

Nobel Peace Laureate Project

Middle School Curriculum

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Eugene, Oregon

<http://www.nobelpeace laureates.org/>

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Welcome to the Nobel Peace Laureate Project

We appreciate your interest in learning more about and honoring the American recipients of the Nobel Peace Prize. The work of these individuals and organizations in the cause of peace is truly inspirational and worthy of inclusion in the education of all students. Recognition by the Nobel Committee is testimony to the value of ideals, dedication, and hard work in making the world a better and safer place.

We encourage the use of the curriculum suggestions contained on this web site. They were designed to be used either as a total package or in select sections, according to the instructional goals of the teacher, and they can be included into a variety of subject areas. This curriculum meets the instructional goals of the Oregon State Standards in Language Arts and Social Studies.

A thematic approach is suggested. Some themes include: Women Laureates, World War I, the depression, World War II, Civil Rights, the environment, poverty, human rights, world hunger, education, and relationships between nations. Some of the Laureates knew each other and worked together. Others acknowledged and were inspired by other Laureates.

The content follows these general guidelines:

1. Biography with picture and highlighted key facts
2. Highlighted middle level vocabulary
3. Comprehension questions
4. Activities
5. A technology optional activity
6. A bibliography

This project was funded by the Jubitz Foundation. This curriculum was developed for middle school level students. [We welcome your comments and ideas.](#)

The Laureates are presented in chronological order of the year their Nobel Peace Prize was won. The biography information is separated from the Classroom Activities for ease of use.

Thank you

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Theodore Roosevelt

1906

“ what has especially directed the attention of the friends of peace is President Roosevelt's happy role in bringing to an end the bloody war recently waged between two of the world's great powers, Japan and Russia.”

Theodore Roosevelt was born to powerful and wealthy parents. He lived a lifetime of adventure and physical danger. He traveled through the wilds of Africa, the American West, and the Amazon jungle. He graduated from Harvard and wrote over twenty books.

Roosevelt's path to achieving peace was very different from the other Nobel laureates. During his life, the United States **annexed** Spanish **colonies** in the Caribbean and the Pacific. He believed being a strong country helped keep peace among nations.

Theodore (nicknamed “T.R.”) was sick for most of his childhood. He was unable to sleep lying down because of **asthma**, so he slept sitting up in a chair. Even when he was ill Theodore was active and **mischievous**. His interest in wild animals and natural science started when he saw a dead seal at a market, and took the animal's head home to learn about it.



Theodore's father (also named Theodore) encouraged his son to participate in physical activities such as boxing, hiking, and other outdoor sports. From then on Roosevelt believed in action and the power of the individual to overcome difficulty.

In 1895, Roosevelt became **Commissioner** of the New York City Police Department. His energy was a good match for what was considered the most **corrupt** police force in the country. Roosevelt was known to walk around town in the middle of night checking to see if his police officers were on the job. During his **tenure**, women and Jews were hired into the police department for the first time.

In 1897, Roosevelt was appointed by the President to be the Assistant Secretary of the Navy. He had always been fascinated by naval battles, and saw the key to American security in her naval strength. The great countries of the world maintained navies to capture, and control countries they claimed as theirs.

Roosevelt thought war with Spain (who claimed Puerto Rico, Cuba and the Philippines as theirs) would be inevitable. The Spanish-American War began with a mysterious explosion on the ship the USS Maine when it was docked at Havana, Cuba. This was

reported as an act of Spanish **espionage**. This was a chance for the United States to become a world power by taking the colonies of the strong Spanish Empire.

Roosevelt saw the war as a great adventure, and organized a group of volunteers to go to Cuba and fight the Spanish. His regiment was known as the **Rough Riders**. Their battles were written about in American newspapers. The most famous battle was the Battle of San Juan Hill.

When he returned to New York after the war, Roosevelt was elected governor. He attacked **corruption** so much that the men who had controlled the state wanted to get rid of him. They succeeded by forcing presidential candidate William McKinley to take Roosevelt away from his New York State Governor's job and become McKinley's vice presidential candidate.

McKinley and Roosevelt won the election. As Vice President, Roosevelt was bored. He considered leaving this job to return to law school but his plans changed when President McKinley was shot and killed.

Theodore Roosevelt became President of the United States.

While serving out the rest of McKinley's term, Roosevelt promised to follow McKinley's ideas. One major achievement was solving a six-month long coal strike in 1902. He decided to run for President in the 1904 election as a Republican. His opponents in the race did not like his military ideas but he was elected.

Due to his love of nature and animals, President Roosevelt decided to use the power of his office to protect the environment. There were almost no laws against the use of land, water, resources and destruction of species. Roosevelt created National Parks and nature preserves in record numbers. The **US Forest Service** was created

by Roosevelt, who saw conservation of resources in terms of managing them for long-term use.

Roosevelt saw the role of the United States as active, energetic and strong. He believed it was the role of "civilized" nations to oversee the affairs of "poorer" ones. Roosevelt declared that the United States had **control** over the Caribbean Basin and Central America.

1858 - 1919

- **United States President, Statesman, Soldier, Civil Servant, Historian, Author, Adventurer, Conservationist**
- **After being shot by an assassin on the way to a campaign rally, Roosevelt decided to complete his 90-minute speech before seeking medical attention.**
- **He was first American to win the Nobel Prize**

“Character, in the long run, is the decisive factor in the life of an individual and of nations alike.”

In 1901, Roosevelt invited **Booker T. Washington** to visit and have dinner at the White House. Washington was the first African American to visit the white house

Roosevelt was awarded the Nobel Peace Prize in 1906, for ending a war between the Russian and Japan. He was the first winner of the Nobel Prize.

After his second term as President, Roosevelt traveled to Africa for a **safari**. This trip was sponsored by the Smithsonian Institute and the National Geographic Society. The men on safari killed over 11,000 animals, and more than 500 big game animals. Roosevelt was criticized about the number of animal that had been killed on the trip. He replied "I can be condemned only if the existence of the National Museum, the American Museum of Natural History, and all similar zoological institutions are to be condemned." He believed that these organizations had killed many animals.

In 1912 Roosevelt ran for President again. During the campaign, he was shot in the chest. After losing the election, Roosevelt traveled on another adventure trip to the Amazon Jungle in South America. Roosevelt's son Kermit traveled with his father on the trip. Roosevelt became very ill in the Amazon and nearly died.

When the First World War began in 1914, Roosevelt supported the Allies against Germany. He criticized President Wilson and did not support him in his 1916 campaign to be president.

Roosevelt considered running for president again in 1920 but in January of 1919 Theodore Roosevelt died in his sleep at the age of 60. His son Archie told the rest of his family of Roosevelt's death with a five word telegraph:

"The old lion is dead."

Activities

Theodore Roosevelt

Vocabulary Terms:

1. **asthma**
2. **mischievous**
3. **Commissioner**
4. **corrupt**
5. **tenure**
6. **espionage**
7. **Rough Riders**
8. **Booker T. Washington**
9. **Safari**
10. **US Forest Service**

Study Questions

1. In what way do you think that Theodore Roosevelt's early years when he had asthma had an important effect on what he believed and achieved?
2. Roosevelt did not like corruption. How did he try to improve the New York Police department?
3. What strengths did Theodore Roosevelt bring to each of his careers? (Police Commissioner, President, environmentalist)?
4. Roosevelt believed that stronger countries should rule smaller ones. Do people believe this now?
5. How did Theodore Roosevelt seek to achieve and maintain peace?
6. How did Roosevelt feel about Woodrow Wilson?

Introductory and Extended Exercises

- A. Before reading, write "peace", "justice" and "security" on the board. Divide the class into groups of three, with each student in the group responsible for one term. Each student will make a quick list of terms that he or she associates with their word. Then compare and contrast the lists.

- B. As each student reads the biography, ask him or her to keep an eye out for how that word is part of the Roosevelt story. They can do the same for more than one laureate biography, and decide whether the laureates studied created one, two or all three. Groups can share their findings through discussion or voting.
- C. Roosevelt said: "Walk softly and carry a big stick". What did this mean to him? What does it mean to you?

Technology Option

After reading the biography, ask students to describe his voice and speaking style. Then listen to Roosevelt (see 6, 7 in bibliography) and ask students to respond.

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Elihu Root

1912

“There is so much of good in human nature that men grow to like each other upon better acquaintance, and this points to another way in which we may strive to promote the peace of the world.”

Elihu Root was born in Clinton, New Jersey, the son of a mathematics professor. He attended Hamilton College and graduated first in his class in 1864 at the age of nineteen. Elihu's father and elder brother, also a mathematician, were nicknamed “Cube” and “Square.” Root taught for one year at the Law School of New York University. After his teaching he founded a law firm where he specialized in law.



For 30 years he practiced law and became a wealthy man. Root's clients were largely banks, railroads, and **financiers**. He earned recognition from the American Bar Association for his creativity and skills in **oration**, writing, and problem solving.

He entered politics in 1899 when President McKinley named him secretary of war. Root accepted this job and called the United States Government the most important client of his life. At this time the Spanish American War was ending. McKinley wanted a lawyer to lead in peace time instead of a man with a military background.

- **Secretary of War for President William McKinley**
- **Secretary of State for President Roosevelt, Senator,**
- **First President of Carnegie Endowment for International Peace**
- **Ambassador to Russia**

Root was Secretary of War from 1899 until 1904. During this time he reorganized the United States War Department, established new procedures for promotion, founded the War college, enlarged West Point, opened schools for special branches of the service, created a general staff, strengthened control over the National Guard, and restored discipline within the department. He was thought to be the most intelligent man to ever occupy this post. In addition to this, he created a plan for returning Cuba to Cuban rule, wrote a democratic charter to govern the Philippines, and eliminated taxes on imports from Puerto Rican to the US.

In 1904 he returned to his legal practice. In 1905 President Theodore Roosevelt named

him as secretary of state. As secretary he simplified the **emigration** of Japanese to the United States, toured and strengthened US relationships with South America, and sponsored the Central American Peace Conference of 1907. This conference was the beginning of the Central American Court of Justice. This was a court where countries in Central America could peacefully settle disputes they had with each other.

In 1912 Root won the Nobel Peace Prize. In his acceptance speech he stated his views on how to link peace in personal and national relationships:

“When friends quarrel we try to **dissipate** their misunderstandings, to soften their mutual feelings, and to bring them together in such a way that their friendship may be renewed. Misunderstanding and prejudice and dislike are, as a rule, the fruits of isolation. There is so much of good in human nature that men grow to like each other upon better acquaintance, and this points to another way in which we may strive to promote the peace of the world.”

Root believed that personal relationships were the way to mend misunderstandings between countries. His Peace Prize came as the result of his working with countries all over the world to help them understand of each other.

In 1909, Root was elected to a six-year term as United States Senator. He took a leadership role to make an agreement for North Atlantic fisheries concerning the use of the Panama Canal.

In 1915 he declined the nomination of the Republican Party for President of the United States. He was 70 years old but continued his role of **elder statesman** in his party. He opposed Woodrow Wilson’s (Peace Laureate 1919) **neutrality policy** but supported Wilson during the war. Wilson appointed Root to an ambassadorship to Russia in 1917. In 1919 he took a neutral stance between Wilson and the League of nations at the treaty of Versailles.

In 1921 he helped write the Five Power treaty limiting naval armament. Root spent much of his life dealing with international **armament**. He encouraged United States delegates to the Hague Conference in 1921 to support the founding of the World Court. This court would be a place where countries all over the world could settle disagreements peacefully.

On Root’s 84th birthday he left for Geneva where he convinced delegates from 55 nations to accept the creation of the World Court. Although he urged the United States Senate to be part of it, they refused.

Root was the first president of the Carnegie Endowment for International Peace. He believed that world laws, rather than violence, were the best chance for the world to achieve peace. He believed that world peace could be had with time, wisdom and patience.

Classroom Activities

Elihu Root

Introduction/Warm Up

Discuss the qualifications that Root had for the high governments positions to which he was appointed. If the conclusion is that he actually wasn't especially qualified (a reasonable possibility!) the discussion should turn to the role of cronyism sometimes plays in government. Finally, the discussion should turn to the question of whether Root did a good job because of his qualifications, or if his lack of qualifications proved not to be a hindrance.

Activity

Imagine that you are in the Root dining room at home when he was a young man. You are eating dinner with your father and older brother. Write a dialog among the three of you to show what Elihu Root's family life might have been like.

Discussion Questions

1. What characteristics of his life and work led Elihu Root to win the Nobel Peace Prize? (level 1)
2. What did Root believe about the best way to settle problems? (Level 1)
3. McKinley believed Root to be the most intelligent man to ever be Secretary of War. Was that the best possible use for a person with his intelligence? (Level 2)
4. Can a Secretary of War be a Person of Peace? Explain your answer. (Level 2)
5. If Root was the Secretary of War today (now the position is called Secretary of Defense), what might he do? Explain your answer. (Level 3)

Vocabulary Terms:

1. **Financiers**
2. **Oration**
3. **Emigration**
4. **Dissipate**
5. **Elder statesman**
6. **Neutrality policy**
7. **Armament**
8. **Protocol**
9. **Counterpart**

Technology Option

Go to:

<http://videosearch.comcast.net/ss-query/videosearch.jsp?q=National+Cemetery&dr=1&cp=1>

Select Nightline, 05.28.07

Watch the video about Section 60 of the Arlington National Cemetery.

Write a letter to any of the people identified in the video, telling them how you feel about what they've done.

Resources

US history site: <http://www.u-s-history.com/pages/h891.html>

The official Nobel Laureate site: http://nobelprize.org/nobel_prizes/peace/laureates/

Biographical site for members of Congress:

<http://bioguide.congress.gov/scripts/biodisplay.pl?index=R000430>

<http://videosearch.comcast.net/ss-query/videosearch.jsp?q=National+Cemetery&dr=1&cp=1>

Woodrow Wilson

1919

“Friendship is the only cement that will ever hold the world together.”



Woodrow Wilson was both a United States President and a world leader. World War I began during his time in office. He believed that the United States needed a **foreign policy** of cooperation with other countries through a friendship of nations. Wilson called this group of countries the **League of Nations**. For the rest of his life Wilson worked to create the League of Nations. He worked hard on this project traveling and giving speeches. He received the Nobel Peace Prize in 1919 for his work to bring peace to all nations but he died without seeing the League of Nations happen.

Wilson was born in 1856. When he was young Wilson moved with his family to many parts of the South, including Virginia, Georgia, North Carolina, and South Carolina. He considered himself a Southerner throughout his life.

Wilson earned a law degree but practiced for less than a year. He earned a history degree at Hopkins University. He married Ellen Louise Axson and had three daughters.

In 1885 Wilson taught at Bryn Mawr College, There he was known for his writing. Due to his writing he was invited to teach at Princeton.

In 1912, the Democratic Party supported

- **Wilson was president of the United States.**
- Wilson was against war wanted the US to remain neutral during WWI.
- He is the only president buried in Washington, D.C.
- Wilson believed all nations should cooperate to prevent war
- Wilson did not live to see the League of Nations accepted in his own country.

“We are citizens of the world. The tragedy is that we do not know this.”

Wilson for president of the United States. He won the presidency by defeating Taft, the Republican candidate.

In 1916 he was reelected with the slogan "he kept us out of war," His attempts to prevent the United States from going to war with Germany failed. He wanted the United States to be neutral and not fight in WWI. After several American passenger ships had been sunk by the Germans he signed a **declaration of war** against Germany on April 6, 1917.

Wilson wrote a list of ideas to help encourage a peaceful settlement to World War I. He shared his ideas in a speech known as the **Fourteen Points**.

The speech explained Wilson's belief of **self-determination**. This meant that each nation should have the power to **self govern** and not be ruled by other nations. In the speech he also encouraged the settlement of land ownership arguments between nations. The Germans accepted Wilson's terms for peace on November 11, 1918.

Wilson immediately traveled to Paris to help **mediate** for lasting peace. He campaigned for the League of Nations, an international organization that Wilson believed would help nations cooperate with each other and eliminate the need for future wars.

The United States Senate would not approve United States membership in the League of Nations. The Senate believed it would make the United States seem less powerful to other nations in case of another war. Wilson would not give up on his League of Nations and the ideal of international cooperation. He was unable to win over the Senate on the League of Nations and it was never accepted by the United States.

Wilson was awarded the 1919 Nobel Peace Prize, but his plan for the United States to join League of Nations was voted down by the Senate in 1920. He left the White House in March of 1921 and died in Washington, DC, on February 3, 1924. He is remembered for his efforts to create the League of Nations and his ideals to bring peace to the world.

Classroom Activities

Woodrow Wilson

Introduction/Warm-Up:

Think of a conflict in your life, community, or world (example: a fight between your friends, a community issue that has two sides.

What is it?

If you were the official leader to help resolve this conflict in a peaceful way, how would you resolve it?

Write a Peace Treaty that might help both sides work out their differences of opinion.

Look up the United Nations. What is the United Nations? How might it help when countries disagree?

React to your favorite of the following Woodrow Wilson quotes:

“We are citizens of the world. The tragedy is that we do not know this.”

“Friendship is the only cement that will ever hold the world together.”

“If you will think about what you ought to do for other people, your character will take care of itself.

Discussion Questions:

1. Wilson wanted to stay neutral in what war? (Level 1)
2. What was one of the reasons the United States entered that war? (Level 2)
3. How did Wilson hope to prevent future wars among countries? (Level 2)
4. Why did the United States Senate refuse to become part of the League of Nations? (Level 3)
5. If the League of Nations had been accepted how might it have affected World War II? Vietnam? The Iraq War? (Level 3)

Vocabulary Terms:

1. **Visionary**
2. **League of Nations**
3. **Foreign Policy**
4. **Self-determination**
5. **Fourteen Points**
6. **neutral**
7. **declaration of war**
8. **mediate**
9. **self govern**

Activity:

List as many ways as you can how friendship might help friends (and countries) solve conflicts before they become problems.

Technology Option:

Create a document with two columns. List on one side the 14 points. On the other side write why/why not each would work to help countries avoid war.

Resources:

Woodrow Wilson: A Portrait

An excellent and thorough PBS website that accompanies a Wilson documentary. Can be used successfully for research without the film.

<http://www.pbs.org/wgbh/amex/wilson/index.html>

Charles Dawes

1925

“The effectiveness of a speech depends largely on the circumstances under which it is delivered, and the existing public state of mind -- not alone upon the competency and sincerity of the speaker.”

Charles Dawes was a statesman who believed in peace. In 1925 Charles Dawes won the honor of sharing the Nobel Peace Prize with Sir Austen Chamberlain, the British foreign minister for their work addressing Germany’s final **reparations** for World War I.



After the First World War Germany had great difficulty paying the reparations that had been agreed under the terms of the **Treaty of Versailles**. When the German government failed to keep up the payments in 1923 French and Belgian troops re-occupied Germany. This was followed by massive **inflation** and growing unemployment in Germany.

Charles G. Dawes, an American banker, was asked by the Allied Reparations Committee to investigate the problem. His report, published in April 1924, proposed a plan for beginning annual payments of reparations on a fixed scale. He also recommended the reorganization of the German State Bank and increased foreign loans. German politicians like Adolf Hitler and Alfred Hugenberg attacked the Dawes Plan because it did not reduce the reparations total. They also disliked the idea that foreigners would have control over the German **economy**. Overall, the Dawes Plan was initially a great success; unfortunately, the Dawes Plan was seen as unworkable and was replaced with the Young Plan.

In 1924 Coolidge and Dawes were overwhelmingly elected, winning more votes than the Democratic and Progressive candidates combined. “When Coolidge was elected President the world desired **tranquility**,” Dawes noted in his journal, “a reaction of its peoples from the excesses of war.”

An extraordinarily able organizer and

1865-1951

- **Successful lawyer, banker, and politician.**
- **Served in WW I on General Pershing’s staff as General Purchasing Agent.**
- **Chaired the Allied Reparations Committee (1923-1924, which developed the “Dawes Plan”.**
- **Vice President of the United States (1925-29).**
- *“Mediocrity requires aloofness to preserve its dignity.”*

administrator, Dawes accumulated a personal fortune in utilities and banking, having founded the Central Trust Company of Illinois in 1902. He was a man of colorful characteristics, famous for his tart language, and his contempt for **pomp**. He authored several books and wrote the musical composition “Melody in A,” which was made popular in the 1950s under the title, “It's All in the Game.”

