MAKING PEACE

A Reading/Writing/Thinking
Text on Global Community
Making Peace

A Reading/Writing/Thinking Text on Global Community

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To Len, a good colleague and friend who has always supported and encouraged me.

E. B.

To Ruth Fox, a consummate peacemaker.

L. F.
Preface

PEOPLE SOMETIMES THINK of peace education as speaking against war and against the proliferation of weapons of war such as nuclear armaments. This is one aspect of peace education, which Betty Reardon calls “negative peace education.” But peace education can be defined much more broadly. Reardon defines it as preparing students for “efforts to achieve human dignity for all people and to realize a viable global society on an ecologically healthy planet”.¹ In other words, peace education involves developing in young people not just the desire to avoid war, but also the desire to build a more peaceful world—one with peaceful relations among people, among nations, and between human beings and the natural environment. The goal of Making Peace is to encourage in students the desire to build such a world, while at the same time helping them to improve their reading and writing skills.

We believe that Making Peace is unique in its focus on critical thinking about peace education—about how we, as individuals and in collaboration with one another, can increase the possibility for a more peaceful world by thinking about what such a world would be like, what conditions would have to exist for such a world to emerge, and what we could do to help create it.

The text is intended for two audiences: (1) advanced ESL students, including international students studying English in their own country and immigrant students learning in an English-dominant environment, and (2) native speakers of English who wish to improve their reading, writing, and critical thinking skills (for example, in basic skills or general education diploma courses). The book’s theme is of concern to anyone living in today’s world,

and the activities are meant to encourage intelligent and innovative thinking about issues that affect us all.

**Overview of the Text**

Making Peace is divided into six thematic parts: (1) working for a healthy environment; (2) developing peaceful relations between men and women; (3) educating families and children for a more peaceful world; (4) promoting greater cross-cultural understanding; (5) exploring spiritual values, and (6) working for a better world. Each part contains four chapter readings offering students information and ideas that may be new to them but that provide opportunities to make connections to what students already know or have experienced of the world. Students will thus not only practice and improve their reading/writing/thinking abilities, they will also have a chance to discuss, think, write, and learn about values that will make them more informed, more active citizens in the struggle to create a better, more peaceful world. Making Peace is accompanied by an Instructor's Manual, which is discussed in detail below.

**THE READINGS**

As the text contains many readings, instructors may not be able to cover all of them in a typical semester. Instead, two or three readings from each part may be used, or the class may focus on certain parts in greater depth.

**THE ACTIVITIES**

Accompanying each reading are numerous activities that encourage students to think critically about the topics discussed in the selection and to link the reading to the overall theme of the book and to other selections. The activities also give students the opportunity to practice various strategies involved in the processes of reading and writing, and to develop their language skills through communication with their classmates.

The prereading activities lead students into the reading process by helping them to think about and prepare for their reading of the selection. The postreading activities take students through the stages of the writing process as they explore what they have read through discussion and their own writing. The activities are organized in a way that allows instructors unable to cover all of them to focus on selected stages of the reading and writing processes.
Getting Ready to Read

The three prereading activities give students a context for thinking about the selection before they actually read it. In Thinking about the Title, students are encouraged to do just that, either on their own or through class discussion. The Key Vocabulary/Concepts activity lists terms from the reading so that students can share their knowledge of those concepts with each other and thereby prepare for the reading. This activity is meant to generate class discussion and should therefore be done with the whole class. Instructors may choose to focus student discussion on only a selected number of terms, depending on the needs of the class. The Prereading Questions are meant to spark students’ interest in what they are about to read by asking them to think about issues related to the overall theme of the selection. This activity may be done individually or in small groups, or the entire class can share responses.

Thinking about the Reading

The chapter readings are followed by numerous activities that test students’ reading comprehension and guide them through the writing process. In the first postreading activity, True/False Questions, students must refer to the relevant sections of the reading to determine the correct answers. (An answer key for this exercise is provided in the Instructor’s Manual.) The Comprehension Questions are more demanding; they require students to write correct responses in their own words rather than simply copying answers from the reading. By paraphrasing parts of the reading, students gain a better understanding of what they have read. The Comprehension Questions are preceded by a sample question and answer, while Appendix A provides additional guidance on answering such questions. (Sample answers to the comprehension questions in Appendix A are given in the Instructor’s Manual.) Teachers are encouraged to discuss, model, and practice paraphrasing with students.

