terrorism and violence.

Time/Credit for the Course: 1 Semester, ½ Credit

Curriculum Writing Committee: Tyler Barnett

Goals:

Understanding of:

Marking Period One / Three:

- What is peace?
- The Declaration of Human Rights.
- The historical peacemakers/keepers, Alfred Nobel and the Nobel Peace Prize.
- Am I prejudiced? A self-analysis.
- How has prejudice and hatred led to violence towards race, religion and gender?
- Can those that learn to hate un-learn those same behaviors and ideologies?
- What causes violence towards those that are different?
- What are the genetic dispositions for peace and violence?
- What events led to the beginning of the Civil Rights Movement?
- How did violence towards minority groups influence the African American Experience?
- How did violence toward minority groups influence the Native American Experience?
- How did violence toward minority groups influence the Women's Empowerment Movement?
- Historical Women Project.
- How did events and leaders of these movements transform American society?
- What events that led up to the Holocaust in Europe?
- How did nationalism and poverty allow the Nazi's to rise in Germany?
- How did life in the concentration camps change people?
- What was the value of life?

Marking Period Two / Four

- Hate and genocide, the causes and a historical overview.
- Genocide map and areas of past and present conflict.
- Comparison and Contrast of various genocides with the Holocaust.
- Letters from Holocaust survivors.
- What are the qualities and traits of peacemakers?
- Eastern thought and religion concerning peace and violence.
- Clausewitz, Sun-tzu, Thomas Aquinas, Baron Jomini, and others for justification of war to ensure peace.
- How do peacemakers make a difference in the world?
- Alfred Nobel and the Nobel Peace Prize.

- How do organizations provide necessary services to people and nations in turmoil?
- Day After Peace - Jeremy Gilley.
- How can students make a difference in their community and in the world?
- Student Advocacy Project/Requirement.
- How is terrorism, global warming and unequal distribution of wealth interrelated?
- What are the solutions to terrorism, global warming, and unequal distribution of wealth and how to apply the concepts in our community and world?

Big Ideas:

Big Idea #1: The actions of hatred and genocide have led to war and violence.

Big Idea #2: The events and leaders that shaped the Civil Rights movement.

Big Idea #3: The Holocaust.

Big Idea #4: Poverty produces activities that end in death and violence.

Big Idea #5: Individuals and groups can act as peacemakers to solve the world's problems.

Big Idea #6: Analysis of the Declaration of Human Rights and those affected by them.

Big Idea #7: Racism is based on misunderstanding and misguided beliefs.

Big Idea #8: Activism and Advocacy are effective forms of peace.

Big Idea #9: The actions of women and Women's Empowerment have led to an improvement in social equality.

Big Idea #10: The actions of Native Americans and the Native American Experience have led to an improvement in social equality.

Big Idea #11: The actions of African Americans and the African American Experience have led to an improvement in society equality.

Big Idea #12: Gandhi and non-violence in historical context.

Big Idea #13: Day After Peace and Peace Day influence pacifism all over the world.

Big Idea #14: Predisposition for peace and violence can be attributed to the mind.

Big Idea #15: Social cognition, social influence, and social relations in human society.

Big Idea #16: Eastern philosophies and religions influence western beliefs and behaviors.

Big Idea #17: Analysis of a "just" war?

Textbook and Supplemental Resources:

Farley, Joseph J., and Armstrong, Richard: *A Peace Reader Essential Readings on War, Justice, Non-Violence and World Order*. Mahwah: Paulist Press, 1992.

Curriculum Plan

Unit 1: Foundations of Peace/Historical Racism and Discrimination **Time/Days:** 20 Days

Standards (by number):

PA Academic Standards Addressed: 5.1.U.C., 5.2.U.A, 5.2.U.B., 5.3.U.F, 7.3.12.A
PA Core Standards in History and Social Studies: CC.8.1.12.A., CC.8.1.12.B., CC.8.1.12.C.,
CC.8.2.12.B, CC.8.3.12.A., CC.8.3.12.B., CC.8.3.12.C., CC.8.3.12.D., CC.8.4.12.A.,
CC.8.4.12.B., CC.8.4.12.C., CC.8.4.12.D.,

Standards Addressed: National Standards for Psychology: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3,
3.4