Suggested Classroom Activities

Charles Dawes

Vocabulary Terms:

1. **Reparations**
2. **Treaty of Versailles**
3. **Inflation**
4. **Economy**
5. **Tranquility**
6. **Administrator**
7. **Pomp**

Discussion Questions

1. Why was Charles Dawes awarded the Nobel Peace Prize? (Level 1)
2. Describe the plan that Dawes proposed that would allow Germany to pay the reparations for World War I? (Level 2)
3. Why might it be considered controversial to force a country to pay reparations? (Level 3)

Classroom Activity

The ABCDE Approach

The ABCDE approach, developed by William Kreidler, can be used as a regular method for addressing issues in the classroom. Try it as a weekly part of your schedule. Or, if you have community meetings already in place, use it to structure your meeting. If you implement it regularly, then your students can rely on it as a time to address their concerns. When issues arise in the classroom, remind the children that their problems can be brought up and considered during the regular meeting.

Ask the class to brainstorm a list of problems related to the cost of war and who should pay for it and then guide them through a process of choosing one to focus on. You may want to guide them to choose a problem that seems to involve the most people. Explain that if there is not time to talk about all of the issues, then the others will be discussed during the next meeting.

Then address the problem as follows:

Ask, What's the problem? Give the students a chance to talk about the problem and how it affects them.

Brainstorm solution. The guidelines for brainstorming are: Set a time limit of several minutes (3-5 minutes). Encourage the group to share lots of ideas. Record them on a chart or the white board. Don't discuss or judge any idea. The ideas don't need to be "realistic," sometimes even a "silly" idea has a germ of wisdom that can lead to a creative solution.

Choose one. Discuss the ideas. Talk about the consequences of trying out various ideas. Ask: Which have the best chance of working to solve the problem?

Do it! The only way you'll know for sure if it's a good idea is to try it. Set a time limit. It should be long enough to give the idea a good trial, short enough to limit the damage if the idea doesn't work.

Evaluate. When the time limit is up, which is usually in a few days or a week, meet to discuss how effective the idea was in addressing the problem. In some cases, you may need to explore the idea and change it a little to make it fully effective. In other cases, you may decide to go back to the list of possible solutions and try another one. If the idea worked, congratulations! Now you can move on other issues.

Quick Thinking: Standing Up Against Unfairness

Describe a problematic situation (like the ones below) to the class. Give the students, working in pairs, a minute or two to come up with an idea for addressing it the situation. When the time is up, the pairs share their idea with the group. The aim is to generate lots of ideas and get people thinking, not necessarily to come up with the "best" approach. Explain that the students will generate ideas for stopping people from treating each other unfairly. Here are some possible situations that you might suggest for "quick thinking":

- What is the financial cost of war?
- How much do wars cost? Who should pay for the war the winner or the loser?
- What if they can't pay?
- Would you ever wave the payments?

Afterwards, evaluate the workshop as a class. Ask students: What's one thing you learned in today's workshop? It's not easy to stop people when they're treating others unfairly. Can you see yourself using some of the ideas you came up with in "Quick Thinking"?

Technology Option

Goggle Charles Dawes and find three images of him, describe their relevance.

Frank Kellogg

1929

Human nature does not change in a day.



Frank Kellogg's goal was simple. He wanted to outlaw war. His work for peace was the most important work of his life.

He was born in New York but grew up in Minnesota. His father was a farmer, and Frank worked on his father's farm. He went to school for only six years.

He borrowed textbooks and taught himself law, history, German and Latin while working as a **handyman**. In 1877 he passed the Minnesota state bar and became the city and country attorney.

Frank Kellogg was a successful attorney earning a great deal of money over the next twenty years. Some of his famous wealthy clients were Dale Carnegie and John D. Rockefeller. His other important friends included President Theodore Roosevelt, who also won the **Nobel Prize for Peace**.

Even though he worked for wealthy people, Kellogg was also known as a **trust-buster**. This means he wanted fairness for small businesses. He did not want large companies to have all the money. In 1904 his friend President Roosevelt asked him to continue this important work. Kellogg succeeded in creating a fair competition for all companies so that the larger ones did not have all the business.

Kellogg became a United States Senator in 1916. Because of his family farming in Minnesota he supported farming legislation. The next year, President Warren G. Harding asked Kellogg to travel as an **envoy** to the 5th Pan-American Conference. At the conference, held in Chile, representatives from the governments of all of the Americas met and discussed important issues.

In 1925 he became **Secretary of State** under President Calvin Coolidge. During his time in office there was anti-American violence in China, and Europe. Kellogg believed in

1856 – 1937

- **He did not attend school but educated himself as a boy.**
- **Kellogg won the Nobel Prize for the Kellogg-Briand treaty that stated that there would be permanent friendship between France and the United States.**
- **Kellogg believed that peace among nations was possible.**

settling international disputes through legal rather than military means. To try to make this happen he signed eighty treaties with nineteen different nations. Of these, the most important to Kellogg and the Nobel Organization was the **Kellogg-Briand Pact**.

Aristide Briand was a French foreign minister, a position similar to that of Kellogg. Briand wanted a treaty declaring permanent friendship, and **denouncing** war between France and the United States. Kellogg wanted a pact denouncing all war.

Kellogg saw the pact as a way to make war warfare **obsolete**, by creating other ways for nations to resolve their problems. He devoted a great deal of energy to persuading other countries to sign the pact, and 64 of them did. The Kellogg-Briand Pact was signed in 1928 and took effect the following year.

Within months of its proclamation, the pact was broken by war in **Manchuria**. Kellogg received honors (including the Peace Prize) and honorary degrees from all over the world for his efforts to eliminate war.

In 1930, Kellogg became a judge in the Permanent Court of International Justice, but ill health his retirement in 1935. Frank Kellogg died in 1937, on the eve of his 81st birthday. In the previous month, Adolf Hitler had held a secret meeting that would lead to World War II. Kellogg's dream for peace may not have been achievable but he saw it as possible.

He said "It is not to be expected that human nature will change in a day."

Activities

Frank Kellogg

Vocabulary Terms:

1. Nobel Prize for Peace
2. Secretary of State
3. Manchuria
4. trust-buster
5. envoy
6. Kellogg-Briand Pact
7. obsolete
8. denouncing

Study Questions

1. How did Frank Kellogg's education influence his life?
2. How did Frank make up for his lack of formal education?
3. What major world conflict took place during Frank Kellogg's adult life?
4. What were Kellogg's hopes for solving problems between countries?
5. What events were taking place at the end of Frank Kellogg's life?
6. What does the final quote mean to you? What do you think Kellogg would say about conflicts in the world today such as the Iraq war?

Introductory and Extended Exercises

A. Before reading this biography, print the lyrics to the following two songs (available below), and give each student a copy of one of them:

“Don't Tread on Me” by Metallica

“Bomb the World” by Michael Franti and Spearhead

You could use others as well, but these two are clear, short, and provide alternate points of view. Ask each student to read their lyrics and respond to them in the same way (i.e.

by writing lyrics of their own). Ask students to present their work. They can perform it, simply read it, or ask you to read it for them if they are shy. After hearing various responses, ask students to discuss the two points of view behind the songs.

B. On the board, write “Frank Kellogg: Peace is Possible or Dreamer”. After reading the biography and answering the study questions, ask students to decide (aloud or to themselves) which category best describes Kellogg. For those who said “Peace is Possible” ask them to explain why they think the world hasn’t followed his lead. For those who said “Dreamer” ask them to explain how else warfare could be avoided by nations in dispute.

C. Following either of these exercises, ask students to do further research and create an essay outline on an important subject raised in the reading or subsequent discussion.

Bibliography

Bryn-Jones, David. *Frank B. Kellogg, A Biography*. New York: G. P. Putnam’s Sons, 1937.

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Frank B. Kellogg. www.en.wikipedia.org/wiki/Frank_B._Kellogg

Frank B. Kellogg. www.bioguide.congress.gov/scripts/biodisplay.pl?index=K000065

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Don't Tread On Me

Metallica

Liberty or death, what we so proudly hail
once you provoke her, rattling of her tail
never begins it, never, but once engaged
never surrenders, showing the fangs of rage

so don't tread on me

so be it
threaten no more
to secure peace is to prepare for war
so be it
settle the score
touch me again for the words that you'll hear evermore.

don't tread on me

love it or leave it, she with the deadly bite
quick is the blue tongue, forked as lightning strike
shining with brightness, always on surveillance
the eyes, they never close, emblem of vigilance

so don't tread on me

so be it
threaten no more
to secure peace is to prepare for war
so be it
settle the score
touch me again for the words that you'll hear evermore.

liberty or death, what we so proudly hail
once you provoke her, rattling on her tail

so be it
threaten no more
to secure peace is to prepare for war
so be it
settle the score
touch me again for the words that you'll hear evermore.

don't tread on me!

Bomb the World

Machael Franti and Spearhead

Please tell me the reason
behind the colors that you fly
love just one nation
and the whole world we divide
you say you're "sorry"
say, "there is no other choice"
but god bless the people them
who cannot raise their voice

(chorus)

we can chase down all our enemies
bring them to their knees
we can bomb the world to pieces
but we can't bomb it into peace
whoa we may even find a solution
to hunger and disease
we can bomb the world to pieces
but we can't bomb it into peace

violence brings one thing
more of the same
military madness
the smell of flesh and burning pain
so I sing out to the masses
stand up if you're still sane!
To all of us gone crazy
I sing this one refrain

(chorus)

and I sing power to the peaceful
love to the people y'all
power to the peaceful
love to the people y'all

Jane Addams

1931

“The good we seek for ourselves is uncertain until it is secure for all of us”

Jane Addams spent her life trying to help the poor. She is remembered for establishing a **settlement house** in Chicago, Illinois. It was a home for Jane to help the poor in urban areas by living side by side with them and understanding their problems.



Jane Addams was born in Cedarville, Illinois on September 8, 1860. Her father was a State Legislator. She was one of eight children. Her mother died when she was only three. Jane was born with a curved spine and felt embarrassed by this as she was growing up. Following her graduation from Rockford Female Seminary in 1881 Jane began studying medicine. The death of her father and her own health problems made it difficult for Jane to continue with her studies. Jane left school and with her college roommate, Ellen Starr, and traveled in Europe. They visited a settlement house, Toynbee Hall, in London. This influenced Jane’s life significantly. Jane’s goal was to open a similar settlement house in the United States.

- Attended Medical School
- Founded Hull House
- Chairman of Women’s Peace Party
- Worked with President Hoover
- Humanitarian
- Suffragist

“the good we seek for ourselves is uncertain until it is secure for all of us”

In 1889 Jane and Ellen searched for a house in a low-income area in Chicago. The house they found, built by Charles Hull in 1856, was called Hull House. The house had been a factory, a used furniture store, and a home for the poor elderly run by the Little Sisters of the Poor Nuns. The two friends moved in and began to create a community center for the people living in the neighborhood.

Jane saw huge differences between the rich and poor. She was troubled by the wealth of some people and the hardship

and poverty others. Jane Addams and Ellen Starr encouraged the wealthy to contribute money and time to their settlement house. Volunteers provided childcare, took care of the sick, and counseled people. In two years Hull House was helping over 2000 people per week. Kindergarten classes were taught in the morning, club meetings for students met after school, and there were night school classes for adults.

Hull House grew, adding an art gallery, a public kitchen, a coffee house, a gym, a swimming pool, a boarding house for girls, an employment agency, a library, a book bindery, a drama group, and a labor museum.

The help she offered in Hull House was to bring equality between people. Addams tried to educate people on things they had in common as well as the qualities that made them special. She believed that the "things that make men alike are finer and better than the things that keep them apart."

In 1910 she received the first honorary degree ever awarded a woman by Yale University for her works in improving the lives of the poor. Jane had a strong interest in improving the lives of women. She was a **feminist** long before feminism was known and accepted. She believed that women's voices should be heard and that they should have the right to vote. She believed that women should have dreams, and have the power to reach them. Addams worked for Chicago municipal suffrage and became first vice-president of the National American Women Suffrage Association in 1911. She campaigned nationwide for Theodore Roosevelt and the Progressive Party in 1912.

Although Jane accomplished a great deal in her lifetime, some people disliked her because of her radical ideas and ways of doing things. She believed so strongly in peace that she was seen as abnormal during World War I. In 1915, Addams organized the Woman's Peace Party and the International Woman's Conference. The later organization met in The Hague where Addams was chosen to head the commission to find an end to the war. This included meeting the leaders in neutral countries as well as those at war to discuss mediation. She was expelled from the Daughters of the American Revolution, but this did not slow her down. In 1919 she was elected first president of the Women's International League for Peace and Freedom, a position she held until her death. She was the founder of the American Civil Liberties Union and the NAACP. These positions earned her even more criticism than her **pacifism**. She was accused of being a socialist, an **anarchist** and a communist.

Because she was against America's entry into the war, Addams was attacked by newspapers and organizations that supported the war. She continued working against war, and was named as a **humanitarian** assistant to President Herbert Hoover. In this job she gave relief supplies of food to women and children of enemy nations.

In 1926 she suffered a heart attack and never fully recovered. She was the first American woman to be awarded the Nobel Prize for Peace. She shared her prize the same year with Nicolas Murray Butler. The prize was for awarded for her extensive work with the poor and women, and her opposition to violence and war. She was hospitalized on December 10, 1931, the day she received her Nobel Peace Prize. She died in 1935 and her funeral was held at Hull House.

Classroom Activities

Jane Addams

Introduction/Warm Up

Use this quote to discuss or write about Jane Addams

I am not one of those who believe - broadly speaking - that women are better than men. We have not wrecked railroads, nor corrupted legislatures, nor done many unholy things that men have done; but then we must remember that we have not had the chance.

[From a speech on woman suffrage before the Chicago Political Equality League, 1897. Source: One Woman, One Vote: Rediscovering the Woman Suffrage Movement, Marjorie Spruill Wheeler, editor. News age Press c1995, p.191.]

Discussion Questions

1. How did Jane Addams hope to help the poor with a settlement house? (Level 1)
2. What organizations did Addams help to found? (Level 1)
3. Why was Addams considered controversial in terms of World War I? (Level 2)
4. Why was Jane Addams considered a feminist? (Level 2)
5. How did Jane Addams work towards world peace? (Level 3)
6. Do you think Jane Addams would be considered a controversial figure today? Why or why not? (Level 3)

Vocabulary Terms:

1. **Settlement house**
2. **Inequality**
3. **Feminist**
4. **Pacifism**
5. **Anarchist**
6. **Humanitarian**

Activities Jane Addams

Jane Addams was an early feminist. What other women worked with Addams and the suffrage movement.

Read about Hull House. What are some of the similarities and differences with Hull House and a community center today?

What social issues was Jane Addams dealing with at the turn of the century? How are these issues similar to issues we are dealing with today?

Technology Option: using the site: (level 1-2)

<http://www.swarthmore.edu/library/peace/Exhibits/janeaddams/hullhouse.htm>, create a power point with each picture and three facts about each.

Resources

www.uic.edu/jaddams/college/ This website is from the University of Illinois at Chicago and the focus is on the social work of Jane Addams

Nicolas Murray Butler

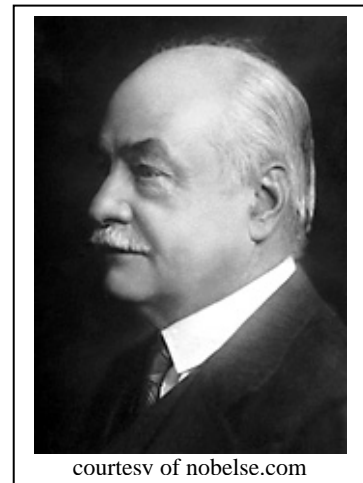
1931

"Optimism is essential to achievement and it is also the foundation of courage and true progress."

Nicolas Butler was born in New Jersey. At the age of 20 he graduated from Columbia University. He studied in Paris and Berlin where he became friends with Elihu Root, another Nobel Prize Laureate. They would remain friends for their whole lives.

He taught for 60 years at Columbia.

While he was teaching at Columbia, Butler started a class for teachers. He also started a magazine to help teachers improve their teaching. He was the editor of this **Journal** for 30 years. He had a strong interest in helping teachers. In 1902 he became the president of Columbia and remained president until 1945.



- President of Columbia University
- Advisor to Presidents Taft and Roosevelt
- Member Carnegie Endowment for International Peace
- Kellogg Brand Pact Candidate for President

During his time at Columbia Butler made amazing progress. Columbia became a major university. All graduate programs grew larger, and new schools were added such as journalism and dentistry. Columbia grew larger because of the many good programs it had for students.

Butler was also interested in serving in the US government. He was friends with powerful men that included Elihu Root, William Taft, and Theodore Roosevelt in the early days of the century.

In 1912 Roosevelt ran for the presidency as candidate of the **Progressive party**, a **part** of the Republican Party. Taft and Butler ran for president and vice president as Republicans. Because their candidacy split the vote among Republicans, Woodrow Wilson, a Democrat won the election.

In 1916 Butler supported Elihu Root's unsuccessfully campaign for the Republican presidential nomination. He tried to win the nomination for himself in 1920 and 1924 but failed to win it.

Butler tried to link the world of education and the world of politics to create world peace through worldwide cooperation. He was chairman of the Conferences on International **Arbitration** which met from 1907 through 1912. He was a member of the Carnegie **Endowment** for International Peace for thirty five years. He persuaded Andrew Carnegie to create the Endowment in 1910 with a gift of ten million dollars.

He was a supporter of the **repeal** of Prohibition in 1933 because he felt it was having negative effects on the country.

Butler shared the 1931 Nobel Peace Prize with Jane Addams. He was honored for his work with Carnegie as well as the Conferences on International Arbitration.

Butler became almost blind in 1945 after writing his biography, "Across the Bully Years". He died in 1947.

Butler was a Nobel Peace Laureate, an educator, a university president, an advisor to seven presidents, and a friend of foreign leaders. He received awards from fifteen foreign governments, had thirty-seven honorary degrees, and was a member of more than fifty academic societies and twenty clubs. Butler was the author of many books, pamphlets, and speeches, traveled to Europe more than 100 times, was a leader in the Republican Party, and an advocate of peace. He was nicknamed Nicolas "Miraculous" Butler by Theodore Roosevelt because of his many educational and political achievements. This described him perfectly.

Classroom Activities

Nicolas Butler

Introduction/Warm Up

Using these quotes from Butler to discuss or write reactions/explanations

America is the best half-educated country in the world.

An expert is one who knows more and more about less and less.

Many peoples' tombstones should read 'Died at 30, buried at 60.'

Discussion Questions

1. Butler knew Nobel Laureates as friends and in his professional life. Who were they, when did they win, and why? (Level 1)
2. Butler said "Many peoples' tombstones should read 'Died at 30, buried at 60.' What do you think he meant by that?(Level 1)
3. Butler's professional life was centered on education. What influences did he have on education? (Level 2)
4. What caused the Republican Party to lose the election of 1912? (Level 2)
5. What influenced Butler's win of the Nobel Peace Laureate in 1931? (Level 3)
6. Butler's three interests were politics, education and peace. How do these influence each other in positive or negative ways? (Level 3)

Vocabulary Terms:

1. **Alliance**
2. **Progressive Party**
3. **Offshoot**
4. **Arbitration**
5. **Endowment**
6. **Repeal**

Technology Option:

On the Internet find pictures of Murray, Root, Roosevelt, Wilson, Taft, Carnegie, and Jane Addams. Copy and Paste the pictures into a Word document and write about how they knew each other and how they worked together.

Selected Bibliography

<http://rs6.loc.gov/ammem/nfhhtml/nfgall.html> Portraits of Butler and contemporary men

http://experts.about.com/e/n/ni/Nicholas_M_Buler.htm Biographical information on Butler

<http://www.nobel.no/> Nobel Peace Prize official site

Cordell Hull

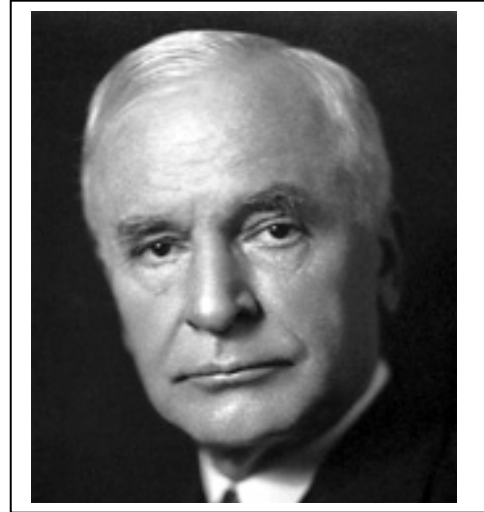
1945

“Never insult an alligator until you have crossed the river ...”