In the Outline activity, students must read the indicated paragraphs of the selection in order to complete the missing parts of the outline. In so doing, they learn to read more fluently by focusing not on individual words but on the main points of a selection. (The Instructor’s Manual contains sample completed outlines.) Next, using their completed outline, students are asked in the Summary exercise to write a synopsis of the reading. In addition to providing writing practice, this activity tests students’ understanding of what they have read. Appendix B gives detailed guidance on how to write a summary and provides a model.
Making Connections

In this set of activities, students are given opportunities to make meaning-
ful connections between what they have read and their own experience or
other sources. Students write about their personal response to the selection
in Reacting to the Reading, either in class or at home in a journal or log for small-
or large-group discussion later on.

Instructors may assign or allow students to select one or both exercises in
Finding Related Sources. By exploring other sources related to the reading (find-
ing relevant pictures or texts or interviewing someone, for example), stu-
dents get into the habit of learning independently and using English outside
the classroom.

Getting Ready to Write

The Prewriting Activities help students to generate ideas for writing—
through freewriting, clustering, listing, and cubing. By overcoming the frus-
tration and difficulties typically associated with this early writing stage,
students can begin to develop confidence in their ability to think and write.
This activity is closely tied to Appendix C, which explains and models the
various prewriting techniques. It is suggested that students practice freewrit-
ing first, then proceed to clustering, listing, and cubing as they develop their
prewriting skills. Students should work on the prewriting activities individu-
ally and then share their ideas with the class.

The Discussion and Composition Questions focus on issues raised in the reading
that are related to world peace and other topics. What a more peaceful world
would be like and how we might achieve that goal are among the many
questions focusing on peacemaking topics. In addition to stimulating
thought about peacemaking and other issues, the questions enable students
to practice using various rhetorical modes—to describe, compare, argue, ex-
plain, solve, and so forth—in their writing and discussion.

Students then choose one of the questions as their writing topic for the
following activity, Planning to Write. Since it is important for students to write
about a topic that interests them, an effort has been made to provide numer-
ous topics. In addition, instructors may opt to allow students to generate
their own questions about the reading and to choose the writing topic. Since
the text is intended for both high intermediate and advanced ESL students,
the instructor could decide to assign either a paragraph- or an essay-length
writing. Students can consult Appendixes D and E for guidelines on how to
write a paragraph or an essay as well as for sample writings. The Planning to

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Write activity also asks students to devise a writing plan by identifying the topic and listing what they plan to write about it. The actual paragraph or essay writing may be done at home or in class, individually or collaboratively—in short, in whatever manner the instructor considers most appropriate. In any case, a major goal of the writing is to allow students to reflect critically on the readings, on related issues tied to world peace, and on their own lives and experiences.

**Revising and Editing Your Writing**

After students write the first draft of their paragraph or essay, they work through the revising stage by consulting the Revision Checklist in Appendix F. Here students may work on identifying problems of content and organization in either their own or a classmate’s writing. Other possible activities include class discussion of revision strategies, reading of the paragraphs or essays in small groups, and individual conferences with students to identify problem areas. A second draft is then written, incorporating the revisions. As students gain practice in revision, they will also learn how to evaluate their own writing critically.

Once students are satisfied with the content, development, and organization of their paragraph or essay (which may require more than one subsequent draft), they proceed to the editing stage. The Editing Checklist in Appendix G provides helpful guidelines for editing and proofreading. Here, again, students may work on their own or a classmate’s writing to gain practice at spotting and correcting particular types of errors. In order to develop beginning editing skills, students may, for example, be asked to underline subjects and verbs to check for verb form errors or to underline noun phrases (subjects or objects of verbs and objects of prepositions) to check for errors involving articles or singular/plural forms. This will make students more aware of the kinds of writing errors they tend to make as well as of how to correct such errors.

**Research Assignments**

Use of the Research Topics that appear at the end of each part is optional. Instructors may choose not to assign these topics if time constraints or students’ skill levels pose difficulties. However, the topics and accompanying assignments should be used whenever possible and appropriate. They are especially valuable to students in academic settings, who will need to learn how to conduct research for other courses. When assigning the formal re-
search paper, with title page, endnotes, and bibliography, instructors should use a process approach. This includes explaining in depth the various steps of the research assignment (choosing a topic, preparing a preliminary outline, conducting research, preparing a final outline, and so on) and providing appropriate models. If, instead, the instructor wishes to assign one or two research-related tasks, students could engage in library research on a topic or read and summarize one of the books listed in Suggested Further Reading (near the end of the text). Additional research assignments are given in Appendix H.

Acknowledgments

We would like to thank the teachers who have chosen to use this book with their students for joining in our effort to combine the teaching of language skills with education for a more peaceful world. We are particularly grateful to Anita Wenden for introducing us to peace education through her inspiring work in this area.

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Len Fox
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