

## **What is Peace? Lesson Plan**

**TITLE:** What is Peace?

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**SUMMARY OF THE LESSON/UNIT:**

**SUBJECTS:** Art & English/Language Arts (ELA)

**GRADE LEVEL(S):** Middle/High School

**TIMING:**

- Art: 1-2 class periods
- ELA: 1-2 class periods

**STANDARDS:**

- Art:
  - 8th VA:Pr6.1.8 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
  - 8th VA:Pr4.1.8 Collaboratively prepare and present selected theme-based artwork for display and formulate exhibition narratives for the viewer
- ELA:
  - CCSS.ELA-LITERACY.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - CCSS.ELA-LITERACY.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.
  - CCSS.ELA-LITERACY.CCRA.R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**ESSENTIAL QUESTION/COMPELLING QUESTION:**

- Art:
  - *How can art build bridges?*
- ELA:
  - *What is peace?*
  - *Where does this definition originate? How does the definition of peace differ among individuals, among cultures?*
  - *What is the difference between negative peace and positive peace, and what factors lead to more peaceful societies?*

### **LEARNING OBJECTIVES:**

- Art:
  - Students will observe and discuss how artists have promoted peace through artworks.
  - Students will reflect and design works to promote peace within their own community.
- ELA:
  - Students will synthesize others' ideas of peace.
  - Students will develop their own definition of peace.
  - Students will learn the difference between positive peace and negative peace, as well as the factors that contribute to more peaceful societies, through an expository piece from the Institute for Economics and Peace's ["Positive Peace Report"](#)

### **LISTS OF MATERIALS/RESOURCES NEEDED:**

- Art:
  - [Art of Peace slideshow](#)
  - Smooth rock [Art of Peaces](#)
  - Acrylic paint
  - Paintbrushes
  - Pencils
  - Student sketchbooks or paper
- ELA:
  - Khalil Gibran's [Parables of Peace](#)
  - [Parables of Peace Analysis](#)
  - Institute for Economics and Peace's ["Positive Peace Report"](#)
  - ["Positive Peace Report" Questions](#)

## **BACKGROUND/CONTEXT/RATIONALE:**

- [Biography of Khalil Gibran](#)
- [10 Things You Need to Know About Gibran Khalil Gibran](#) -- from Arab America
- [Exploring the Inner Journey of Khalil Gibran](#) -- from The Interfaith Observer
- [What is a Parable? The Purpose of Parables in the Bible](#)

## **PROCEDURES/PROCESS/TASKS:**

- Art:
  - Students will discuss two artworks: Yoko Ono's "Peace is Power" and Caravan.
  - Students will reflect on ideas, beliefs, and experiences in their own community.
  - Students will use paint to design and create mini works of art on smooth rocks that will encourage peace within their community
- ELA:
  - Students will each read and analyze at least one *Parable of Peace*
  - Students will form groups of three with each member of the trio having read a different *Parable of Peace*
  - Students will compare the different texts and create (either individually or as a group) a definition of peace
  - Students will explore the infographics on the "Positive Peace Report" and respond to corresponding questions.

## **ASSESSMENTS:**

- Art:
  - Students will write a brief artist statement to explain how their painted design promotes peace within their community.
- ELA:
  - Students will complete the analysis assignment for their *Parable of Peace*.
  - Students will craft a definition of peace.
  - Students will complete questions for the "Positive Peace Report"

## **EXTENSIONS:**

- Art: If teachers have access to a Cricut machine, consider having students create images or phrases promoting peace, designed on the website

[design.cricut.com](https://design.cricut.com), and cut by the machine from vinyl to be placed on windows around the school, similar to “Peace is Power.”

- ELA: In this extension activity, students have the opportunity to further break down Gibran's “Peace and War” parable, then use it as a guide to write their own message of peace. Using a [guided writing template](#), students will deepen their understanding of elements of literature and parable writing.

**ADDITIONAL RESOURCES:**

- [Khalil Gibran's works](#)