Cordell Hull is a little known hero of peace.

He was a quiet man who worked very hard. His life was almost completely dedicated to his political career and international work, not marrying until the age of 46. He and his wife Rose Frances Witz had no children.

Hull was born in a log cabin in 1871 in a small town in Tennessee. He was the only one of five brothers who wanted to go to school. He went to school in a one- room schoolhouse built by his father. After his graduation, he received a law degree at the age of twenty in 1891 from Cumberland University in Lebanon, Tennessee.



After practicing law for only a little over a year, Hull ran and won election to the Tennessee House of Representatives. In 1903 he was a captain of the Fourth Tennessee Regiment in the Spanish-American War. When he returned to Tennessee, he was appointed as a judge. In 1907 he ran and won a seat in the U.S. House of Representatives.

Hull is known as the “Father of the United Nations”

- **There is a 52 mile-long highway named after Hull in Kentucky**
- **He was born in a log cabin**

A hard worker and dedicated politician, Hull advanced quickly in Washington and sponsored tax laws. He served for three years in the Senate until Franklin Delano Roosevelt asked him to serve as his Secretary of State in 1933.

As Secretary of State, Hull thought that money issues were important everywhere in the world. He headed the American Delegation to the Monetary and Economic Conference in London in July 1933, a conference which ended in failure. Despite this failure, in November of that year he headed the American Delegation to the Seventh Pan-American Conference, held in Montevideo. Here he won the trust of the Latin American diplomats, laying the foundation for the “Good Neighbor Policy.”

He wrote **reciprocal** trade agreements with numerous countries, lowering **tariffs** and encouraging trade.

After World War II broke out in Europe Hull encouraged the US to help for the Allies. He recommended **revision** of the Neutrality Act, which kept the United States out of being involved in the war. After U.S. entry into the war, he worked to improve cooperation the US and the Allies. In 1943, Hull began to **formulate** a peace plan that backed the establishment of a world organization to maintain peace. He knew that Woodrow Wilson's League of Nations had failed because people in the United States could not agree on it.

In August, 1943, Hull created a new international organization called the "Charter of the United Nations." Before the Charter could even be **ratified** in 1944 in San Francisco, Hull had to resign office due to failing health. Tuberculosis and heart disease made it impossible for him to continue the work he wanted to do.

The Roosevelt administration received much of credit and praise for the establishment of the United Nations, Roosevelt had offered Hull the chance to run as his vice president on the ticket, but Hull declined because of his health.

Roosevelt nominated Hull for Secretary of State to thank him for the work he had done for peace. Then he nominated Cordell Hull, his Secretary of State, for the Nobel Peace Prize.

In 1945, the Nobel Committee awarded Cordell Hull the Prize for his work in the Western Hemispheres, for his International Trade Agreements, and for his efforts in establishing the United Nations.

Classroom Activities

Cordell Hull

Introduction/Warm-Up:

Teacher should introduce the programs and goals of the United Nations. It would be helpful to have some newspaper clippings or online articles to illustrate the work the UN does.

Discussion Questions:

1. Why did Hull think that a “United Nations” was a good idea? (Level 1)
2. Why did Hull have to stop pursuing his career as a world statesman? (Level 1)
3. What are the duties of a Secretary of State today? (Level 2)
4. How does Hull show that a person can learn from past failures (even if they aren’t his own)? (Level 2)
5. Is the United Nations still a good idea today? Explain your point of view. (Level 3)
6. Has Cordell Hull gotten the recognition he deserves, in your opinion? What can be done, if anything, to get him more recognition?

Vocabulary Terms:

1. Minimally
2. Ultimately
3. Stint
4. Reciprocal
5. Tariffs
6. Revision
7. Formulated
8. Ratified

Activities:

- 1a. Students work in small groups to design a “Good Neighbor Policy” between classrooms.
- 1b. After all groups have completed the first exercise, they will come together as a whole to present their draft policies.
- 1c. Students will work together to try to unify the drafts into a final proposal to which everyone can agree.
2. Same as 1, except:
 - 2.a. The policy is to apply to the different working groups, treating each as a separate “political” entity.
 - 2.b. Each group is to appoint “ambassadors” or negotiators to attempt to negotiate agreements with the other groups. Ratification between all groups is required for successful completion of the exercise.

3. Same as 1, except
 - 3.a. The policy is presented to another classroom within the school. The presentation should be designed by a committee of students and presented by no more than two or three of them.
 - 3.b. The process of proposal and counter-proposal is to ensue, continue until an agreement is reached between the two classrooms.

Technology Option:

Go to http://nobelprize.org/nobel_prizes/medals/ to find pictures of the Nobel Peace Prize medal. Design a medal based on that design (it should have both a front and a back!) for the person who has contributed the most to making your school a better place. (Optional: as a class, actually choose the person who students feel most deserves the award and present the most appropriate medal that is designed to the winner at a ceremony designed by the class)

Resources:

The Cordell Hull Institute Foreign Policy think-tank that has many interesting articles for more advanced students: <http://www.cordellhullinstitute.org/news/Hagel.html>

Friends of Cordell Hull Online site of the Cordell Hull Museum in Tennessee:
<http://www.cordellhullmuseum.com/about.htm>

http://nobelprize.org/nobel_prizes/medals/

Emily Green Balch

1946

The desire for liberty has made itself felt.

Emily Greene Balch was a co-recipient of the 1946 Nobel Peace Prize, which she shared with fellow American, John R. Mott. Throughout her long life, she remained a believer in the ability of human beings to cooperate and find ways to create lives of justice and peace. Her beliefs were shown by her passion for education, social activism, and international political activity.



Emily Balch was born into a wealthy Boston family on January 8, 1867. In her youth, she attended private schools and later was a member of the first graduating class from Bryn Mawr College in 1889. She earned a degree in Greek and Latin. After a year of independent study in sociology, she won a scholarship at the Sorbonne University in Paris so she could study how to eliminate poverty. When she returned to Boston in 1892, she founded Denison House, the city's first settlement house, based on the example of Jane Addams' Hull House in Chicago.

- Professor of economics and sociology, political and social activist, peace activist, visionary, author, speaker, leader of women's movement
- One of founders of Women's International League for Peace and Freedom
- Advocate for humane treatment of prisoners of war

In 1896, she joined the faculty of Wellesley College in Massachusetts, becoming a professor of economics and sociology in 1913. Balch was a teacher and writer, and participated in many social justice movements. She spoke out loudly for women's rights, racial equality, improved labor conditions and wages, an end to child labor, and fair treatment for immigrants, as well as efforts to promote world peace.

The outbreak of World War I was a turning point for Emily Balch. She realized that ridding the world of war was going to always be an important part of her life. In 1915, Ms. Balch was a delegate to the International Congress of Women (ICW) at The Hague, Netherlands, which later became the Women's International League for Peace and Freedom (WILPF).

She served as secretary for the WILPF from 1919 to 1922 and from 1934 to 1935. She was an outspoken **pacifist** during the years of the First World War and strongly believed in **mediation** as an alternative to fighting. Along with her good friend, Jane Addams, and other women, Balch traveled to many European nations.

She met with U.S. president Woodrow Wilson in an unsuccessful attempt to make

mediation, not war, the best choice for solving differences between countries. In 1918, Balch was fired from her teaching position at Wellesley College due to her many absences while doing work for the ICW. She thought her strong beliefs and opposition to conflict was also a factor in her firing. **Undaunted**, she continued to work for peace, through the WILPF and individually, for the rest of her life. She always found a suitable way to work for peace. In 1919, speaking as a WILPF member, she criticized the harsh nature of the Treaty of Versailles and, in the same year, she became a writer for the magazine, *The Nation*.

Between the two world wars, Ms. Balch **fought** for peace and for social and economic justice through her writing, speaking, and organizing. She was sought out to help work on several projects of the new League of Nations. These included developing ways for international **disarmament**, drug control, and the encouragement of the United States' participation in League activities.

In the 1930's, she became very concerned about **isolationist** tendencies among nations, a trend which directly conflicted with her firm belief in "internationalism" as the hope of the future. She also grew concerned with the plight of refugees from many nations around the globe, and in particular the fate of those individuals persecuted by the Nazis in Germany.

The evils she perceived in the Nazi regime led Emily Balch to push the United States government to accept more refugees into the country and, later, caused her rethink her pacifism. She was horrified by the mass murder of Jews in Europe and the immoral issues which led the holocaust.

In the United States, during the war years, she helped to relocate Japanese-Americans who had been removed from their homes and imprisoned in concentration camps against their will. By the end of the war, Ms. Balch was in her late seventies, but that did not keep her from remaining active in the causes she had served for such a long time.

The Nobel Peace Prize, which Emily Balch received in 1946, was in recognition of her role as a major leader of the peace movement in the United States. In her individual and group efforts she believed humans needed to combine action with a sense of higher purpose. Ms. Balch's ideas were recognized by Gunnar Jahn, Chairman of the Nobel Committee, in his Nobel presentation speech.

In the Nobel Lecture that she delivered in 1948, Emily Balch spoke of her undying optimism and hope for the future: "As the world community develops in peace, it will open up great untapped reservoirs in human nature. Like a spring released from pressure would be the response of a generation of young men and women growing up in an atmosphere of friendliness and security, in a world demanding their service, offering them comradeship, calling to all adventurous and forward reaching natures. We are not asked to subscribe to any **utopia** or to believe in a perfect world just around the corner. We are asked to be patient with necessarily slow and groping advance on the road forward, and to be ready for each step ahead as it becomes practical. We are asked to equip ourselves with courage, hope, readiness for hard work, and to cherish large and generous ideals."

Suggested Classroom Activities

Emily Balch

Introduction/Warm-Up:

The teacher should introduce newspaper clippings indicating some of the efforts being made today in the United State on behalf of world peace. Emily Balch's work is still going on.

Vocabulary Terms:

1. **Co-recipient**
2. **Alleviation**
3. *Pacifist*
4. **Mediation**
5. **Undaunted**
6. **Advocate**
7. **Disarmament**
8. **Inherent**
9. **Utopia**

Discussion Questions:

1. In what ways did her life and her work aid the cause of international peace? What obstacles did she face? (Level 1)
2. Why did she win the Nobel Peace Prize? (Level 1)
3. What is an "armchair interest?" Name an armchair interest of yours. (Level 1)
4. What do all of the causes for which she was a vocal advocate have in common? (Level 2)
5. Describe the meaning of "internationalism" and explain why Emily Balch considered it so important? (Level 2)
6. Do you agree with her hope for the future? (Level 3)
7. What kinds of activities might Emily Balch be involved with if she were alive today? Explain your answer. (Level 3)

Activity:

1. Students are to work in pairs for this activity. One person is to play the part of Emily Balch, the other is to play the part of a television reporter.
2. The reporter will ask a series of at least 10 questions based on Emily Balch's life for the purpose of learning more about her life. (Students should be alerted that rude or inappropriate questions will not be acceptable. If there is a doubt, students should check with the teacher!)

3. The person playing the part of Emily Balch will respond in a way that reflects the kind of answers that Emily Balch herself would likely have given.
4. The interview(s) should be presented to the entire class. They may be presented live, by videotape, or by audiotape.

Technology Option:

Go to website http://nobelprize.org/nobel_prizes/lists/women.html

How many women have won the Nobel Peace Prize? How many of those women are Americans? Is there something special that contributes to such a high percentage of American women who have won the award? Are the percentages of American women who have won the award as high in other Nobel Prize categories? How do you explain the difference, if there is one?

Resources:

Randall, Mercedes M. *Improper Bostonian: Emily Greene Balch*. New York, 1964. Twain Publishers, Inc.

www.discoverthenetwork.org/individualProfile.asp?indid=1592

www.harvardsquarelibrary.org.unitarians/balch.html

www.irwinabrams.com/articles/balch.html

www.nobelprize.org

www.wilpf.org

John Raleigh Mott

1946

He has gone out into the whole world and opened hearts to the idea of peace, to understanding, love and tolerance.



John Raleigh Mott was a co-recipient of the 1946 Nobel Peace Prize, an honor he shared with American, Emily Balch. Though he was not a politician or international statesman, the Nobel Committee recognized his life-long dedication to peace issues and to improving the lot of humanity. In his presentation speech a Nobel Committee member described Mott's work as follows:

“Mott's work has been devoted to the most **fundamental** issue of all. He has gone out into the whole world and opened hearts to the idea of peace, to understanding, love, and tolerance.”

John Mott was born on May 25, 1865 in Livingston Manor, New York at a time when the nation was still recovering from the assassination of President Abraham Lincoln. Later that year, his family moved to Postville, Iowa, a town he called home. At the age of sixteen, he enrolled at Upper Iowa University at Fayette, Iowa where he showed great interest in literature, history, law, debate, and oratory. In 1886, he transferred to Cornell University in upstate New York and his experiences there changed the course of his life.

While at Cornell, considering a future in law or as a lumber merchant like his father, Mott became active in the Student Christian Association. From 1926 to 1937, he served as president of the Y.M.C.A.'s World Committee. In every job he was worked hard and inspired by the people with whom he worked.

• **Christian evangelist, missionary, visionary, author, speaker, “world citizen”**

• **Longtime leader in the Young Men's Christian Association (Y.M.C.A.)**

• **Member of special diplomatic teams to Russia and Mexico during the Wilson administration**

• **Founder of the World's Student Christian Federation in 1895**

• **“He who would be greatest among you must be the servant of all.”**

John Mott's devotion to spreading a message of peace and good will among young people found expression in other organizations as well. In 1895, he founded the World's Student Christian Federation. He traveled around the world, and visited twenty-four

nations. He created seventy new associations. Travel was an important part of his career and it is estimated that he traveled over two million miles.

In 1910 he traveled to Scotland to chair the Edinburgh Missionary Conference. In 1912 and 1913, he traveled the world again.

President Woodrow Wilson named him to be a delegate to Russia and Mexico but was unable to convince him to accept the ambassadorship to China, a nation where Mott had traveled extensively.

During President Wilson's second term, when the United States entered World War I, Mott worked for improving conditions in prisoner of war camps, providing humanitarian aid to those in need, and preparing people for a return to a normal life after the war. During the war he continued to travel in Europe and elsewhere to enlist help with these important efforts. His tireless efforts were not only inspirational to many, they also resulted in approximately 250 million dollars in donations to support war relief programs.

When World War II broke out, Mott went to work again, traveling the globe in spite of his advanced age, trying to duplicate the war relief programs he **executed** so successfully earlier in the century.

John R. Mott received the Nobel Peace Prize in 1946 based on his life of service.

In his Nobel lecture which he delivered on December 13, 1946, John Mott emphasized that essential value of leadership. He said "leadership so **imperatively** needed just now that it must be truly creative."

In his acceptance speech for the Nobel Prize, which was delivered three days earlier, John Mott echoed his sense of optimism for the future:

"...my life has been a life of travel. .In this world-wide effort I have concentrated on **successive** generations of youth. If I were to add a word, it would be a word of abounding hope. The present new generation across the breadth of the world ... I can testify are responsive to the Nobel Peace ideal, and are planning, as no previous generation, for a great united advance in the furtherance of peace and good-will throughout the world."

John Mott received many additional honors for the work he performed over his eighty-nine years. He was granted seven honorary degrees, was given the United States' Distinguished Service Medal following World War I, and was named an Honorary Chairman of the World Council of Churches, an association inspired by his dream of Christian and international unity.

He died at his home in Orlando, Florida on January 31, 1955.

Suggested Classroom Activities

John Mott

Introduction/Warm-Up:

In order to have students grasp the importance of Mott's contributions they must first understand "Christian" action in the sense of describing Good Samaritan, selfless activities. It is not restricted to only "Christians," as many people of other faiths also have engaged and continue to engage works like these. This takes nothing away from Mott or his faith; rather, it adds greater meaning to it.

Discussion Questions:

1. Make a list of characteristics that John Mott had that helped make him a strong leader. (Level 1)
2. What caused John Mott to live the life that he did, when he could have made several other choices? (Level 1)
3. How did Mott's religion make him more effective in dealing with other people? (Level 2)
4. In what ways was Mott a "visionary leader"? (Level 2)
5. In your opinion, what is the greatest cause for hope for the future? (Level 3) ‘

Vocabulary Terms:

1. **Fundamental**
2. **Cathartic**
3. **Hallmark characteristic**
4. **Evangelization**
5. **Innate**
6. **Humanitarian**
7. **Executed**
8. **Unflappably**
9. **Statesman**
10. **Successive**

Activity:

Volunteerism and commitment to action are hallmarks of John R. Mott's career. Students should find an organization, such as the YMCA, church group, homeless shelter, community kitchen, etc, for which they can volunteer at least one hour of their own time toward the goal of making the world a better place, even if only in a limited context.

Technology Option:

Background: A key to John R. Mott's winning the Nobel Peace Prize was his commitment to Christian beliefs. Students will discover that other religions have also contributed to the lives of other important peacemakers. They will also develop an understanding of the makeup of past winners of the Prize.

Students will use the internet to contribute data for the creation of a chart of all past Nobel Peace Prize winners that will indicate the distribution of nations and religions among Nobel Peace Prize recipients.

- 1a. Teacher will create a chart indicating the year of the award,. The chart will include spaces for the name of the laureate, their gender, their country, the continent that country represents, and their religious affiliation, if any.
- 2a. Students will be randomly assigned to specific years, until all the years in which the Nobel peace Prize was awarded are assigned.
- 3a. Each student will be responsible for compiling the information about Peace Laureates for their assigned years.
- 4a. Upon completion of the task, students will enter their data on the chart for the entire class to see.
- 5a. When all data is gathered, classroom discussion will focus on the distribution of laureates by category.
- 6a. Students can develop a profile of a "typical" Nobel Peace Prize winner. (Optional)
- 6b. Students will find a list of current Peace Prize nominees; based on the profile they have developed they will attempt to predict the next winner of the Prize. (Optional)

Resources:

<http://iagenweb.org/boards/allamakee/biographies/index.cgi?rev=47283>

www.abcog.org/mott1.htm

www.bookrags.com/biography-john-r-mott

www.nobelprize.org

www.ymca.net

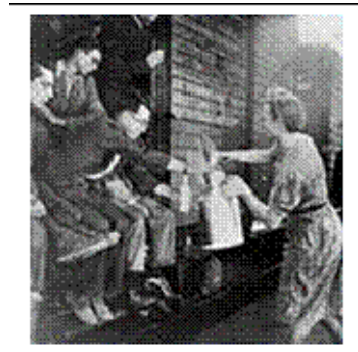
<http://www.volunteermatch.org/>

The American Friends Service Committee

1947

“You [the Nobel Prize Committee] are saying ... here today that common folk ... can do something to build a better, peaceful world.”

The American Friends Service Committee was founded in 1917 to provide young **Quakers** and other **conscientious objectors** an opportunity to help people in need instead of fighting during World War I.



Four decades later, the AFSC and the British Friends Service Council accepted the Nobel Peace Prize on behalf of all Quakers.

During AFSC's first year in 1917 young men and women went to France where they worked in cooperation with British Friends. They fed and cared for refugee children, founded a maternity hospital, repaired homes, and provided returning refugees with the necessities for people to restart their lives.

William Penn founded a colony for persecuted Quakers to practice their religion safely. This area is now the state of Pennsylvania

The Society of Friends is known a “peace church” along with other Christian groups, including the Mennonites, Amish, Church of the Brethren and the Jehovah’s Witnesses.

*“The spirit alone gives victory”
-Arnulf Overland*

After the war ended in 1918, the AFSC's work spread to Russia, Poland, Serbia, Germany and Austria. There they helped victims of famine and disease, established an orphanage and helped farm, and fed hungry children.

The 1930s brought new challenges. Quaker workers helped refugees escape from Adolf Hitler's Germany; provided relief for children on both sides of the Spanish Civil War; fed refugees in occupied France; and helped victims of the London blitz. The AFSC engaged in relief and **reconstruction** in many of the

countries of Europe after World War II, as well as in India, China, and Japan.