Anchors: (As Applicable)

R.11.A.2.3, R.11.A.2.3.1, R.11.A.2.3.2

Eligible Content:

- What is Peace?
- What is the International Declaration of Human Rights?
- Am I A racist?
- Can Random Acts of Kindness make a difference?
- Are there predispositions to peace and violence?
- What impact did the African American Experience, the Native American Experience and the Women's Empowerment Experience contribute to social improvements?
- What events brought about the Civil Rights Movement?
- What events brought about the Native American Movement?
- What events brought about the Women's Equality Movement?
- What impact did individuals have on each of these movements?
- What is the legacy of each of these movements.?
- How does prejudice and hate lead to genocide?

Objectives:

1. Students will be able to identify and describe the concept of nature and nurture. (1)
2. Students will be able to identify and describe the concept of humanity. (1)
3. Students will be able to analyze the 6 Principles of MLK and connect how its applied today. (4)
4. Students will be able to analyze the significance of the "Letter from a Birmingham Jail" and "I Have a Dream" speech by MLK. (4)
5. Students will interpret the various philosophical arguments made by Malcolm X and evaluate the social impact on black and white society. (2)
6. Students will be able to compare and contrast the movements of African Americans, Native Americans, and Women. (2)

7. Students will be able to distinguish how Plessy vs Ferguson and the Jim Crow Laws impacted race relations in the U.S. (2)
8. Students will be able to compare the impact of individuals such as Rosa Parks, Emmitt Till, James Meredith etc. on the Civil Rights Movement. (2)
9. Students will be able to compare and contrast various events that impacted the Civil Rights Movement such as; the Little Rock Nine, the murder of Emmitt Till, the Montgomery Bus boycott, the Freedom Rides, 16th St Church Bombing. (3)
10. Students will be able to explain the impact of the International Human Declaration of Human Rights. (2)
11. Students will explain the various movements and analyze how it changed politics and society in the U.S. (3)
12. Students will be able to identify hate groups in the U.S. (1)
13. Students will be able to explain how hate groups attract members. (2)
14. Students will be able to compare and contrast hate groups such as; KKK, neo-Nazi organization, the New Black Panther party, Westboro Baptist, etc. (3)
15. Students will be able to identify social categorization and implicit personality theories. (1)
16. Students will be able to articulate how people try to explain the actions of others. (2)
17. Students will be able to compare and contrast how prejudice and discrimination are different. (3)
18. Students will be able to explain why people are prejudiced, and describe ways in which prejudice can be stopped. (3)

Core Activities and Corresponding Instructional Methods:

1. Class lectures and or discussions that cover the essential content and objectives of the course.
2. Various readings in the Peace Reader and guided review questions.
3. View A&E Biography, or similar videos, on Malcolm X and MLK and create biographical sketches on each.
4. Read, “Birmingham Clergy Open Letter to MLK”, “Letter from a Birmingham Jail”, and “A Call for Unity”.
5. Examine the role of the brain in the predisposition of peace and violence from a cognitive perspective.
6. Participate in a mock “peer mediation” to learn first-hand the peace making process.
7. Create a PowerPoint on events and individuals of the Civil Rights Movement.
8. Create a bulletin board or PowerPoint that analyzes 20th and 21st century genocides.
9. Research an additional topic and either do a presentation or short research paper.
10. Read sections of Roots or the autobiography of Malcolm X by Alex Haley to trace the conflict of race in America.
11. Make a collage of Martin L. King quotes and speeches.
12. Graph major milestones of the Civil Rights movement.
13. List choices for top 10 of the Universal Declarations of Human Rights and defend why in a written response.
14. Complete a web quest on the Civil Rights Movement, the Native Americans, and/or Women’s Suffrage/Empowerment.
15. Analyze video/interactive resources and discuss with peers and instructor.

Assessments:

Diagnostic:

- prior knowledge assessment, short answer/MCQ
- question and answer session based on prior knowledge
- class discussion
- brainstorming

Formative:

- teacher generated worksheets/webquests
- class discussion
- question and answer based on ongoing content

Summative:

- Common Assessment (Unit 1 Exam - MCQ)
- Written response assessment(s) based on but not limited to:
 - International Declaration of Human Rights
 - “Letter from a Birmingham Jail”
 - Native American Experience
 - Women’s Empowerment
 - African American Experience
 - Racism and Hatred - “Am I a Racist?”
- Project – Optional project on Racism

Curriculum Plan

UNIT 2: Holocaust and Genocide

Time/Days: 25 days

Standards (by number):

PA Academic Standards Addressed: 5.1.W.B., 5.1.W.F., 6.5.W.E., 7.1.12.B.