The American Friends Service Committee has a deeply rooted belief in non-violence and a strong desire to work for peace. They see themselves as a practical **expression** of the faith of the Religious Society of Friends (Quakers). Committed to the principles of nonviolence and **justice**, it seeks in its work and **witness** to draw on the transforming power of love, human and divine.

Today the AFSC has more than two hundred staff working in dozens of programs throughout the United States and works in twenty-two other nations. Among the many ongoing programs of AFSC, in the aftermath of the 2003 Iraq War, [is the Eyes Wide Open Exhibit](#). This exhibit travels around the United States displaying in public spaces one pair of combat boots for each American killed in the ongoing fighting in Iraq. Additionally, more than one thousand pairs of donated civilian shoes are displayed as a reminder of the Iraqis killed in the conflict. The exhibit is intended as a reminder of the **human costs of war**.

Classroom Activities

The American Friends Service Committee

Vocabulary Terms:

- 1. Quaker**
- 2. Conscientious Objector**
- 3. Reconstruction**
- 4. Expression**
- 5. Justice**
- 6. Witness**
- 7. Human Costs of War**

Discussion Questions

1. What is a Quaker Friend? (Level 1)
2. What actions did the Peace Prize committee honor with their award? (Level 2)
3. What are some of the more controversial actions of the AFSC? (Level 3)

Classroom Activity

Making a Map of the "Theme Peace"

Goal:

- To create a map for the theme Peace

Objective:

- To express or represent a feeling or value in a map

Activities:

- Participants can brainstorm by jotting down ideas or diagrams idea that will assist them to develop a map and / or the facilitator of the group can discuss the process of mapping and show samples to assist participants to construct their own map on the "theme".
- Each individual can show and discuss their work with other members of their group and individuals may participate in a group-mapping project.

Materials:

- Paper and colored pens or collage materials.

Evaluation/Assessment:

- Each individual can evaluate the process of participating in the activity and offer suggestions in the feed back form.

Technology Options

Take a digital photograph of something representing peace. [Send it to us](#) to work to include on the website.

Bibliography

American Friends Service Committee. <http://www.afsc.org/default.htm>

Quaker United Nations Offices. <http://www.quno.org/>

Nobel Committee information on the 1947 Peace Prize.
<http://www.nobel.se/peace/laureates/1947/index.html>

Eyes Wide Open Exhibit Home Page. <http://eyes.afsc.org/>

Ralph Bunche

1950

“The United Nations is our one great hope for a peaceful and free world”

Ralph Bunche was born in Michigan. His father was a barber in a whites-only shop. His mother was a musician, and his grandmother (who lived with them) had been born a slave. The family moved to New Mexico when Ralph was ten because both parents had serious health problems. Both died within two years, leaving Ralph to be raised by his Grandmother. They moved to Los Angeles where Ralph worked selling newspapers, doing chores and odd jobs for rich people, and laying carpet.

In elementary school Ralph won prizes in history and English for outstanding ability. He graduated first in his class in high school where he debated and also competed in football, basketball, baseball, and track.

He attended the University of California where he received an athletic scholarship and worked as a janitor. He played basketball and joined the debate team and the college newspaper. He graduated in 1927 with high academic honors with a major in **international** relations.

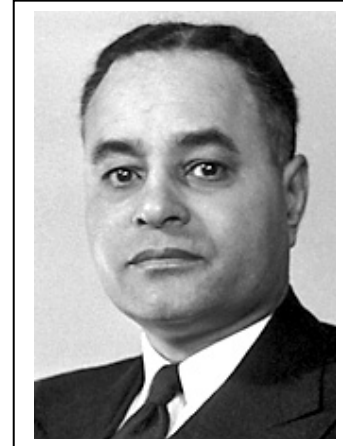
Ralph studied political science in graduate school. He attended Harvard University with a scholarship and a fund of a thousand dollars raised and contributed by the black

community of Los Angeles. He graduated in 1928 and taught at Howard University while working toward his **doctorate** at Harvard. In 1932-1933 he went to Africa to research and compare French rule in Togoland and Dahomey. In 1934 he completed this work and was awarded the Toppan Prize for outstanding research in social studies.

In 1936-1938 he did post doctorate work in London and South Africa. Dr. Bunche was chairman of the Department of Political Science at Howard University from 1928-1950. After that, he served on the New York City Board of Education as well as many other educational boards.

At Howard University Bunche was considered a **radical intellectual** who was very critical of the American social system. He was highly criticized

by both white and Negro organizations. Drawing on his personal experience, he authored “A World View of Race” in 1936. In it he wrote “And so class will some day **supplant** race in world affairs. Race war will then be merely a side-show to the gigantic class war which will be waged in the big tent we call the world”.



- **Raised by his Grandmother who was born a slave**
- **Worked with President Roosevelt**
- **Negotiated Arab Israeli partition agreement 1948**
- **UN undersecretary general**

“Hearts are the strongest when they beat in response to noble ideals.”

In 1944 he wrote “An American **Dilemma**” in response to the Carnegie Corporation’s survey of Blacks in America. This survey was about the racial divide between whites and Negroes.

Bunche joined the cabinet of President Roosevelt to work on minority problems in the United States. He was asked but refused to work with President Truman as assistant secretary of state. He refused because of **segregated** housing conditions in Washington, DC. These conditions included failing schools and poor housing. Bunche helped organize and lead the civil rights march organized by Martin Luther King, Jr. in Montgomery Alabama in 1965. He was a leader in the NAACP and the Urban League, two of the most important civil rights organizations at the time.

He supported and influenced civil rights organizations during 1945-1965 with speeches and attendance at many gatherings and events.

In 1946 Bunche began to work with the United Nations. He worked to help nations who did not yet have self-government. He continued to work with the UN for the rest of his life. In June 1947 Bunche began to work on the most important project of his career. He began to **mediate** between Arabs and Jews over land disputes. He was the assistant to the UN Special Committee on Palestine, then principal secretary of the UN Palestine Commission. This Commission was formed to work on a **partition** of Palestine to be approved by the UN general assembly.

In 1948 this plan was dropped and fighting between Arabs and Israelis intensified. The UN appointed Count Folke Bernadotte as mediator and Ralph Bunche as his assistant. Four months later Bernadotte was assassinated and Bunche was named UN mediator in Palestine. After eleven months of negotiations and nonstop travel Bunche helped create an agreement for peace between Israel and the Arab States.

Bunche returned to the United States and a hero’s parade in New York City. Los Angeles declared a “Ralph Bunche Day”. He was honored by the NAACP in 1949, received over thirty honorary degrees, and was awarded the Nobel Peace Prize in 1950.

Some deeply held beliefs of Ralph Bunche were that racial prejudice is wrong because it has no basis in biology or **anthropology**. Segregation and democracy are incompatible. Black people should maintain the struggle for equal rights while accepting the responsibility that comes with freedom. Whites must demonstrate that “democracy is color blind.”

Bunche worked for the UN from 1955 to 1967. In 1968 he was named Undersecretary General. During this time he had many special assignments. In 1960 he went to the Congo when war erupted there.

When interviewed about his time with the UN Bunche stated “the United Nations has had the courage that the League of Nations lacked. To step in and tackle the buzz saw.” Many believe that Ralph Bunche was responsible for a great amount of that courage.

The United Nations document “Ralph Bunche, Visionary for Peace,” stated about Bunche: (he) “... championed the principle of equal rights for everyone, regardless of race or creed. He believed in the essential goodness of all people, and that no problem in human relations is **insoluble**”.

Classroom Activities

Ralph Bunche

Introduction/Warm Up:

Discuss the history of the struggle against racism in the United States.

Discussion Questions

1. What personal experiences did Ralph Bunche have, as a child, with racism? (Level 1)
2. What demonstrates that Bunche had courage to enter into the peace-making process in the Middle East? (Level 1)
3. In which civil rights activities did Bunche participate in that also demonstrated his courage? (Level 2)
4. Bunche "...championed the principle of equal rights for everyone, regardless of race or creed." Do you believe in equal rights for everybody? EVERYBODY? Explain your answer. (Level 3)

Vocabulary Terms:

1. Radical intellectual
2. Supplant
3. Dilemma
4. Segregated
5. Mediate
6. Partition
7. Anthropology
8. Insoluble

Classroom Activities:

1. List all of the reasons why Ralph Bunche might have thought that mediation was the most important thing that he did in his life.
2. List all of the reasons why he might have thought that mediation was NOT the most important thing that he did in his life.
3. Write: What do YOU think was the most important thing that he did in his life? Explain your conclusion.

Technology Option:

Go to <http://search.comcast.net/?q=Ralph+Bimcje&cat=Images&con=net>. Select photos that represent several different important events in Ralph Bunche's life. Assemble these photos into a presentation board, including labels, explaining these events and their importance.

Resources

<http://www.pbs.org/ralphbunche/credit.html> Ralph Bunche, an American Odyssey

http://nobelprize.org/nobel_prizes/peace/laureates/ This is the official Nobel Laureate Site

<http://search.comcast.net/?q=Ralph+Bimcje&cat=Images&con=net>

George C. Marshall

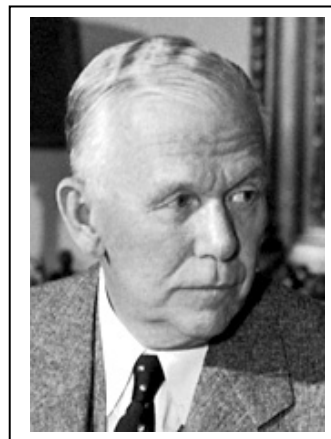
1953

“Two words above all others became his guide - as he underlined it years later in a speech to the graduating class at his old military school - the words honor and self-sacrifice.”

It may seem surprising to consider a career soldier for the Nobel Peace Prize. General George C. Marshall was in no way a pacifist, and was the head of the largest army the United States ever fielded. After the Second World War, Marshall's efforts to rebuild a **war torn** Europe earned him the respect.

George Marshall was the youngest of three children. The Marshall family lived near Pittsburgh, Pennsylvania where his worked for the steel and iron industries.

Marshall dreamed of attending the Virginia Military Institute, or VMI, but his brother Stuart, a VMI graduate, begged their mother not to let him apply.



- **President Roosevelt once called General Marshall by his first name. The look on Marshall's face was enough that Roosevelt never did again.**
- **In Europe, there is a training center and a bridge named for Marshall in Germany, as well as a museum in Holland.**
- **In the US, the Marshall Space Flight Center in Huntsville, Alabama, several public schools, a street in Pittsburgh, and the George C. Marshall Foundation in Lexington, Virginia are named for him.**

“If man does find the solution for world peace, it will be the most revolutionary reversal of his record we have ever known.”

Stuart was sure that Marshall would fail and bring shame to their family. Mrs. Marshall did not agree and, at the age of sixteen, George Marshall enrolled at VMI. He quickly realized that there were two ways to excel at the Institute: one was academic, the other as a military cadet. He decided to become the best soldier at the entire school, a goal he achieved by the end of his second year and maintained throughout his time at VMI.

Marshall earned the respect of his peers, subordinates, and superiors. He discovered that giving an order was easy, but it took more for the order to be successfully carried out. One important **aspect** of leadership for Marshall was to be an example. If he expected his men to work hard, he had to be willing to do the same. He was

unfailingly honest, and as a result his men learned to trust him without reservation.

After graduating from VMI, George Marshall entered the Army and was **deployed** to the Philippines. Ten days before deploying, he married Lily Coles. Marshall was sent back to the Philippines in 1913 and commanded 5,000 troops in training demonstrating the talents that would make him a top general.

In 1917, the United States entered World War I and Marshall was put in charge of leading the U.S. 1st Infantry Division across the Atlantic. The troops were eager to fight, but completely under-equipped and without proper training. Marshall did his best to create an effective force that could fight a modern war, where machine guns, tanks, and chemical weapons had become the weapons of the time.

After the war, George and Lily Marshall lived Washington, D.C. and, later, in China where Marshall's men provided security to Americans in the northern part of the country. Tragedy struck upon their return to Washington, D.C. in 1927 when Lily suddenly died while in recovery from surgery.

Eventually, a new assignment would change that. He became the head instructor at Fort Benning, Georgia—the army's largest training center. While there, he met new people, took part in outdoor activities, and eventually met Katherine Brown, a recent widow with three children. Three years after the loss of his first wife, Marshall remarried at the age of 50.

The 1930s saw the arrival of another enemy at America's door: the **Great Depression**. Marshall took a pay cut in order to remain in the Army.

When he was posted in 1933 to South Carolina, many soldiers were unable to feed their families on army pay. Marshall taught his men to grow their own food, and helped establish Civilian Conservation Corps (CCC) projects throughout the South. The CCC was part of President Roosevelt's **New Deal**, and its goal was simple: put young men to work. It was overseen by the Army, and Marshall continued the program in Washington State.

While many of his peers didn't like the CCC, Marshall once again decided that personal glory was less important than the needs of the country. He saw the CCC as a means of creating strong, hardworking citizens.

As tensions rose in Europe, George Marshall was nearing the end of his military career. He'd only recently become a general, and at 58 his dream of heading the entire U.S. Army seemed out of reach, especially with 30 other generals ahead of him in line for the job. However, his many talents made him stand out among his peers and President Roosevelt made Marshall Army Chief-of-Staff in September 1939, promoting him from a one-star to a four-star general overnight.

At the same time, Hitler's troops launched their **blitzkrieg** into Poland, igniting another war in Europe. Marshall agreed with Roosevelt that **neutrality** could only be maintained by being ready to fight. But as he studied the world situation, Marshall felt it inevitable that the United States would be dragged into the conflict. The people of the United States did not want war, but Marshall remained a strong advocate of military preparedness. In December of 1941, the United States was torn out of neutrality by the attack on Pearl Harbor. When the United States declared war on Japan, Germany and Italy declared war

on the United States. As always, George Marshall wished he could take the lead on the battlefield and enter the fighting. But his skills in organizing the war meant that he would spend most of the war behind a desk in Washington. By 1943, the Allies were turning the war around. Marshall's careful planning, honesty, and hard work made a huge impact on Allied efforts. He began to plan a major operation that, if successful, could end the war in Europe.

Marshall wanted to send U.S. and Allied forces through Great Britain, over the English Channel, and into German-occupied France. President Roosevelt agreed, despite the British preference to invade through Italy instead. The plan, called Operation Overlord, was to become the largest military operation in history. While Marshall had hoped to be given command of this operation, he honored the request of President Roosevelt and stayed in Washington. Operation Overlord was a success, and in less than a year the Germans had retreated back to their own country. By spring of 1945, the war in Europe was won.

George Marshall's work did not end when the Germans were defeated. He began shifting soldiers and supplies to the other side of the world, where the Japanese were still fighting desperately against the Allies. President Roosevelt had died in the spring of 1945, and Harry Truman was now Commander-in-Chief. He asked Marshall about how the U.S. might use the newly invented atomic bomb to end the war with Japan. Marshall felt that whether or not to use the bomb was a political decision, not a military one and he felt that the President, not a general, should decide.

The Second World War ended soon after, and George Marshall, now in his sixties, was prepared to retire. In fact, he and his wife had just returned home to Virginia from his retirement ceremony when the phone rang. It was President Truman, and there was trouble in China between the Nationalists and the Communists. He asked Marshall to go try and create a truce between the two groups.

Marshall, of course, accepted the request. But the tensions among Chinese factions were impossible for Marshall to resolve, and in 1947 he returned to the United States. He was then made U.S. Secretary of State, and was given the task of rebuilding Europe. National boundaries were in disarray, food was scarce, and the Soviet Union saw an opportunity to act aggressively in Eastern Europe. By 1947, the European economy was still well below pre-war levels. Winter was especially harsh that year, and both food and coal were in short supply everywhere. Marshall worked with officials from European countries and the U.S. State Department to produce the European Recovery Program. The ERP, which came to be known simply as the Marshall Plan, involved huge donations of American aid to Europe. In today's dollars, the Marshall Plan would total about \$130 billion.

The Marshall Plan worked. By the end of the four years, Europe's economy had **surpassed** pre-war levels. The transportation and manufacturing **infrastructure** that had been **decimated** during the war was rebuilt. The plan was also seen as a way of keeping the Soviet Union from dominating the region. Russia's Eastern European satellites, such as Poland and Czechoslovakia, were invited to take part, but Russia kept them from coming.

In 1953, the Nobel Committee gave George Marshall the Peace Prize for his efforts to rebuild Europe after the war. For George Marshall, the success of the European Recovery

Program was not his final bow. He resigned the State Department in 1949 to become head of the American Red Cross. Unlike the International Committee of the Red Cross, which served prisoners of war during World War II, the American Red Cross had a very poor reputation among servicemen. Marshall worked to improve the organization's image, but was recalled in 1950 by President Truman and asked to become the U.S. Secretary of Defense. Despite their occasional differences, Truman later called Marshall "the greatest living American."

Marshall resigned from office for the last time in 1951. He died in 1959, having served his country for over forty years.

Activities

George Marshall

Discuss student ideas for the best ways to deal with defeated nations after a war. Specifically focus on the approach taken by the “winning” nation.

Vocabulary Terms:

1. **Aftermath**
2. **Devastated**
3. **Aspect**
4. **Deployed**
5. **Blitzkrieg**
6. **Neutrality**
7. **Unflinching**
8. **Surpassed**
9. **Infrastructure**
10. **Decimated**

Discussion Questions

1. What was the Civilian Conservation Corps? (Level 1)
2. Is it better to be very smart or to work very hard? Explain your answer. (Level 1)
3. What was the Great Depression? How did it affect the United States? (Level 2)
4. Why was the Marshall Plan successful (Level 2)
5. Good leaders have different strengths and different styles. Compare Marshall’s leadership style with that of another leader you admire. (Level 3)

Activity

“Marshall felt that whether or not to use the (atomic) bomb was a political decision, not a military one and he felt that the President, not a general, should decide.”

Students should each be assigned to theoretically reconstruct the point of view of the following people:

- a. Citizens of the United States.
- b. Citizens from Japan
- c. Citizens from a neutral country, such as Peru.

They develop responses to the question of whether Marshall did the “right” thing with his decision not to attempt to influence the president.

These views are to be expressed orally as part of a world “round table” discussion or role play. Groups may choose one student to represent them, or this may be done as a whole class round table.

The class should discuss whether the responses seem plausible—why or why not.

Technology Option

Go to http://nobelprize.org/educational_games/peace/nuclear_weapons/
Read the directions for the game about nuclear weapons, then play the game.

Resources

“George C. Marshall.” http://en.wikipedia.org/wiki/George_Marshall

The Marshall Foundation <http://www.marshallfoundation.org/>

The Marshall Films Collection <http://www.marshallfilms.org/>

The Marshall Plan Speech:

http://www.georgecmarshall.org/lt/speeches/marshall_plan.cfm/

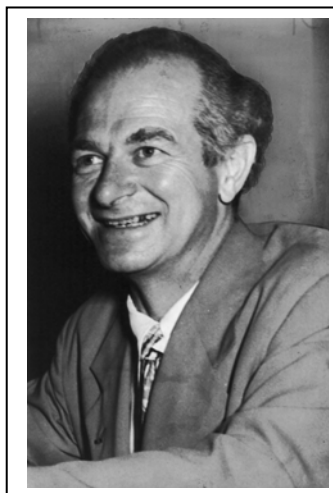
http://nobelprize.org/educational_games/peace/nuclear_weapons/

Linus Carl Pauling

1962

*“To kill and maim people is immoral. War kills and maims people.
War is immoral.”*

Linus Carl Pauling (1901 – 1994) was an amazing man. He remains the only individual to have been awarded two separate and unshared Nobel Prizes – Chemistry in 1954 and Peace in 1962. He believed that science could improve the lives of human beings. He believed in the good of humankind.



Linus C. Pauling was born on February 28, 1901, to German immigrant parents, in Portland, Oregon. When he was nine his father died, leaving Linus, his two younger sisters, and their mother to make their own way in the world. This began a stretch of more than 15 years when Pauling tried to pursue his education, while his mother tried to get him to quit school and become the support of the family. He did not quit school but he did find many ways to make money and most of it went to help support his mother and sisters. By the time he was twelve he was a freshman at Washington High School in Portland. After four years of school, with or

- Professor at California Institute of Technology for thirty-seven years
- Received the Nobel Peace Prize for Chemistry in 1954
- State Department denied him a visa for two years
- Awarded the Nobel Peace Prize on October 20, 1962, the same day the Nuclear Ban Treaty was signed

“...war must be abolished if the human race is to survive”

without the help of his teachers, and of odd jobs (delivering milk, running film projectors, and even working in a shipyard) he left high school. He did not graduate because the high school required their students to take a class in civics and Pauling saw no reason why he should. Later, after his Nobel Prize for Peace in 1962, the administration agreed that he had learned civics on his own and granted him his high school diploma.

Linus Pauling’s work added much to the body of knowledge in the physical sciences, especially in chemistry and biochemistry. The Nobel Prize for Chemistry he received in 1954 was the result of his research.

Dr. Pauling was a well-respected scientist and yet problems surrounded his work. It was a result of his work related to peace issues. During World War II, Linus Pauling as did everyone at California Institute of Technology, worked on war-related projects as a consultant for the National Defense Research Commission. His projects included work

on rockets, submarines, and military aircrafts. Ironically, though his national defense work earned him the Presidential Medal of Merit in 1948, it was the military's use of atomic weaponry that turned him in a new direction. He had hoped to return to his work as a scientist but the start of the Atomic Age created an ethical dilemma for him, and many other scientists, that could not be ignored.

In 1946, together with his friend, Albert Einstein, and a group of scientists, Linus Pauling formed the Emergency Committee of Atomic Scientists whose task was to publicize the danger of the change in the nature of war and international relations that the atom bomb would bring. As a molecular scientist, Pauling was not only concerned about the damage of a nuclear war, but the long-term effects of radiation on people. Seeing the negative side effects of nuclear war led Pauling to become an active and very vocal supporter of peace organizations and a leader in the drive to ban nuclear testing.

In 1953 Pauling published his book, *No More War*. In April of 1954, when he requested a passport, he was denied it. On November 3 of that year, while he was giving a lecture on hemoglobin at Cornell University, he was called to the telephone to learn that he had just been awarded the Nobel Prize in Chemistry. His first worry was would he be able to get a passport so he could accept the prize in person? He applied immediately and for weeks he heard nothing. In Washington there were strong voices opposing the granting of the passport. One senator asked, "Are you in the State Department allowing some group of people in some foreign country to determine which Americans get passports?" On November 27, however, barely two weeks before the ceremony in Sweden, his passport did arrive.

Linus Pauling's works led him to believe that the testing of nuclear weapons must be limited or ended completely. Thus in 1957, Linus Pauling, with the assistance of two colleagues and his wife, Ava, circulated a petition among American scientists to end nuclear weapons testing. Eventually, the petition spread around the world and, in January 1958, he presented U.N. Secretary-General the petition signed by 11,021 prominent scientists from 49 countries.

Linus Pauling's celebrity and his cause once again led to a Congressional inquiry. Twice he was summoned to appear before the Senate Internal Security Subcommittee in 1960 to answer questions about the origin and circulation of the test ban petition. In addition, he had to confront the question of Communist sympathies that he clearly denied. However, when pressed to provide the names of individuals who worked with him to collect signatures, he refused.

Linus Pauling was convinced that rational people could find ways to live and cooperate peacefully under guidelines of international law and justice. He spent the rest of his life working to advance human scientific knowledge and to further the cause of peace throughout the world. As he acknowledged, there was a great deal of work left to do but he was ever the optimist. His death on August 19, 1994 removed a vital force in the peace movement but his achievements laid the groundwork for additional agreements such as the Nuclear Non-Proliferation Treaty of 1968 and the Comprehensive Nuclear Test Ban Treaty of 1996. His life, which spanned most of the twentieth century, left a legacy of unflinching hope as summed up in Dr. Pauling's words by Gunnar Jahn in his Nobel Peace Prize Presentation Speech, "I believe that there is a greater power in the

world than the evil power of military force, of nuclear bombs – there is the power of good, of morality, of humanitarianism.”

Classroom Activities

Linus Pauling

The teacher should invite students to go to (or provide them with data from) the website Of the Preparatory Commission for the Comprehensive Nuclear Test Ban Treaty Organization (<http://pws.ctbto.org>). Of special interest would be the number nuclear warheads that exist in the world and the list of nations that have ratified the treaty and the list of those which have not. Linus Pauling was instrumental in the movement, which led to this treaty through his petitioning activities.

Vocabulary Terms:

1. Misuse
2. Atomic Age
3. Ethical Dilemma
4. Molecular
5. Petition
6. Congressional Inquiry
7. Nuclear Non-Proliferation
8. Legacy

Discussion Questions:

- Why did Linus Pauling receive the Nobel Peace prize in 1962? (Level 1)
What is a petition? (Level 1)
What was Linus Pauling petitioning for? (Level 2)
What is important enough for you to petition for? (Level 3)
Do you think Linus Pauling deserved to win the Nobel Peace Prize? (Level 3)

Activity:

Overview – Linus Pauling believed that the scientist was a pivotal figure in modern society. However, his views often conflicted with those of politicians.

Petition for Change

Primary Subject - Social Studies

Grade Level - 6

Cooperative Learning Lesson Plan

Materials Needed:

1. Rules chart for cooperative groups
2. Petition
3. Self / Peer Evaluation Chart
4. Teacher Evaluation Chart

5. Dictionaries
6. List of Vocabulary Words Flipchart Paper and Markers
7. Blank paper; 4 pieces per group (I'd use parchment paper to make it more authentic) for journal entries and petitions

Prerequisite Skills: Students must have read the prior article on Linus Pauling and have answered the discussion questions. Students must have had some experience working in cooperative groups in various subject areas. These skills include being able to perform specified tasks, understanding accountability for their specific task, and being able to analyze as a group whether or not they have successfully completed their task.

Lesson Objective(s):

Academic: After reading the article on Linus Pauling, students will be placed in cooperative groups of 5 (called "Coalition Groups"). Within their Coalition Groups, students will pick an issue important to the whole group. Each Coalition Group will then be required to create a petition for change and present it to the class for signing.

Social: After completing this lesson, students will have evaluated themselves and their peers as a team and will be required to explain in a one page paper (done as homework) what each of the roles were in their Coalition Group, why each of these roles are important in completing this task, the social skills necessary for completing their task (empathy, listening skills, peer help, role assignment, etc.) successfully and how they determined whether or not their Coalition Group successfully completed their task.

Present Objectives:

Today, we are going to look at one specific issue that was a very important theme in this article, and that is the issue of creating a Coalition Group and how we go about petitioning to against nuclear war. Before we get into our groups, we are going to go over some rules needed for successfully completing our petitions. At this time, I'd like everyone to come to the front of the room on the carpet for a brainstorming session where we will create our class list of skills for working in our Coalition Groups and post them on our flipchart paper.

The list of rules should look something like this

1. Working Together
2. Keeping on Track
3. Move to your groups quietly and quickly
4. Take turns
5. Ask for clarification
6. Bring all materials with you
7. Contribute! Contribute! Contribute!
8. Provide clarification when asked
9. Stay with your group until the task is completed
10. Support your point(s) of view with evidence

11. Build on each other's ideas
12. Speak in quiet voices
13. Ask for help when needed (first a teammate, then the teacher if necessary)
14. Paraphrase to show understanding
15. REALLY listen to your partners
16. Encourage each other
17. Continue to analyze your progress
18. Call your partners by their proper name
19. Compliment each other
20. Come to consensus
21. Know and understand your individual task
22. Check for understanding
23. Rally your ideas together
24. Use good eye contact when speaking and listening
25. Stay focused on your task and encourage others to do so as well
26. Evaluate your individual work and the group's work

Organizing the Teams:

We will be working in groups. Each table is labeled for groups 1-4. Please gather your supplies needed for this activity, which you will find on your individual desks. As soon as we are all at our appropriate stations, we will look at our assigned roles. (Teacher has pre-assigned each role based on student ability/strengths/weaknesses)

The roles are as follows:

1. Coalition Group Chairperson
 - a. This person is the team leader/founder of the coalition group, in charge of keeping the group organized and making sure rules are followed
2. Minute-Taker
 - a. This person is in charge of taking notes
3. Time Keeper
 - a. This person is in charge of keeping the group on task and giving time reminders
4. Spokesperson
 - a. This person is in charge of presenting the petition to the committee (class)
5. Cheerleader
 - a. This person is in charge of encouraging and ensuring participation by all group members

Teacher Monitoring: While each Coalition Group is responsible for carrying out their roles and monitoring and recording their individual and group progress, the teacher is responsible for helping the students with questions and issues that may arise during the activity as well as assessing individuals and teams on how they work together in a group and whether or not they achieved their end-goal. The teacher will do spot-checks for each group by walking around the room. Notes can be made on individuals and groups by using either a clipboard method, or for those with higher-tech tools, a PDA may be used.

Whatever the method, the teacher should have clear-set criteria for assessment (See Individual Group Check List).

Coalition Group Self and Team Monitoring: This will be done by each team member filling out a form to assess their own success in working with the group as well as a peer evaluation form after their journal and petition are complete (See Individual Group Check List). I would also encourage a space for additional comments to assess what could be done better, or what was done exceptionally well. The comment section should only be used for praise or constructive criticism, and not for cruel or demeaning comments.

Assessment/Closure:

Each Coalition Team will be assessed based on the following four things:
Individual Group Checklist, which is filled out by the teacher
Group Work Evaluation, which is filled out by the Coalition Team Members
The petition to change the working conditions
Verbal explanation given by the Spokesperson with convincing, supporting evidence
Actual format of the Petition
Is it labeled (titled)?
Is there ample space for signatures?

Adaptations:

For students who need extra help, they should have previously been placed in a cooperative group that would benefit them (i.e., students of varying abilities). They should also be assigned to a task that the teacher knows they are able to perform. For instance, if the student is not strong in writing, he/she should not be assigned the role of Recorder. However, for confidence, I would probably assign this student the role of Coalition Chairperson if at all possible. The teacher should also provide extra attention/monitoring to any students who may require additional help.

Additional Vocabulary Words

1. Chairperson: the presiding officer of a meeting or an organization or committee
2. Cheerleader: one that calls for and directs cheering for a person or group of people
3. Coalition: a temporary alliance of distinct parties, persons, or states for joint action
4. Minute Taker: Person who writes down notes during a discussion or meeting
5. Petition: a formal written request made to an official person or organized body
6. Spokesperson: a person who speaks as the representative of another or others often in a professional capacity
7. Timekeeper: a clerk who keeps records of the time worked by employees (or group)

Technology Option:

Use <http://www.ipetitions.com/start-petition/> to create an online petition to email to friends and family.

Resources:

<http://globetrotter.berkeley.edu/conversations/Pauling/>

http://nobelprize.org/educational_games/peace/nuclear_weapons/index.html

<http://pws.ctbto.org>

www.achievement.org

www.almaz.com/nobel

www.harvardsquarelibrary.org/unitarians/pauling.html

www.nobelprize.org

www.orst.edu/dept/lpi

www.orst.edu/dept/special_collections/ahp

www.paulingexhibit.org

Martin Luther King, Jr.

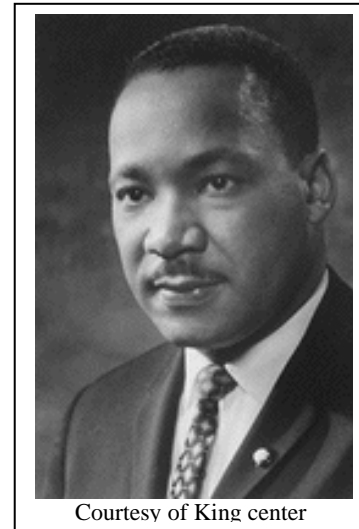
1964

*“It is not enough to say we must not wage war.
It is necessary to love peace and sacrifice for it.”*

Martin Luther King was born in Atlanta, Georgia. He was the son of a pastor. His was pastor of the Ebenezer Baptist Church as was his grandfather. Martin was co-pastor there from 1960 until his death.

He was named Michael when he was born but his name was changed at a young age to Martin. He attended **segregated** public schools in Georgia, and graduated from high school at age fifteen. He graduated from the all African American Morehouse College in Atlanta in 1948. His father and grandfather had graduated from this same school. King was called “ML” by his parents, older brother, and sister.

King’s mother and father taught their children to treat all people with respect. This idea would become an important part of his life. Martin’s father worked hard to break down the barriers between the races. His father strongly believed that African-Americans should vote on issues that were important to them. This idea was passed down to Martin at a very young age.



Courtesy of King center

- Lived 1929-1968
- Civil Rights Leader
- President Southern Christian Leadership Committee
- Leader Montgomery bus boycott
- Anti War Activist during Vietnam War
- Believed in non violence and civil disobedience

*“Everybody can be great
because everybody can
serve ... you only need a
heart full of grace ... a soul
generated by love”*

King studied **theology** for three years at Crozer Theological Seminary in Pennsylvania. He was one of the very few African Americans there. He was elected president of his senior class. There he became interested in the teachings of **Gandhi**, who had struggled to free the people of India from British rule by "peaceful revolution".

King was also inspired by the work of Henry David Thoreau, particularly his essay called "Civil Disobedience." It stated that if enough people would follow their conscience and disobey unjust laws, they could bring about a peaceful revolution

King attended Boston University for graduate school and received his doctorate there in 1955. He married Coretta Scott, a woman with many intellectual and artistic achievements. Their family had two sons and two daughters.

In 1954 Martin became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

At this time he was a leader in the National Association for the Advancement of Colored People (NAACP). This organization was formed to help African-American people in the United States

In December of 1955 the African-American people of Montgomery began the first nonviolent demonstration of modern times. This was the bus **boycott** of Montgomery. This demonstration was an important **milestone** in Dr. King's involvement with the civil rights movement. The demonstration started with the arrest of Mrs. Rosa Parks. On December 1st, 1955, Mrs. Parks, an African-American seamstress on her way home from work, was arrested for not giving a white bus rider her seat. African-Americans were upset because she and other African Americans had to sit in the back of the bus or stand even when empty seats near the front were unoccupied. A **boycott** of all city busses began. Martin Luther King was designated as the leader of this boycott. The bus boycott lasted 382 days. African-American people in Montgomery walked everywhere rather than ride the bus. They walked great distances in all weather, winter and summer. On December 21, 1956 the Supreme Court of the United States declared the laws requiring segregation on buses were **unconstitutional**. African-Americans and whites then rode the bus as equals. During this demonstration King had been arrested, and his home had been fire bombed. The bus boycott was an important victory for civil rights.

In 1957 King was elected president of the Southern Christian Leadership Conference, an organization formed to provide leadership for the new civil rights movement.

King took the **ideals** for this organization from his Christian beliefs and the teachings of **Gandhi** who taught nonviolence. From 1957-1968 King traveled over six million miles and spoke over twenty five hundred times about these ideas.

He spoke out when he saw racial injustice and unfairness. He wrote five books and many articles on these issues. Dr. King and the SCLC organized drives for African-American voter registration, desegregation, and better education and housing throughout the South. Dr. King continued to speak out against injustice his entire life.

In February 1959 Dr. and Mrs. King went to India, the homeland of Gandhi, In India Dr. King studied Satyagraha, Gandhi's principle of nonviolence. Dr. King was determined to use Satyagraha as one of the **cornerstones** of civil rights social protest.

In January 1963 Dr. King announced he and the Freedom Fighters would go to Birmingham to fight the segregation laws. An injunction was issued forbidding any demonstrations and Dr. King and the others were arrested.

From his cell he wrote the famous "letter from a Birmingham Jail", a **manifesto** of the African-American Revolution. In his long letter he stated:

"I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds."

His letter discussed the extreme white violence of the south. He also objected that white people were unwilling to change their ideas and behavior in the treatment of African-Americans.

King was a strong advocate for voter registration for African-Americans. He directed a peaceful 1963 march on Washington DC of 250,000 people. At this rally he delivered his "I have a dream" speech. In this speech he shared his vision of an America where racial equality was for all citizens, black and white. He stated:

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today."

King met with President John F. Kennedy and President Lyndon B. Johnson on these issues. He was arrested more than twenty times and assaulted more than four times as a result of his ideas. He was awarded five honorary degrees, was named Man of the Year by Time magazine in 1963, and became the symbolic leader of American blacks as well as a world figure in the struggle for freedom and peace.

In 1964 he was awarded the Nobel Peace Prize. He was 35 years old and the youngest man to even receive the award. He was awarded the Nobel Prize for his work in settling racial disputes with nonviolence and his belief in equality.

Dr. King was nominated for the Nobel Peace Prize as someone who "had contributed the most to the furtherance of peace among men." Dr. King divided the prize money among various civil rights organizations. In 1964, President Lyndon Johnson signed the Civil Rights Act into law. It guaranteed that "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination."

In the winter of 1965 Dr. King led a march from Selma, Alabama to the state capital in Montgomery to demand voting reforms. Six hundred marchers began the march but after six blocks the marchers were met by a small army of police. The police used clubs, whips and tear gas to try to stop the marchers. It was described "as a battle zone." The marchers were driven back as whites on the sidewalks cheered. Two ministers, one white and one African-American, were killed and over seventy were injured with seventeen hospitalized. It was the most violent confrontation Dr. King had experienced

Dr. King believed that poverty caused much of the unrest in America. This poverty was not only in communities for African-Americans, but also neighborhoods of whites, Hispanics, and Asian-Americans. Dr. King believed that the United States involvement in Vietnam was also a mistake. He believed that the Vietnam War was causing conflict in the whole country. Many people were against this war.

This belief against the war caused problems between King and the African-American leaders. They felt that racial problems deserved priority and that the African-American leadership should concentrate on fighting racial injustice at home. By early 1967 Dr. King had become associated with the antiwar movement.

Dr. King continued his campaign for world peace. He traveled across America to support and speak out about civil rights and the rights of the underprivileged

On April 4, 1968, while standing on the balcony of a motel in Memphis, Tennessee King was shot and killed. He was in Memphis to speak in support of city sanitation workers.

In his speech to the Memphis sanitation workers the night before and other community members on April 3, 1968 he stated:

“And then I got into Memphis.

And some began to say the threats, or talk about the threats that were out.

What would happen to me from some of our sick white brothers?

Well, I don't know what will happen now.

We've got some difficult days ahead.

But it really doesn't matter with me now because I've been to the mountaintop.

And I don't mind.

Like anybody, I would like to live a long life.

Longevity has its place.

But I'm not concerned about that now.

I just want to do God's will.

And He's allowed me to go up to the mountain.

And I've looked over.

And I've seen the Promised Land.

I may not get there with you.

But I want you to know tonight, that we, as a people, will get to the promised land!

And so I'm happy, tonight.

I'm not worried about anything.

I'm not fearing any man!

Mine eyes have seen the glory of the coming of the Lord!”

In this speech he urged the Black people of Memphis to boycott businesses that were not treating them fairly, as well as banks, and insurance agencies,

On January 15, Martin Luther King, Jr.'s birthday, the United States celebrates a national holiday in honor of him. Schools are closed so that people may celebrate the life of Martin Luther King, Jr. It is a day of action and remembrance.

Dr. Martin Luther King, Jr. changed the world. His lectures and ideas sparked the conscience of a generation. The movements and marches he led brought significant changes in the direction of American life through his courage and selfless devotion. This devotion led thirteen years of civil rights activities. His **charismatic** leadership inspired men and women, young and old, in this nation and around the world.

Dr. King's ideas inspired the celebration of human worth and the conquest of **subjugation**. It gave black and poor people hope and a sense of dignity. His philosophy of nonviolent direct action, and his strategies for rational and non-destructive social

change, mobilized the conscience of this nation and reordered its priorities. His wisdom, his words, his actions, his commitment, and his dream for a new way of life are intertwined with the American experience and an important part of history.

Suggested Classroom Activities

Martin Luther King, Jr.

Introduction/Warm Up: Use these quotes to discuss or write about Martin Luther King, Jr.

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.

In the End, we will remember not the words of our enemies, but the silence of our friends.

Life's most persistent and urgent question is, 'What are you doing for others?'