PA Core Standards in History and Social Studies: CC.8.1.12.A., CC.8.1.12.B., CC.8.1.12.C.

Anchor(s): (As Applicable) R.11.A.2.3, R.11.A.2.3.1, R.11.A.2.4, R.11.A.2.4.1, R.11.A.2.5

Eligible Content:

- What was life like for the Jews in Ghettos?
- What was life like in the concentration camps for the Jews?
- How did Oskar Schindler transform himself into a righteous man?
- How did concentration camp members survive the mental and physical abuse?
- What are the steps to the formation or causes of genocide?
- Who does genocide cause violence and death predominantly to?
- Where are the geographic areas that genocide has taken place?
- What are the conditions that fuel genocide?
- Who has been responsible for the more historic genocidal events?
- What efforts are made to end genocide and hold those responsible?

Objectives: (DOK)

- Students will be able to compare and contrast the Holocaust to other genocide. (3)
- Students will be able to identify and discuss events in Oskar Schindlers' life that transformed him into helping save many Jews. (2)
- Students will be able to identify key events and laws in Germany that lead to the Holocaust. (1)
- Students will assess the motives and results of the actions of Oskar Schindler. (3)
- Students will identify and analyze the links between violence and poverty. (4)
- Students will explain the causes of genocide and its effects (3)
- Students will compare and contrast various genocides to the Holocaust. (3)
- Students will identify those entities that are trying to bring an end to these atrocities. (2)
- Students will be able to articulate the impact of genocides on those affected by genocide. (2)
- Students will be able to explore others such as Sir Winton of England who did similar actions like Oskar Schindler. (1)
- Students will be able to identify and analyze those nations responsible for modern genocides. (4)

Core Activities and Corresponding Instructional Methods:

1. The instructor will prepare and lead class lectures and or discussions that cover the causes of and events that lead to the Holocaust.
2. The instructor will for assign various readings in the Peace Reader and guided review questions on The Holocaust as a moral choice, those who said no to the Holocaust.
3. Students will read articles on Virginia, North Carolina and California policies on forced sterilization.
4. Students will watch and discuss “Schindler’s List”.
5. Students will watch and discuss “Life is Beautiful”.
6. Students will write an essay that compares and contrasts “Life is Beautiful” to “Schindler’s List”.
7. The instructor will lead class discussions on poverty in the U.S. and around the world.
8. Students will complete a socio economic study on various ethnic families pre and post WWII.
9. Watch the film, “Auschwitz- You Cried, You Died” and identify the different ways teenagers were affected by the Holocaust in a class discussion.
10. Create a PowerPoint presentation on “Dancing on Auschwitz Graves”.
11. Students will research Holocaust Denial/Revisionism and create a graphic organizer that disputes Holocaust Denial points.
12. Research local agencies that work with those affected by genocide.
13. Students will research nations that have dealt with a genocide and create a graph that identifies the rates of poverty before and after the event.
14. Students will generate a list of ideas to combat genocide.
15. Students will create a power point presentation on genocide in Somalia, Ethiopia, Iraq, Syria or other areas that have been harmed by violence and war.
16. Students will create a timeline of 20th and 21st century genocides.
17. Students will complete a web quest or other interactive resource on the Holocaust.
18. Students will analyze video/interactive resources and discuss with peers and instructors.

Assessments:

Diagnostic:

- prior knowledge assessment, short answer/MCQ
- question and answer session based on prior knowledge
- class discussion
- brainstorming

Formative:

- teacher generated worksheets/webquests
- class discussion
- question and answer based on ongoing content

Summative:

- Common Assessment (Unit 2 Exam - MCQ)
- Written response assessment(s) based on but not limited to:
 - International Declaration of Human Rights
 - “Schindler’s List”
 - “Those Who Said ‘No’”
 - “Life is Beautiful”
 - “Auschwitz- You Cried, You Died”
- Project - Genocide

Curriculum Plan

UNIT 3: Peacemakers and Advocacy

Time/Days: 25 days

Standards (by number):

PA Academic Standards Addressed: 5.1.W.F., 5.2.12B., 6.2.W.A., 6.2.W.G., 7.4.12.A., 7.4.12.B.
PA Core Standards in History and Social Studies: CC.8.1.12.A., CC.8.1.12.B., CC.8.1.12.C.