Discussion Questions

1. How did King's family influence his ideas on nonviolence? (Level 1)
2. How did King follow in his father and grandfather's footsteps? (Level 1)
3. What were some of the ways people tried to stop King from his work? (Level 2)
4. Where did King learn of the philosophy of nonviolence? (Level 2)
5. What did King state in his "Letter from the Birmingham jail?"
6. Why did civil rights leaders disagree with King's stand on the Vietnam War? (Level 3)
7. How did King risk his life for his beliefs? (Level 3)
8. How did King's ideas beliefs live on after his death? (Level 3)

Vocabulary Terms:

1. **advocacy**
2. **boycott**
3. **charismatic**
4. **manifesto**
5. **milestone**
6. **theology**
7. **subjugation**
8. **unconstitutional**

Activities

Discuss this excerpt from King's acceptance speech for the Nobel Peace Prize.

Nonviolence is the answer to the crucial political and moral questions of our time: the need for man to overcome oppression and violence without resorting to oppression and

violence. Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love.-Martin Luther King, Jr., Nobel Prize acceptance speech, Stockholm, Sweden, December 11, 1964.

Participate in Martin Luther King Jr. Day in January. If your community does not have one organize one for your own school. Create posters and read from his speeches during your school announcements.

Invite a speaker to come and talk about poverty, nonviolence, and racial equality in your community.

Watch “The Long Walk Home”. This movie tells the story of the Montgomery bus boycott. Write a review of the movie.

Volunteer in your community to help improve the lives of others.

Interview someone who lived through the civil rights movement of the 1960’s. Find out about the changes that took place as a result of Martin Luther King’s work and life.

Technology Option:

Listen to the [I Have A Dream Speech](#). Write 3 or more ideas King discussed in this speech. Write your response to this speech. How do you think you would have felt being there as this speech was given? Do you think people who were there were influenced by this speech?

Resources

<http://www.thekingcenter.org/> Speeches, biography, educational activities from the King Center in Atlanta

<http://www.kingian.net/> Site for teens on non violence and the ideas of Martin Luther King Jr.

http://www.brainyquote.com/quotes/authors/m/martin_luther_king_jr.html Quotes from King Speeches

http://nobelprize.org/nobel_prizes/peace/laureates/ Nobel site for Peace Laureates

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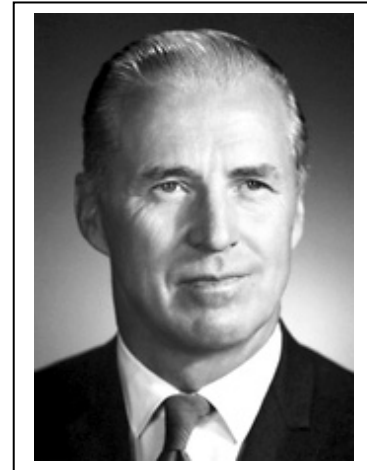
Norman Borlaug

1970

“I cannot live comfortably in the midst of abject poverty and hunger and human misery if I have the possibility of doing something about improving the lot of young children ...”

Norman Borlaug was born on a farm in Iowa in 1914 to Henry and Clara Borlaug. He never forgot the lessons of the farm, or the strong influence his grandfather had on his education. His grandfather told him “Feed your head now if you want to feed your belly later on, Norm.”

After attending public school in Cresco, Borlaug attended the University of Minnesota where he studied forestry. He received his degree in 1937 and worked for the US Forestry Service in Massachusetts and Idaho. He returned to the University of Minnesota to study plant **pathology**, received his master’s degree in 1939, and his doctorate in 1942.



- **Developed disease resistant wheat**
- **Father of modern “Green” Movement**
- **Saved more than one billion lives worldwide**
- **Worked in the fields with his students**

“The forgotten world is made up primarily of the developing nations, where most of the people, comprising more than fifty percent of the total world population, live in poverty, with hunger as a constant companion and fear of famine a continual menace.”

From 1942 to 1944 he was a **microbiologist** on the staff of the Du Pont de Nemours foundation where he was in charge of research on industrial and agricultural bactericides, **fungicides** and preservatives. In 1944 he was appointed **geneticist** and plant pathologist for the Cooperative Wheat Research and Production Program in Mexico. This was a joint Foundation funded by the Rockefeller Foundation and the Mexican government. It was formed to research genetics, plant breeding, plant pathology, **entomology**, **agronomy**, soil science, and cereal technology.

Within twenty years Borlaug was highly successful in finding a high yield short-strawed disease resistant wheat. He became interested in the humanitarian issues of feeding the hungry people of the world. His goal was to provide “a temporary success in man’s war against hunger and deprivation” and a breathing space to deal with the

“**population monster.**” Borlaug wanted to deal with environmental and social problems that often lead to conflict between men and between nations.

His new wheat was planted with great success in Mexico, India, Pakistan, six Latin American countries, six Near and Middle East countries and several countries in Africa. His work was questioned by environmentalists who claimed dependence on a single genetically engineered crop could result in serious problems if that crop were to fail. They also believed that the chemicals used to grow the crop could be harmful to humans. A single crop was seen as having less nutritional value than traditional multi grain crops. Finally, **biodiversity** of crops was seen as a better way to maintain a good food supply than a **mono-crop**.

The Rockefeller and Ford Foundations worked with the Mexican government to create the International Maize and Wheat Improvement Center to create a research training institute with an international staff. Borlaug was made director.

He has been able to reach one third of his goal to train young scientists in research and production methods. He has developed an intern program and more than 2000 young scientists from sixteen countries have studied and worked in the Center.

Dr. Borlaug is currently working with triticale, a man made species of grain that is a cross between wheat and rye. It may be a better grain than either wheat or rye in productivity and nutritional quality.

Borlaug was awarded the Nobel Peace Prize for his work in feeding the world in 1970. In his acceptance speech he stated:

“Civilization as it is known today could not have evolved nor can it survive without an adequate food supply. Yet food is something that is taken for granted by most world leaders despite the fact that more than half of the population of the world is hungry. Man seems to insist on ignoring the lessons available from history.”

He is credited with saving more lives than anyone in history—one billion lives—and has been called one of the 20th century’s ten greatest contributors to humankind.

He has also received recognition from organizations in six countries: Canada, India, Mexico, Norway, Pakistan, and the United States. In 1968 he received a tribute from the people of Ciudad Obregon, Sonora, Mexico the location of some of his early work. The town named a street after him.

Borlaug worked in Mexico for more than twenty-seven years. For the last several years he has **collaborated** with scientists from other parts of the world, especially India and Pakistan, in adapting new wheats.

For over half a century, Dr. Norman Borlaug fought to eliminate poverty and hunger. He is known as “The Father of the Green Revolution,” Borlaug is best known for his hybrid wheat and modern agricultural techniques, but his success is largely related to his work as an educator and policy maker. Throughout his career, Dr. Borlaug taught the importance of staying connected to the land. His work developing resilient strains of wheat and **replenishing** worn out soils began in Mexico during WWII. Few resources were available. He frequently slept on the ground in old sheds, hitched rides and pieced together tractors from broken-down parts. Dr. Borlaug, unlike many scientists at the time, was not afraid of getting his hands dirty. He often met important visitors in work boots and shirtsleeves, showing hard work is for everyone. Dr. Borlaug believed that the work in the fields was a vital part of understanding the farmers he was helping. Over the

next twenty years, the Mexican program became an internationally renowned center for developing hybrid wheat and corn, providing expertise in combating world hunger across the globe.

Dr. Borlaug continues to work with President Jimmy Carter (Nobel Laureate 2002), continuing his hunger fight in Africa.

Suggested Classroom Activities

Norman Borlaug

Introduction/Warm Up

The article states that Borlaug has “been called one of the 20th century’s ten greatest contributors to humankind.”

As a class, try to reach consensus on who the other nine greatest contributors might be.

Discussion Questions

1. What is the ‘population monster’ Dr. Borlaug is concerned about? (Level 1)
2. What did Borlaug’s grandfather mean when he said “Feed your head now if you want to feed your belly later on, Norm?” (Level 1)
3. What is the “Green Revolution”? (Level 2)
4. How would you resolve the conflict between biodiversity and monocrop farming in countries where hunger is a major problem? (Level 3)
5. What is the relationship between wheat and world peace? (Level 3)

Vocabulary Terms:

1. **Biodiversity**
2. **Pathology**
3. **Geneticist**
4. **Microbiologist**
5. **Agronomy**
6. **Entomology**
7. **Resilient**
8. **Mono-crop**
9. **Collaborated**
10. **Replenishing**

Activity

List five organizations that are currently working on issues related to world hunger. Write a letter to one of those organizations expressing your thoughts about the work they are doing and its importance.

Technology Option: Use the Internet to learn about the World Food Prize and the role that Dr. Borlaug played in starting it.

Resources

<http://macserver.independence.k12.ia.us/~jlang/Education/HSLesson.htm> This is the resource page for the activity above.

<http://macserver.independence.k12.ia.us/~jlang/Education/NormanBorlaugResources.htm>
Borlaug quotes, facts, and information

<http://macserver.independence.k12.ia.us/~jlang/Education/BorlaugIntro.htm> Exploring the Life and Science of Norman Borlaug – Nobel Peace Prize Recipient and Native Iowan

<http://www.worldfoodprize.org/> The World Food Prize home site

<http://macserver.independence.k12.ia.us/~jlang/Education/EducationalActivities.html>
The Norman Borlaug heritage foundation

http://www.oxfamamerica.org/whatyoucando/act_now/fast Oxfam world hunger site

http://nobelprize.org/nobel_prizes/peace/laureates/ Nobel Peace Laureates

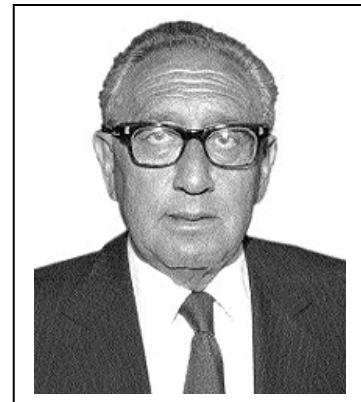
<http://www.worldfoodprize.org/>

Henry Kissinger

1973

“To the realist, peace represents a stable arrangement of power; to the idealist, a goal so pre-eminent that it conceals the difficulty of finding the means to its achievement. But in this age of thermonuclear technology, neither view can assure man's preservation. Instead, peace, the ideal, must be practiced.”

Henry Kissinger was born Heinz Alfred Kissinger on May 27, 1923, in Furth, Germany. He was the first of the two sons of Paula Stern Kissinger and Louis Kissinger. His father was a teacher who lost his job and career when the Nazis, carrying out the orders of Adolf Hitler (1889–1945), began persecuting (causing people to suffer for their beliefs) Jewish people in Germany. The Nazi party was in control of the government of Germany from 1933 to 1945.



As a boy Kissinger loved sports but was a better student than athlete. When German **anti-Semitism** (hatred of Jewish people) increased, the family decided to leave Germany in 1938, moving first to England and then several months later to the United States. The family settled in New York City, where Kissinger completed high school and began taking night classes at City College with the intention of becoming an accountant. While attending college he worked at a factory during the day.

- Born 1923
- He has appeared in over 42 films as himself
- In a 1973 Gallop poll Kissinger was named the most admired person in America
- He was asked to lead an inquiry into 9/11 by the Bush administration
- He was born in Germany and was the first foreign-born citizen to become Secretary of State
- Kissinger is a member of the faculty at Georgetown University

During World War II (1939–45) a war between the United States and many other countries in the world broke out. Millions of people lost their lives. Kissinger joined the military and served in Germany, working in Army Intelligence. He also became an American citizen during the war. Following the war Kissinger remained in Europe as an instructor at the European Command Intelligence School in Germany. In 1947 he returned to the United States and enrolled at Harvard University. He graduated in the class of 1950 with a degree in government.

While at Harvard, he worked with the Defense Studies Program and served as a consultant with several U.S. Agencies. In 1957, his *Nuclear Weapons and Foreign Policy* won him recognition because through academics he proved why Secretary of State John Dulles and his proposal of a strong nuclear attack on the Soviet Union was not a **tactical** or sound idea. He believed in weapons development, but that it should be limited with other requirements. His 1960 book entitled *The Necessity of Choice* talked of a **missile gap** between the two super powers if it wasn't carefully controlled.

Under President Nixon, Henry Kissinger was put as the head of the National Security Council and was later made the Secretary of State in 1973. Through the Nixon administration and others that followed, he worked with China, the Soviet Union, Vietnam, and the Middle East. He helped to establish an agreement between Pakistan and India, and would play a key role in the settling of Vietnam. And in 1973, Kissinger helped negotiate a cease-fire between the two sides, in which he was later awarded the Nobel Peace Prize with the Vietnamese negotiator, Le Duo Tho. The 1973 prize remains one of the most controversial peace prizes. Two members of the Nobel peace committee resigned in protest. Le Duo Tho refused the award and Kissinger did not go to Oslo but had the American ambassador accept the award for him. Despite the cease-fire and America's withdrawal of troops, the Nobel award in 1973, the war continued until 1976 when North Vietnam defeated the South and unified the country.

Christopher Hitchens, among many others, has accused former US Secretary of State Henry Kissinger of war crimes for his involvement in covert operations, coups, and armed conflict in states across the globe. Despite widespread knowledge of the details of his guilt, some garnered from recently declassified CIA documents. Kissinger continues to be an admired public figure whose presence is much sought after by **mainstream** media.

Suggested Classroom Activities

Henry Kissinger

Vocabulary Terms:

1. **Realist**
2. **Idealist**
3. **Anti-Semitism**
4. **Tactical**
5. **Missile Gap**
6. **War Crimes**
7. **Coups**
8. **Mainstream**

Discussion Questions

1. Why did Kissinger's family leave Germany? (Level 1)
2. What position did Kissinger hold in President Nixon's administration? (Level 1)
3. Why was Kissinger awarded the Nobel Peace Prize? (Level 2)
4. Why is it considered controversial that Kissinger should receive the Nobel Peace Prize? (Level 3)

Activities:

Debate Activity on the Nobel Prize and Henry Kissinger

Watch Movie: The Trials of Henry Kissinger (2002)

Directed by Eugene Jarecki

A documentary about the war crimes of Kissinger

<http://www.thetrialsofhenrykissinger.com/trials.html>

Debate:

Should Henry Kissinger have been awarded a Nobel Peace Prize in 1973?

Pre-debate preparation:

What national and world events were happening in 1972/1973?

For what specific reason was Kissinger awarded the Nobel Prize?

What criteria are used to determine who gets a Peace Prize? Does Kissinger fulfill them?

Who else might have made a good candidate for the Peace Prize that year?

Why would they have been better than Henry Kissinger?

Pro:

If you are on the “PRO” side of the debate, you believe that Henry Kissinger was the appropriate man to which to award the Nobel Prize in 1973. You must prove that there was no one better for the prize.

Negative:

If you are on the “NEGATIVE” side of the debate, you believe that Kissinger was not the best person to which to award the 1973 Peace Prize. You must prove that, by the standards of the Nobel Prize Foundation’s criteria, there was someone who better deserved the prize that year.

Your team will debate against the other side in a 35 minute debate. Make sure your team works together and does enough research to be able to give lots of solid facts, quotes, information, and other solid ideas, rather than simply state your opinions. The side with the more “solid” case will win the debate.

Technology Option

CNN Interactive Profiles: Henry Kissinger

Use as a computer lab time lining exercise to map out world events and events in Henry Kissinger’s life.

<http://www.cnn.com/SPECIALS/cold.war/kbank/profiles/kissinger>

International Physicians for the Prevention of Nuclear War

1985

We were among the first to demolish the nuclear illusions that existed and to unveil the true face of nuclear weapons

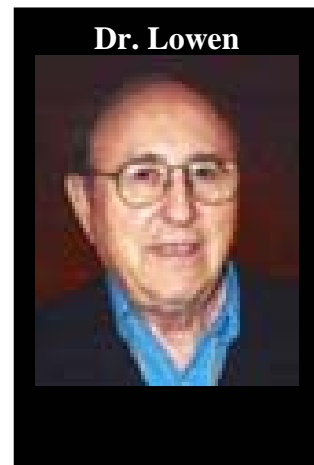


The International Physicians for the Prevention of Nuclear War was started in the United States at the height of the **Cold War**. This group of physicians wanted to use their medical skills to prevent war. By 1985 over 150,000 physicians from over 40 nations, including the former Soviet Union were part of this group. Their main idea is the commitment of doctors to protect life and preserve health. The organization works to educate the world about the dangerous **consequences** of nuclear war.

A long-standing working relationship between two **cardiologists**, Dr. Bernard Lown of the Harvard School of Public Health, and Dr. Yevgeny Chazov of the USSR Cardiological Institute, was the start of **IPPNW**. These two men exchanged letters and then met with six Soviet and American physicians in December 1980. That meeting provided the four point agreement that has been the basis of IPPNW.

The four points include:

- That IPPNW would stay involved in ways to prevent nuclear war
- That IPPNW physicians would work to prevent nuclear war as a way to protect life and preserve health
- That IPPNW would involve physicians from both east and west and would educate about nuclear war throughout the world.
- The IPPNW might encourage certain steps to prevent nuclear war but they would not give their opinions on specific policies of any government.



The IPPNW has its central office in Boston, USA, and a European office in London. Since 1981, it has organized annual World Meetings, the fifth being held in Budapest this year.

In addition, meetings of groups of physicians have studied and produced reports of the effects of a nuclear war on their own countries. An example of one of the IPPNW activities is their Bike Tour. This was a way for IPPNW members to educate people about what they do, and to keep funding for their projects.

IPPNW Bike Tour September 28-30, 2007

From September 28th-30th of 2007, a group of more than 30 medical students, doctors and political activists cycled the English countryside from Dover to London in order to reach this conference, informing the public on their way about the dangers of nuclear weapons, holding Target X installations and meeting with mayors and media on the way.

The reason for this tour was the decision of the British parliament to renew their nuclear weapons program. Total expenses in the next thirty years including production, transport, security and maintenance of nuclear weapons will likely reach up to **£70 billion**. As doctors and medical students, we felt that this money would be better spent on education, health care, meeting development targets and improving social security. According to the World Court, nuclear weapons are illegal weapons of mass destruction. They are targeted primarily at the civilian population, at cities and are not to be used again after the horrible effects of the bombing of Hiroshima and Nagasaki. However, Britain is maintaining its 200 nuclear warheads, patrolling the world seas on its four vanguard submarines - each one with more firepower than hundreds of **Hiroshima bombs**.



The Nobel Peace Organization **International Physicians for the Prevention of Nuclear**

Suggested Classroom Activities

IPPNW

Vocabulary

1. Cold war
2. Consequences
3. Cardiologist
4. IPPNW
5. L70 billion
6. Hiroshima

Comprehension Questions

- a. What does IPPNW stand for?
- b. Who had the idea to start the IPPNW?
- c. How did these two Doctors know each other?
- d. What kind of Doctors were they?
- e. What are the 4 Points?
- f. Why did a group of IPPNW do a bike ride in the fall of 2007?
- g. How does what happened at Hiroshima in the second world war affect how the IPPNW feel about nuclear war?

Activities:

Read: One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue ...either in part or entirely. This book shows the effects of nuclear war on one girl.

Watch: In 1994 students at Centennial Elementary School created a peace Pledge and a Peace Garden. Watch [the video](#) about this. Why did they do this? How did they think it would help their school? Is this something your school could do?

Research: Many countries have nuclear arms. Find out which ones do and map them on the globe.

Action/ Technology: Make posters or web pages to educate your school about nuclear war. What are some alternatives to settling arguments with weapons?

Action: Write a letter to your Congress Person. Ask them how they feel about the IPPNW and their work.

Action: collect pennies for the IPPNW. Go to their [web site](#) to find out about their fundraising projects

Resources:

One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue (Mass Market Paperback) by [Takayuki Ishii](#) (Author)

“Between 1941 and 1945, Japan was involved in the Second World War, a conflagration that engulfed most of the world...” ([more](#))

<http://www.ippnw.org/>

<http://www.ippnw-students.org/>

http://nobelprize.org/nobel_prizes/peace/laureates/1985/

Eliezer Wiesel

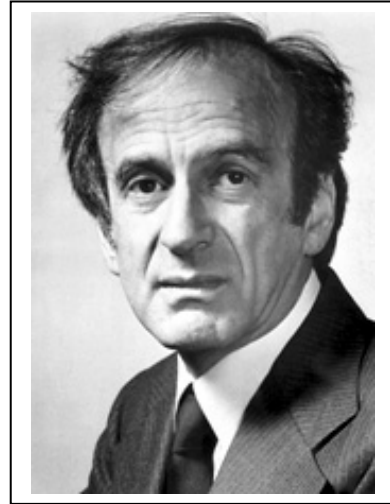
1986

“Indifference, to me, is the epitome of evil.”

Elie Wiesel believed it was important to fight evil in the world. His ideas are based on his own personal experience in Hitler's death camps. His ideas are written in a book about this experience.

Eliezer “Elie” Wiesel transformed the most horrible of experiences into faith, hope and strength.

Wiesel was born into a time and place when life was very difficult. Being a Jew in Central Europe was a **guarantee** of suspicion, discrimination, and violence. His parents Shlomo and Sarah raised their only son to respect their family history. Elie read many books and learned the Hebrew language, while his mother encouraged him to study the **Torah** and **Kabalah**.



- Wiesel prefers to avoid the term “Holocaust” because he says it doesn’t approach the magnitude of what happened to the victims.
- During World War II, Norway (the country responsible for the Peace Prize) was under a pro-Nazi government.
- Wiesel recently visited Auschwitz with Oprah Winfrey for his last visit to that place.

Wiesel is an author of the most informative book on what happened to Jews during World War II.

When Wiesel was young the Nazis came to power in nearby Germany. The Wiesel family lived in Sighet, which became part of Hungary. Their community was under the rule of the Nazis.

Early in the war, his father was thrown in jail for helping Polish Jews escape to Hungary. Even before the war, the Nazis openly declared their hatred for Jews, blaming them for problems Germany had after losing the First World War.

The Nazis treated Jews as **scapegoats**, and encouraged **anti-Semitism**. The Jews were not the only targets. The Nazis declared themselves the elite group of people and thought that they should rule over those they did not like.

Other peoples (such as Jews, Slavs, Gypsies, Gays, the disabled), were beaten, jailed, thrown into **concentration** camps, and killed. The Nazis strongly supported anti-Semitism.

Jews, were robbed of their citizenship,

property and possessions, were eventually forced into concentration camps throughout much of Europe. Jewish pleas for help from the Allies, including the United States did not bring any help.

In 1944, Elie Wiesel's family and the entire Jewish community of Sighet was sent to the **Auschwitz-Birkenau** camp.

At Auschwitz, Elie received the tattoo that all Jews in the camps were forced to wear — a number on his arm. This became his identification so his captors knew who he was. His name was never used.

Elie's number was A-7713. He and his father were separated from his mother Sarah and sister Tzipora, who were murdered at Auschwitz. Elie and Shlomo were sent to various work camps, where they became slave laborers for the Nazis. The living conditions were unimaginable in their **hardship** and cruelty.

In the winter of early 1945, Elie and Shlomo were moved again to the **Buchenwald** camp. **Liberation** by the American Third Army was only months away, but the Allied approach made the Nazis kill their victims faster to keep them from being rescued.

On January 28, Shlomo was beaten by a guard at Buchenwald. Already suffering, from starvation, **dysentery** and exhaustion, Shlomo died. His last word was the name of his beloved son.

The liberation of Buchenwald came that spring. Elie was sent to an orphanage in France, where he was reunited with his sisters Bea and Hilda, who had also survived the war.

After learning French, Elie studied at the Sorbonne, a famous university in Paris. After he graduated Wiesel taught Hebrew and choir. He decided to become a journalist because of his life experiences.

At that time, Jewish refugees were trying to create a Jewish homeland. Almost all the Jews of Europe had been killed by the Nazis and their allies, and the movement for a Jewish Country was seen as very important to all Jews.

Wiesel acted on behalf of Jewish statehood by writing supporting these ideas. In 1947 the Jews proclaimed State of Israel to exist. Despite the protests of the Arabs living in neighboring countries, the United Nations recognized the State of Israel.

For eleven years after the Second World War, Wiesel could not speak of what he had seen and experienced in the camps. Like many Holocaust survivors, the horror along with guilt over having survived when so many perished, made it impossible to speak.

Fortunately, Elie met with Nobel Literature Prize laureate François Mauriac in 1952. He persuaded him to share his story with the world.

His book, *Night*, became one of the most highly regarded works in all of modern literature. It describes the suffering and events of life in the concentration camps. *Night* is a memory to the horrible truths that the world would rather forget. Wiesel's main point in writing about the Holocaust is to stop it from happening ever again.

Here is a passage from *Night*:

“Never shall I forget that night, the first night in camp, which has turned my life into one

long night, seven times cursed and seven times sealed. Never shall I forget that smoke. Never shall I forget the little faces of the children, whose bodies I saw turned into wreaths of smoke beneath a silent blue sky.”

In 1955, Elie Wiesel moved to the United States. He was hit by a taxi the next year, and the hospital refused to treat him without money or insurance. Luckily, a second hospital agreed to treat his injuries, but he spent a year in a wheelchair recovering from his injuries.

In America, Elie continued writing. He has written over forty books and won many awards. He became a US citizen in 1963. The following year he returned to visit the town of Sighet, now part of Romania. In 1969, he married Marion Rose. Together, Elie and Marion have also created the Elie Wiesel **Foundation** for Humanity. Their most important work is the Holocaust Memorial Museum in Washington, D.C.

Elie Wiesel and President Bill Clinton lit the eternal flame in the Museum’s Remembrance Hall at the 1993 opening ceremony. Elie Wiesel has spoken out against **genocide** around the globe: in Darfur, Sudan; in the Kurdish regions of Turkey and Iraq; in Bosnia-Herzegovina; in South Africa under **apartheid**, and in Indian lands in Central America.

Elie Wiesel’s life and career are a testament to the power of memory and the courage. With his success has come a responsibility to work toward peace and justice.

For his efforts Elie Wiesel has won numerous awards, including the Nobel Prize for Peace in 1986.

Activities

Elie Weisel

Vocabulary Terms:

1. **Torah**
2. **Kabalah**
3. **Anti-Semitism**
4. **Scapegoat**
5. **guarantee**
6. **Dysentery**
7. **Palestine**
8. **Yiddish**
9. **Émigré**
10. **Foundation**
11. **Genocide**
12. **Apartheid**

Study Questions

1. What was life like for European Jews before the war?
2. Why did the Nazis in Germany choose Jews as a target of their hate? What did they do to them?
3. What did Elie Wiesel study as a boy?
4. What happened to each of Elie's family members during the war?
5. Why did Elie Wiesel wait eleven years before writing and speaking of his experience?
6. Why do you think Elie and so many other European Jews chose to leave Germany after the war, rather than return home?
7. How do Elie Wiesel's actions and experiences compare with other American Peace Prize laureates?

Introductory and Extended Exercises

- A. Ask students to read selected passages from "Anne Frank" or "Night" and create a three-dimensional art project that symbolizes the book's themes.
- B. Ask students to study the Holocaust, and try to answer the question: "Could the Holocaust ever happen again?" After students share their answers and discussion, present materials (newscast, article, etc.) about the Rwandan Genocide and the global response to it. Ask the students to interpret and explain the inaction on the part of world leaders to genocide. Then present materials on Darfur, and ask students what ought to be done about it.
- C. Following either of these exercises, ask students to do further research and create an essay outline on an important subject raised in the reading or subsequent discussion.

Technology Option

Watch Oprah Winfrey's television special featuring Elie Wiesel on his last trip to Auschwitz.

Watch the PBS Special "Elie Wiesel: First Person Singular"

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Jody Williams and the Campaign to Ban Landmines

1997

We are moving in the right direction. It does not mean we don't have great challenges before us."



Jody Williams was born in 1950 in Putney, Vermont in a middle class family. Her first career was teaching English as a Second Language in Mexico, the United Kingdom, and Washington, D.C.

Although she grew up in a home like many others of her generation, her life has been **extraordinary**. She saved the lives of thousands of people living in war-zones like Nicaragua and Cambodia.

She has been described as tough, determined, and fearless.

Williams first understood that she could help change the world at a young age. She saw her deaf and schizophrenic brother being teased in school and defended him from bullies. She wanted to stand up to mean people who were mean to others just because they were different or weak.

Jody speaks Spanish as a second language. She worked on issues affecting Central America. After college she met children who had lost arms and legs to **landmines**. One day in 1981, someone asked Williams if she thought it was possible to teach the world the dangers of landmines and how to get rid of them. She thought it was possible.

Ten years later, in 1991, she started the **International Campaign to Ban Landmines**: the ICBL.

She thought that this issue was a way to talk about the violence of war and methods of fighting wars.

For Jody, the biggest challenge was convincing all of the governments of the world that banning landmines wasn't just some good idea that would never really happen. She kept working on this because she believed what she was doing was truly right. Jody knew that getting rid of a weapon that harmed children, women, and men would make the world a better place to live. Despite her success getting 121 countries

- **When President Bill Clinton refused to sign the Mine Ban Treaty in 1997, Williams called him a “weenie”**
- **Landmines have been used since the Civil War**
- **An estimated 1,000-2,000 people die from landmines each month**
- **The cost to manufacture a landmine: is \$3-\$75. The cost to clear a landmine: \$300-\$1,000**

sign the Mine Ban Treaty, her home country United States refused to sign. She once publicly called President Bill Clinton a “weenie” for refusing to sign.

Jody is still working on the landmine issue. The Mine Ban Treaty is the first step to her goal. She does not consider her work complete until all the countries that have signed it have **complied** and all landmines are destroyed.

Today she lives in a small two-story home in Vermont as she continues her Nobel Peace Prize winning work.

The International Campaign to Ban Landmines

Landmines are different from other conventional weapons. Countries at war bury landmines in the ground so that when a soldier steps on the mine it will explode and kill or severely injure him. When a war is over, the landmines stay in the ground and continue to kill the people who accidentally step on them. These people may be trying to farm a field, play in the field, or just walk through it. Guns go home with the soldiers, but landmines stay in place for years. When a war is over the landmines are killing civilians. Even during wars landmines cannot tell the difference between a soldier and a civilian. They are **indiscriminate**. This is one of the reasons Jody Williams believed they were already illegal weapons under international law.

The ICBL, launched in 1992, was the first organization in the world that was able to effectively ban any type of warfare. They did so over an extremely short period of 6 years and many hoped that the model the ICBL used to create its success would be used in the future. It is a voluntary organization of NGOs that function towards the same goal. Each NGO retains power over how they can best achieve their goal. The organization used fax, email, and telephone correspondence heavily in order to keep in contact with each separate NGO. The ICBL worked closely with governments that had said they were pro-ban, built trust, and held several conferences to work out how a treaty might be written. In 1997, 121 countries signed the Mine Ban Treaty in Ottawa, Canada. To date, over 135 have signed it. The ICBL is working with those governments to ratify and to implement the terms set out in the ban.

About 80 countries in the world have landmines in them today.

“Emotion without action is irrelevant.” - Jody Williams

Suggested Classroom Activities

Jody Williams

Introduction/Warm-Up:

React to one of the following Jody Williams quotes:

“The rest of the world did not go away because New York was attacked. on 9/11) . There are many, many problems in the world we need to address, not just that one.”

“Emotion without action is irrelevant.”

Have you ever traveled outside the United States? If so, in what ways did it affect you? If not, what would you like to see? How do you think going there might change your view of the world?

Do you think citizens from the United States can really affect the lives of people living in developing countries? Why or why not?

Discussion Questions:

1. How did Jody get involved in the issue of landmines? (Level 1)
2. Why are landmines such a difficult problem? (Level 1)
3. What makes Jody Williams different from other regular people who live in the United States? How was she able to overcome that feeling of powerlessness? (Level 2)
4. Why do you think Bill Clinton may have refused to sign the treaty? (Level 3)
 - a. Do you think our current President would sign this treaty? Why/why not? (Level 2)
5. What kinds of global issues do you think need heroes like Jody Williams? What can be done about those issues? (Level 3)

Vocabulary Terms:

1. **nongovernmental organization (NGO)**
2. **indiscriminate**
3. **civilians**
4. **landmines**
5. **ICBL**
6. **indeterminate**
7. **extraordinary**

Activities:

Adopt a Mine Field as a class or school at <http://www.landmines.org/>

Write letters explaining your feelings about landmines. Send the letters to your Representative.

Princess Diana of England also strongly opposed Land Mines. Research what she did to educate people about their dangers. Do you think Jody Williams agreed with her?

Take a poll in your school to see if students know about land mines. Create posters to educate them about what they are and how children are affected by them.

Technology Option:

Research countries and conflicts that have the most difficulty with landmines today (example: Afghanistan)

Resources:

[Adopt-a-Minefield](#)

www.landmines.org

Coordinated by the U.N. Association of the USA, the U.N. Development Programme, and the Better World Fund, Adopt-a-Minefield raises funds for mine clearance operations. Every dollar raised is forwarded to the United Nations. The website is a great source of information on landmine history, current solutions, major players in the anti-landmine campaign, and it offers curriculum units for grade school through high school.

[Clear Landmines](#)

www.clearlandmines.com

Visitors to the Clear Landmines website can make free donations (once a day) to the effort to eradicate landmines by the “click of a button.” The funds are administered and distributed by the Canadian Landmine Foundation, and the site also has free banner ads you can place on your site.

Impact of Armed Conflict on Children: <http://www.unicef.org/graca/>

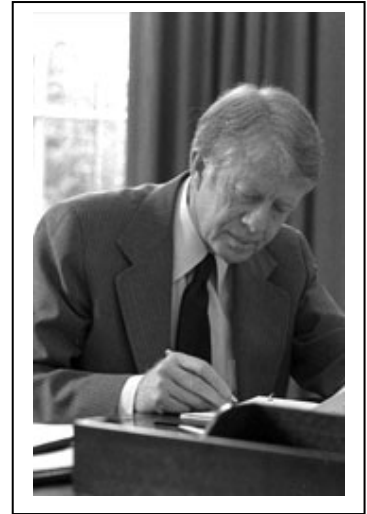
International Campaign to Ban Landmines official website: www.icbl.org

Jimmy Carter

2002

“War may sometimes be a necessary evil. But no matter how necessary, it is always an evil, never a good. We will not learn how to live together in peace by killing each other's children”

Jimmy Carter (James Earl Carter, Jr.), thirty-ninth president of the United States, was born October 1, 1924, in the small farming town of Plains, Georgia, and grew up in the nearby community of Archery. His father, James Earl Carter, Sr., was a farmer and businessman; his mother, Lillian Gordy, a registered nurse. He was educated in the Plains public schools, attended Georgia Southwestern College and the Georgia Institute of Technology, and received a B.S. degree from the United States Naval Academy in 1946. In the Navy he became a submariner, serving in both the Atlantic and Pacific fleets and rising to the rank of lieutenant. Chosen by Admiral Hyman Rickover for the nuclear submarine program, he was assigned to Schenectady, N.Y., where he did graduate work at Union College in reactor technology and nuclear physics, and served as senior officer of the Seawolf.



On July 7, 1946, he married Rosalynn Smith. When his father died in 1953, he resigned his naval **commission** and took his family back to Plains. He took over the Carter farms, and he and Rosalynn operated Carter's Warehouse, a general-purpose seed and farm supply company. He quickly became a leader of the community, serving on county boards supervising education, the hospital authority, and the library. In 1962 he won

A giant peanut-shaped balloon was part of Carter's Inauguration Day Parade

Carter graduated from the Naval Academy in 1946.

Jimmy has four children

He was the first president since 1932 that lost re-election

“Unless both sides win, no agreement can be permanent”

election to the Georgia Senate. He lost his first **gubernatorial** campaign in 1966, but won the next election, becoming Georgia's 76th governor on January 12, 1971. He was the Democratic National Committee campaign chairman for the 1974 congressional elections.

On December 12, 1974, he announced his candidacy for President of the United States. He won his party's nomination on the first ballot at the 1976 Democratic National Convention, and was elected President on November 2, 1976. Because Carter was from the South, his attitudes on race were

closely watched during his presidential campaign. His father was a politically active man who had believed in racial segregation, or separation of blacks and whites. But Carter's mother, Lillian, a nurse, did not share her husband's views. In the 1960s she joined the Peace Corps and went to India, at the age of 68. In the 1950s, Jimmy Carter was the only white man in Plains who refused to join the White Citizens Council, This was an organization devoted to preserving segregation. That refusal caused a short-lived boycott of the family's peanut warehouse. In the mid-1960s, the Carter family and one other person were the only members of the Plains Baptist Church who voted to admit blacks to the congregation.

Jimmy Carter served as President from January 20, 1977 to January 20, 1981. Some important accomplishments of his presidency included the Panama Canal **treaties**, the Camp David **Accords**, the treaty of peace between Egypt and Israel, the SALT II treaty with the Soviet Union, and the establishment of U.S. **diplomatic relations** with the People's Republic of China. He encouraged human rights throughout the world.

One of the first and main points that the Nobel Committee mentioned about Carter was his participation in the Camp David Accords. The Camp David Accords were peace meetings that Carter held in 1978 between Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin. They were named the Camp David Accords because President Carter hosted them in the presidential retreat in Virginia called Camp David. Begin and Sadat were hardly on speaking terms at the time. Israel and Egypt had been fighting for a long time over territory in the Middle East that they both believed was rightfully theirs. Carter would talk to one of the men at a time, relaying what the other had said and offering mediation.

The three men worked very hard to come to peaceful agreements about how Egypt and Israel would treat each other. A few times, Carter had to convince each man to stay and continue talking, even though they did not want to. Later that year Sadat and Begin were both awarded the Nobel Peace Prize, but Carter was left out. His close advisors felt angry that the award had not been awarded to Carter as well, and have now said that they feel the 2002 award was long awaited and justified. It has been reported that President Sadat wanted the talks to be called the Carter Accords, due to the strong commitment and effort that Carter showed the process. Carter truly believed that peace could be achieved in the Middle East, so he continued to press for better relations in the region even after he left office. The Nobel Committee also praised Carter for his work in economic and social development. Carter has led efforts to eliminate infectious diseases in the developing world and to build more affordable housing in the United States.

In 1982, he became University Distinguished Professor at Emory University in Atlanta, Georgia, and founded The Carter Center in Atlanta. This nonpartisan and nonprofit center discusses national and international issues of public policy. The goal of the Carter Center is to resolve conflict, promote democracy, protect human rights, and prevent disease and other afflictions. Through the Global 2000 program, the Center advances health and agriculture in the developing world.

Jimmy and Rosalynn Carter volunteer one week a year for Habitat for Humanity, a nonprofit organization that helps needy people in the United States and in other countries build homes for themselves.

On December 10, 2002, the Norwegian Nobel Committee awarded the Nobel Peace Prize for 2002 to Mr. Carter “for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development.”

Jimmy Carter once ended a talk by saying, “So what I want -- I guess the message that I would leave to you is this. What I want you to remember is that you are people who are change agents. You care. You’re smart. You follow the issues. You are people that you won’t hear a big hooray about this, but when you talk about issues, other people will listen. Every time that you talk to someone else, you will influence other people.

We want this country to continue to be great, and if it is going to be great, and if you’re going to have democracy, we have to have more participation. We have to have civic understanding. We have to have a knowledge of American history, and we have to get everybody participating.

The American people are great. The American people make right decisions, but it needs informed discussion. And I want to thank you very much. And I want you to just think about your future and to say to yourself, I want to go out and change the world.”

Classroom Activities

Jimmy Carter

Vocabulary Terms:

1. Commission
2. Gubernatorial
3. Treaties
4. Diplomatic Relations
5. Deregulation
6. Resolve Conflict
7. Human Rights
8. Developing World
9. Nonprofit Organization
10. Change Agents
11. Accords

Discussion Questions:

1. What leadership experience did Jimmy Carter have before becoming president? (Level 1)
2. What is diplomacy between countries? Why is diplomacy important? (Level 2)
3. What role should human rights play in diplomatic relations? (Level 2)
4. What is a change agent and how can you be one? How was Jimmy Carter a change agent? (Level 3)
5. Can you name other change agents? (Level 3)

Classroom Activity:

Objectives:

Students will express their views on an important or controversial issue.

Students will examine human rights from several points of view.

Students will attempt to develop alternative courses of action.

Students will debate and discuss a controversial topic. The students will need to debrief either orally or in a written context for closure, especially if no consensus was reached.

Some possible debriefing questions include:

What were the major views presented in this discussion?

How good were we at listening to opposing points of view?

Was it difficult to come up with alternative courses of action?

Is it reality that there are times when consensus won't be reached?

What happens now?

What kinds of human rights violations take place in situations like this?

How did it feel to play a role?

How did it feel to play a role that you may have been opposed to?