Anchors: (As Applicable) R.11.A.2.3, R.11.A.2.3.2, R.11.A.2.4, R.11.A.2.4.1, R.11.A.2.6, R.11.A.2.6.1

Eligible Content:

- Who were the famous peacemakers throughout history?
- Who were the pioneers of peace for the respective groups studied?
- What are the common traits and qualities of a good person and a peacemaker?
- Who was Alfred Nobel and what is the Nobel Peace Prize?
- Who are Nobel Peace Prize Winners and what did they do to deserve the award?
- What are the main peacemaking organizations today and their elements that make them effective?
- Why do cultural differences lead to the need for peaceful alternatives to violence?
- Why and how does the distribution of wealth lead to violence and war?
- What are the causes of the changing political environment and the organizations trying to alleviate those sources?
- What is advocacy and how does that influence the peace process?
- What institutions and organizations promote advocacy and to or for whom?

Objectives:

- 1. Students will be able to identify famous peacemakers and explain their contribution to society. (2)
- Students will be able to distinguish qualities and traits of a good person and peacemaker. (2)
- Students will be able to identify and discuss the main elements of peacemaking organizations. (2)
- Students will analyze major modern conflicts due to race, religion, and environment. (3)
- Students will identify those entities that are trying to bring about the peace process in our community. (2)
- Students will identify Alfred Nobel and the Nobel Peace Prize and those that have received the awards. (1)
- Students will identify and become familiar with an advocacy group of their choice and be able to explain them. (3)
- Students will research and verbally present their advocacy group to promote their cause. (4)

Core Activities and Corresponding Instructional Methods:

1. Students will complete specific readings concerning the world's trouble spots.
2. The instructor will lead a discussion or lecture on terrorism, global warming and unequal distribution of wealth and resources.
3. Students will read selections from Thoreau and become acquainted with the ideas of Greenpeace and other similar organizations.
4. Students will read excerpts from "Man's Search for Meaning" by Viktor Frankl.
5. Students will study the lives and motivations of famous peacemakers and create a PowerPoint or magazine article that expresses the qualities and traits of the peacemaker.
6. Students will create a four-part portfolio using poems, video, pictures, and music encompassing the topics of war, harmony, friendship and the environment.
7. Students will view the Peace One Day documentary and join the movement to bring peace to the world.
8. Presentation by a guest speaker on Amnesty International, the RainForest project, the Quakers in Pennsylvania, or the local unity coalition.
9. Students will research the effects of nuclear and biological testing on the world's
10. Students will do an advocacy project that includes identifying, researching and presenting information.
11. Students will pick a NPP Winner of their choice and write a one-page research paper to present. (3)
12. Students will analyze video/interactive resources and discuss with peers and instructors.

Assessments:

Diagnostic:

- prior knowledge assessment, short answer/MCQ
- question and answer session based on prior knowledge
- class discussion
- brainstorming

Formative:

- teacher generated worksheets/webquests
- class discussion
- question and answer based on ongoing content

Summative:

- Common Assessment (Unit 3 Exam - MCQ)
- Written response assessment(s) based on but not limited to:
"Man's Search for Meaning"
Nobel Peace Prize laureates
Peace One Day
Terrorism, Global Warming
- Project - Nobel Peace Prize Winner Project

Curriculum Plan

UNIT 4: Philosophy of War, Modern Movements, and the World Today **Time/Days:** 20 days

Standards (by number):

PA Academic Standards Addressed: 5.1.W.F., 5.2.12B., 6.2.W.A., 6.2.W.G., 7.4.12.A., 7.4.12.B.,

PA Core Standards in History and Social Studies: CC.8.1.12.A., CC.8.1.12.B., CC.8.1.12.C., :H.8.1.12 (A,B,C,D); H.8.3.12 (A,B,C); H.8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C,G); 1.6.11(A,D,E)