Technology Option:

Listen to the News Hour interview with Jimmy Carter in 2002 about the Prize. This can be used as an extension for students who desire or need more information. Text is available at the website as well.

What does the Carter Center Do? Students research the projects sponsored by the Carter Center and write a newspaper article about their work

This is an incredibly good website designed to teach middle school students how to resolve conflict.

http://www.msct.beyondintractability.org/gateways/msct/10negotiation/110_lesson_plan.jsp

Resources:

Carter, Jimmy. Talking Peace, New York: Dutton's Children's Books, 1993.

Read or watch streaming video of three experts on Jimmy Carter regarding the prize.

http://www.pbs.org/newshour/bb/international/july-dec02/nobel_10-11.html

Online News Hour Interviews Jimmy Carter. October 11, 2002

Read or listen to streaming audio of an interview with Jimmy Carter just after he had won the prize.

http://www.pbs.org/newshour/bb/international/july-dec02/bkgdnobel_10-11.html

Albert Gore

2007

“Our world faces a true planetary emergency”

Albert Gore was born in 1948 in Washington, D.C. His father was a Congressman from Tennessee. His mother was one of the first women graduates from Vanderbilt Law School.

Gore received the Nobel Peace Prize in 2007 for his work educating the world about environmental issues related to global warming. His film “An Inconvenient Truth” won an Oscar. This film began as a presentation for environmental groups and grew to be one of the most important statements of the problems of global warming on earth.

Gore grew up in Washington DC. As a teen he worked on the family farm in Tennessee. He attended Harvard and graduated with honors in government. His senior thesis was “The Impact of Television on the Conduct of the Presidency 1947-1969.”



Gore was **drafted** for service in the US Army during the Viet Nam war. Although he was opposed to the war he entered the military.

- **Vice President two terms for Democrat Bill Clinton**
- **Helped open the internet to widespread use**
- **Won an Oscar for “An Inconvenient Truth”**
- **Outspoken critic of George Bush and the Iraq War**

Gore was an army reporter during his time in Viet Nam. When he completed his service in 1971 he returned to Tennessee and worked as a reporter on the Tennessean Newspaper. He was assigned the city politics beat and uncovered a story about political **bribery** that led to convictions.

Gore studied **Philosophy and Phenomenology** during the time he worked at the Tennessean. He began to study law in 1974 but left two years later to campaign for the Tennessee Representative seat in the US House. He won that election and served four more terms. In 1984 he won a Senate seat. He was very active

during this time on environmental issues. He was an integral part of the creation and passage of the 1980 **Superfund** bill to clean up chemical spills and dangerous land dumps. He also worked for nuclear **disarmament**.

In 1988 Gore made a bid for the Democratic nomination for the Presidency of the United States. He won five southern states on **Super Tuesday** but lost overall to Michael Dukakis. He remained in the Senate until presidential candidate Bill Clinton chose him as his running mate for the 1992 election. They were elected that year and re-elected in 1996. While in office, Gore continued his commitment to the environment. In 1992 he wrote "Earth in the Balance: Healing the Global Environment."

Clinton's second Presidency was a time of personal scandals and how people felt about Gore was influenced by Clinton's impeachment. Gore was investigated in 1997 and 1998 for his fund raising activities during the 1996 re-election campaign. He was investigated for making a number of fund raising telephone calls from his office in the White House. This was considered against the laws that prohibited elected officials from using federal property to ask for campaign contributions.

In both 1997 and 1998 Janet Reno, Attorney General of the US, refused to investigate him. Renewed interest in charges in 2000 brought the same result, a refusal to investigate the charges.

In 2000 Gore ran for President against Republicans George W. Bush, and Dick Cheney.

Gore chose Joe Lieberman as his running mate. Lieberman was the first Orthodox Jew ever to be named on the ticket for a major national party.

His strong support of campaign finance was an important part of his campaign.

Gore lost the Presidency with a controversial decision of the United States Supreme Court. Voting irregularities in Florida and other states put the Presidency in dispute. The Supreme Court was asked to decide the election between Bush and Gore. The Court awarded the presidency to Republican George W Bush.

Public opinion on this decision was divided on who actually won.

Gore was involved in the development and the mainstreaming of the Internet as both Senator and Vice President. Until the early 1990's public use of the internet was limited. Gore sponsored legislation that made public access easier to what was called the **information superhighway**. Gore also served on the board of Apple Computers and supported mainstream and educational use of the internet.

In the late 1990's Gore was a strong supporter for passage of the Kyoto Treaty which called for reduction in **greenhouse emissions** world wide. The treaty was opposed in the Senate which called the treaty a serious economic threat to the United States. The Treaty

failed to pass. Gore symbolically signed the Treaty to indicate his strong feelings for its positive environmental impact.

In 2002 Gore gave a speech strongly criticizing President George Bush and his handling of the Iraq war. It is considered one of the strongest anti war speeches to be given on this issue.

Gore chartered two planes to evacuate **Hurricane Katrina** victims and was critical of the US governments handling of assistance to New Orleans residents following that natural disaster.

In 2007 Gore wrote “The Age of Reason” and won the Quill award for History and Political commentary.

In recent years Gore has remained busy traveling the world speaking and participating in events mainly aimed towards global warming awareness and prevention. His keynote presentation on global warming has received standing ovations, and he has presented it at least 1,000 times according to his monologue in *An Inconvenient Truth*. *An Inconvenient Truth* calls for people to conserve energy and become aware of the issues facing the planet earth.

Gore was awarded the 2007 Nobel Peace Prize, which was shared by the Intergovernmental Panel on Climate Change. The award was given on October 12, 2007 “for their efforts to build up and disseminate greater knowledge about man-made climate change” and to lay the foundations for the measures that are needed to counteract such change.

Activities

Al Gore

Vocabulary Terms:

1. **philosophy and phenomenology**
2. **superfund**
3. **disarmament**
4. **supertuesday**
5. **information superhighway**
6. **greenhouse emissions**
7. **hurricane katrina**

Suggested Classroom Activities

Comprehension Questions

1. Gore fought in what war? What was his job in this war?
2. What did Gore study before he ran for the US House of Representatives?
3. What two causes did he work on during his time in the house?
4. What is the information superhighway?
5. How did the scandals in the Clinton presidency affect Gore's run for president?
6. What are some of the ways Gore is educating people about global warming?

Study Questions

1. What are the effects of switching to compact fluorescent lights in your home?
2. How much of a difference does recycling make?
3. What would happen if everyone in the United States recycled 50% of their household waste?
4. How could we persuade people to increase the amount that they recycle?
5. What is the relationship between human-produced heat, such as hot water and heated air in homes, and carbon dioxide savings?
6. Why do we actually care about carbon dioxide?
7. Sleep mode or turn the electronic devices off? Explain your answer from the point of view of an environmentalist.
8. If Al Gore had been the president for the last 7 years instead of the idiot-in-chief, how might the universe be better off?

Introductory and Extended Exercises

1. Plant a tree.
2. Research other things that people can do to reduce carbon emissions from their vehicles.
3. How does a ZipCar work? Would you be willing to drive one? Why or why not.
4. Find out what the Energy Star label means when it is on new appliances.
5. Research the work of the Energy Federation.
6. Does the Telework Coalition represent a reasonable approach to the issue of carbon emission reduction? Explain your answer.

Technology Option

Show the video “An Inconvenient Truth” at school. Discuss and carry out some of the strategies that are suggested at the end of the movie related to what you can do.

Bibliography

www.AlGore.com (video of Nobel acceptance speech)

<http://www.climatecrisis.net/pdf/10things.pdf>

<http://www.climatecrisis.net/takeaction/whatyoucando/index6.html>

Video “An Inconvenient Truth”

American Council for an Energy Efficient Economy

[SPEECH BY AL GORE](#)
**ON THE ACCEPTANCE
OF THE NOBEL PEACE PRIZE
DECEMBER 10, 2007
OSLO, NORWAY**

Your Majesties, Your Royal Highnesses, Honorable members of the Norwegian Nobel Committee, Excellencies, Ladies and gentlemen.

I have a purpose here today. It is a purpose I have tried to serve for many years. I have prayed that God would show me a way to accomplish it.

Sometimes, without warning, the future knocks on our door with a precious and painful vision of what might be. One hundred and nineteen years ago, a wealthy inventor read his own obituary, mistakenly published years before his death. Wrongly believing the inventor had just died, a newspaper printed a harsh judgment of his life's work, unfairly labeling him "The Merchant of Death" because of his invention – dynamite. Shaken by this condemnation, the inventor made a fateful choice to serve the cause of peace.

Seven years later, Alfred Nobel created this prize and the others that bear his name.

Seven years ago tomorrow, I read my own political obituary in a judgment that seemed to me harsh and mistaken – if not premature. But that unwelcome verdict also brought a precious if painful gift: an opportunity to search for fresh new ways to serve my purpose.

Unexpectedly, that quest has brought me here. Even though I fear my words cannot match this moment, I pray what I am feeling in my heart will be communicated clearly enough that those who hear me will say, "We must act."

The distinguished scientists with whom it is the greatest honor of my life to share this award have laid before us a choice between two different futures – a choice that to my ears echoes the words of an ancient prophet: "Life or death, blessings or curses. Therefore, choose life, that both thou and thy seed may live."

We, the human species, are confronting a planetary emergency – a threat to the survival of our civilization that is gathering ominous and destructive potential even as we gather here. But there is hopeful news as well: we have the ability to solve this crisis and avoid the worst – though not all – of its consequences, if we act boldly, decisively and quickly.

However, despite a growing number of honorable exceptions, too many of the world's leaders are still best described in the words Winston Churchill applied to those who ignored Adolf Hitler's threat: "They go on in strange paradox, decided only to be undecided, resolved to be irresolute, adamant for drift, solid for fluidity, all powerful to be impotent."

So today, we dumped another 70 million tons of global-warming pollution into the thin shell of atmosphere surrounding our planet, as if it were an open sewer. And tomorrow, we will dump a slightly larger amount, with the cumulative concentrations now trapping more and more heat from the sun.

As a result, the earth has a fever. And the fever is rising. The experts have told us it is not a passing affliction that will heal by itself. We asked for a second opinion. And a third.

And a fourth. And the consistent conclusion, restated with increasing alarm, is that something basic is wrong.

We are what is wrong, and we must make it right.

Last September 21, as the Northern Hemisphere tilted away from the sun, scientists reported with unprecedented distress that the North Polar ice cap is “falling off a cliff.” One study estimated that it could be completely gone during summer in less than 22 years. Another new study, to be presented by U.S. Navy researchers later this week, warns it could happen in as little as 7 years.

Seven years from now.

In the last few months, it has been harder and harder to misinterpret the signs that our world is spinning out of kilter. Major cities in North and South America, Asia and Australia are nearly out of water due to massive droughts and melting glaciers. Desperate farmers are losing their livelihoods. Peoples in the frozen Arctic and on low-lying Pacific islands are planning evacuations of places they have long called home. Unprecedented wildfires have forced a half million people from their homes in one country and caused a national emergency that almost brought down the government in another. Climate refugees have migrated into areas already inhabited by people with different cultures, religions, and traditions, increasing the potential for conflict. Stronger storms in the Pacific and Atlantic have threatened whole cities. Millions have been displaced by massive flooding in South Asia, Mexico, and 18 countries in Africa. As temperature extremes have increased, tens of thousands have lost their lives. We are recklessly burning and clearing our forests and driving more and more species into extinction. The very web of life on which we depend is being ripped and frayed.

We never intended to cause all this destruction, just as Alfred Nobel never intended that dynamite be used for waging war. He had hoped his invention would promote human progress. We shared that same worthy goal when we began burning massive quantities of coal, then oil and methane.

Even in Nobel’s time, there were a few warnings of the likely consequences. One of the very first winners of the Prize in chemistry worried that, “We are evaporating our coal mines into the air.” After performing 10,000 equations by hand, Svante Arrhenius calculated that the earth’s average temperature would increase by many degrees if we doubled the amount of CO₂ in the atmosphere.

Seventy years later, my teacher, Roger Revelle, and his colleague, Dave Keeling, began to precisely document the increasing CO₂ levels day by day.

But unlike most other forms of pollution, CO₂ is invisible, tasteless, and odorless -- which has helped keep the truth about what it is doing to our climate out of sight and out of mind. Moreover, the catastrophe now threatening us is unprecedented – and we often confuse the unprecedented with the improbable.

We also find it hard to imagine making the massive changes that are now necessary to solve the crisis. And when large truths are genuinely inconvenient, whole societies can, at least for a time, ignore them. Yet as George Orwell reminds us: “Sooner or later a false belief bumps up against solid reality, usually on a battlefield.”

In the years since this prize was first awarded, the entire relationship between humankind and the earth has been radically transformed. And still, we have remained largely oblivious to the impact of our cumulative actions.

Indeed, without realizing it, we have begun to wage war on the earth itself. Now, we and the earth's climate are locked in a relationship familiar to war planners: “Mutually assured destruction.”

More than two decades ago, scientists calculated that nuclear war could throw so much debris and smoke into the air that it would block life-giving sunlight from our atmosphere, causing a “nuclear winter.” Their eloquent warnings here in Oslo helped galvanize the world’s resolve to halt the nuclear arms race.

Now science is warning us that if we do not quickly reduce the global warming pollution that is trapping so much of the heat our planet normally radiates back out of the atmosphere, we are in danger of creating a permanent “carbon summer.”

As the American poet Robert Frost wrote, “Some say the world will end in fire; some say in ice.” Either, he notes, “would suffice.”

But neither need be our fate. It is time to make peace with the planet.

We must quickly mobilize our civilization with the urgency and resolve that has previously been seen only when nations mobilized for war. These prior struggles for survival were won when leaders found words at the 11th hour that released a mighty surge of courage, hope and readiness to sacrifice for a protracted and mortal challenge.

These were not comforting and misleading assurances that the threat was not real or imminent; that it would affect others but not ourselves; that ordinary life might be lived even in the presence of extraordinary threat; that Providence could be trusted to do for us what we would not do for ourselves.

No, these were calls to come to the defense of the common future. They were calls upon the courage, generosity and strength of entire peoples, citizens of every class and condition who were ready to stand against the threat once asked to do so. Our enemies in those times calculated that free people would not rise to the challenge; they were, of course, catastrophically wrong. Now comes the threat of climate crisis – a threat that is real, rising, imminent, and universal. Once again, it is the 11th hour. The penalties for ignoring this challenge are immense and growing, and at some near point would be unsustainable and unrecoverable. For now we still have the power to choose our fate, and the remaining question is only this: Have we the will to act vigorously and in time, or will we remain imprisoned by a dangerous illusion?

Mahatma Gandhi awakened the largest democracy on earth and forged a shared resolve with what he called “Satyagraha” – or “truth force.”

In every land, the truth – once known – has the power to set us free.

Truth also has the power to unite us and bridge the distance between “me” and “we,” creating the basis for common effort and shared responsibility.

There is an African proverb that says, “If you want to go quickly, go alone. If you want to go far, go together.” We need to go far, quickly.

We must abandon the conceit that individual, isolated, private actions are the answer. They can and do help. But they will not take us far enough without collective action. At the same time, we must ensure that in mobilizing globally, we do not invite the establishment of ideological conformity and a new lock-step “ism.”

That means adopting principles, values, laws, and treaties that release creativity and initiative at every level of society in multifold responses originating concurrently and spontaneously.

This new consciousness requires expanding the possibilities inherent in all humanity. The innovators who will devise a new way to harness the sun’s energy for pennies or invent an engine that’s carbon negative may live in Lagos or Mumbai or Montevideo. We must ensure that entrepreneurs and inventors everywhere on the globe have the chance to change the world.

When we unite for a moral purpose that is manifestly good and true, the spiritual energy unleashed can transform us. The generation that defeated fascism throughout the world in the 1940s found, in rising to meet their awesome challenge, that they had gained the moral authority and long-term vision to launch the Marshall Plan, the United Nations, and a new level of global cooperation and foresight that unified Europe and facilitated the emergence of democracy and prosperity in Germany, Japan, Italy and much of the world. One of their visionary leaders said, “It is time we steered by the stars and not by the lights of every passing ship.”

In the last year of that war, you gave the Peace Prize to a man from my hometown of 2000 people, Carthage, Tennessee. Cordell Hull was described by Franklin Roosevelt as the “Father of the United Nations.” He was an inspiration and hero to my own father, who followed Hull in the Congress and the U.S. Senate and in his commitment to world peace and global cooperation.

My parents spoke often of Hull, always in tones of reverence and admiration. Eight weeks ago, when you announced this prize, the deepest emotion I felt was when I saw the headline in my hometown paper that simply noted I had won the same prize that Cordell Hull had won. In that moment, I knew what my father and mother would have felt were they alive.

Just as Hull’s generation found moral authority in rising to solve the world crisis caused by fascism, so too can we find our greatest opportunity in rising to solve the climate crisis. In the Kanji characters used in both Chinese and Japanese, “crisis” is written with two symbols, the first meaning “danger,” the second “opportunity.” By facing and removing the danger of the climate crisis, we have the opportunity to gain the moral authority and vision to vastly increase our own capacity to solve other crises that have been too long ignored.

We must understand the connections between the climate crisis and the afflictions of poverty, hunger, HIV-Aids and other pandemics. As these problems are linked, so too must be their solutions. We must begin by making the common rescue of the global environment the central organizing principle of the world community.

Fifteen years ago, I made that case at the “Earth Summit” in Rio de Janeiro. Ten years ago, I presented it in Kyoto. This week, I will urge the delegates in Bali to adopt a bold

mandate for a treaty that establishes a universal global cap on emissions and uses the market in emissions trading to efficiently allocate resources to the most effective opportunities for speedy reductions.

This treaty should be ratified and brought into effect everywhere in the world by the beginning of 2010 – two years sooner than presently contemplated. The pace of our response must be accelerated to match the accelerating pace of the crisis itself.

Heads of state should meet early next year to review what was accomplished in Bali and take personal responsibility for addressing this crisis. It is not unreasonable to ask, given the gravity of our circumstances, that these heads of state meet every three months until the treaty is completed.

We also need a moratorium on the construction of any new generating facility that burns coal without the capacity to safely trap and store carbon dioxide.

And most important of all, we need to put a price on carbon -- with a CO₂ tax that is then rebated back to the people, progressively, according to the laws of each nation, in ways that shift the burden of taxation from employment to pollution. This is by far the most effective and simplest way to accelerate solutions to this crisis.

The world needs an alliance – especially of those nations that weigh heaviest in the scales where earth is in the balance. I salute Europe and Japan for the steps they've taken in recent years to meet the challenge, and the new government in Australia, which has made solving the climate crisis its first priority.

But the outcome will be decisively influenced by two nations that are now failing to do enough: the United States and China. While India is also growing fast in importance, it should be absolutely clear that it is the two largest CO₂ emitters — most of all, my own country — that will need to make the boldest moves, or stand accountable before history for their failure to act.

Both countries should stop using the other's behavior as an excuse for stalemate and instead develop an agenda for mutual survival in a shared global environment.

These are the last few years of decision, but they can be the first years of a bright and hopeful future if we do what we must. No one should believe a solution will be found without effort, without cost, without change. Let us acknowledge that if we wish to redeem squandered time and speak again with moral authority, then these are the hard truths:

The way ahead is difficult. The outer boundary of what we currently believe is feasible is still far short of what we actually must do. Moreover, between here and there, across the unknown, falls the shadow.

That is just another way of saying that we have to expand the boundaries of what is possible. In the words of the Spanish poet, Antonio Machado, "Pathwalker, there is no path. You must make the path as you walk."

We are standing at the most fateful fork in that path. So I want to end as I began, with a vision of two futures – each a palpable possibility – and with a prayer that we will see with vivid clarity the necessity of choosing between those two futures, and the urgency of making the right choice now.

The great Norwegian playwright, Henrik Ibsen, wrote, “One of these days, the younger generation will come knocking at my door.”

The future is knocking at our door right now. Make no mistake, the next generation will ask us one of two questions. Either they will ask: “What were you thinking; why didn’t you act?”

Or they will ask instead: “How did you find the moral courage to rise and successfully resolve a crisis that so many said was impossible to solve?”

We have everything we need to get started, save perhaps political will, but political will is a renewable resource.

So let us renew it, and say together: “We have a purpose. We are many. For this purpose we will rise, and we will act.”