Anchors: (As Applicable) R.11.A.2.3, R.11.A.2.3.2, R.11.A.2.4, R.11.A.2.4.1, R.11.A.2.6, R.11.A.2.6.1

Eligible Content:

- Why and how does the distribution of wealth lead to violence and war?
- What are the causes of the changing environment and the organizations trying to alleviate those sources?
- Is war justified?
- Who are the major contributors to the philosophies of war?
- What are modern perspectives on the causes/reasons/justification of modern conflicts?
- What the role of poverty plays in violence?
- How does the unequal distribution of wealth contribute to violence?
- What # (hashtag) movements have evolved and from what demographics?
- Where are the major movements of today taking place and why?
- What role does global warming have in the concept of peace and preservation?
- How does the conservation of the environment and the “Earth Movement” be applied as an act of peace?

Objectives:

- Students will analyze major modern conflicts due to race, religion, and environment. (3)
- Students will identify factors of the distribution of wealth. (1)
- Students will analyze and interpret Eastern philosophies as they apply to peace and non-violence with a written response. (3)
- Students will analyze and interpret military strategy and the justification of war with a written response. (3)
- Students will view PowerPoint from Psychology (cross-curriculum) and Military History to address eastern thought and justification of war theories. (1)
- Students will research and present on a modern # movement of their choice in a presentation method such as PowerPoint or Google Slides. (3)
- Students will analyze the unequal distribution of wealth and cite evidence that it causes violence and war. (3)
- Students will apply concepts they learned in the course and analyze themselves. (4)
- Students will identify causes of global warming. (1)

- Students will create a list of personal examples to improve and protect the environment.
(4)

Core Activities and Corresponding Instructional Methods:

1. Students will research the effects of nuclear and biological testing on the world's environment and report on it in a presentation or paper.
2. Students will research local environmental problems, disasters and compare and contrast them to national and world problems. Findings will be shared in a class discussion.
3. Students will view "Too Hot Not to Handle" by HBO films and create a list of ways they can help the environment.
4. Students will view "Alive Day Memories" and assess the lives of injured soldiers.
5. Students monitor the local newspaper and their T.V. Guide to see how many acts of violence and gratuitous sex are shown during prime time.
6. Compare the writings of Thich Nhat Hanh and Dorothy Day to learn their peace precepts.
7. Research online Amnesty International and prepare a report on the group's stance on terrorism, political prisoners, and torture.
8. Have students study the Just War theory from Augustine to the present and determine if it is a feasible rationale for war.
9. Have students view the HBO award-winning film, "Letters from Home" and write an essay on the descriptions of the Vietnam conflict.
10. Use Jansen's History of Art to show how peace and war have been historically portrayed.
11. Students will develop an audio presentation on music and show how music and musicians have often been advocates of peace. Volunteer with a local environmental group to improve the local quality of life.
12. Students will discuss the lives of famous peacemakers and try to implement some of their beliefs in their daily lives.
13. Students will view sections of the film Gandhi and identify how non-violence overcame imperialism.
14. Students will create a graphic organizer on the qualities and traits of the peacemakers discussed in class.
15. Students will create a collage of local environment points of interest to protect. Students will analyze video/interactive resources and discuss with peers and instructors.
17. Students will give written responses to eastern philosophies and justification for war prompts.

Diagnostic:

- prior knowledge assessment, short answer/MCQ
- question and answer session based on prior knowledge
- class discussion
- brainstorming

Formative:

- teacher generated worksheets/webquests
- class discussion

- question and answer based on ongoing content

Summative:

- Common Assessment (Unit 3 EXAM - MCQ)
- Written response assessment(s) based on but not limited to:
 - “Too Hot Not to Handle”
 - “Alive Day Memories”
 - Just War theory
 - Eastern Philosophies and the Concept of Peace and War
 - The Psychology of Peace and War - Predispositions to Violence
- Project - Advocacy (ongoing)

Checklist to Complete and Submit:
(Scan and email)

_____ **Copy of the curriculum using the template entitled “Planned Instruction,” available on the district website.**

_____ **The primary textbook form(s).**

_____ **The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.**

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ **Date** _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ **Date** _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>