

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

**M A K I N G**  
**P E A C E**

---

*A Reading/Writing/Thinking  
Text on Global Community*

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

# MAKING PEACE

---

*A Reading/Writing/Thinking  
Text on Global Community*

---

Elaine Brooks

Brooklyn College, City University of New York

Len Fox

Brooklyn College, City University of New York



**CAMBRIDGE**  
UNIVERSITY PRESS

Cambridge University Press  
978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community  
Elaine Brooks and Len Fox  
Frontmatter  
[More information](#)

---

CAMBRIDGE UNIVERSITY PRESS  
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press  
32 Avenue of the Americas, New York NY 10013-2473, USA

[www.cambridge.org](http://www.cambridge.org)  
Information on this title: [www.cambridge.org/9780521657808](http://www.cambridge.org/9780521657808)

© Cambridge University Press 1998

This publication is in copyright. Subject to statutory exception  
and to the provisions of relevant collective licensing agreements,  
no reproduction of any part may take place without  
the written permission of Cambridge University Press.

First published by St. Martin's Press, Inc. 1995  
8th printing 2005

*A catalogue record for this publication is available from the British Library*

ISBN-13 978-0-521-65780-8 Student's Book  
ISBN-10 0-521-65780-6 Student's Book

ISBN-13 978-0-521-65779-2 Instructor's Manual  
ISBN-10 0-521-65779-2 Instructor's Manual

Transferred to digital printing 2006

Acknowledgments are given on pages 278-279.

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

---

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

E. B.

*To Ruth Fox, a consummate peacemaker.*

L. F.

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

## 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”.<sup>1</sup> 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,

<sup>1</sup>B. Reardon, *Comprehensive Peace Education* (New York: Teachers College Press, Columbia University, 1988).

Cambridge University Press  
978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community  
Elaine Brooks and Len Fox  
Frontmatter  
[More information](#)

---

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.

Cambridge University Press  
978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community  
Elaine Brooks and Len Fox  
Frontmatter  
[More information](#)

---

### **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.

Cambridge University Press  
978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community  
Elaine Brooks and Len Fox  
Frontmatter  
[More information](#)

---

## **Making Connections**

In this set of activities, students are given opportunities to make meaningful 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 (finding relevant pictures or texts or interviewing someone, for example), students 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 frustration 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 freewriting first, then proceed to clustering, listing, and cubing as they develop their prewriting skills. Students should work on the prewriting activities individually 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, explain, 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 numerous 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*



Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

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-

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

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.

We also thank our excellent editor at St. Martin's Press, Naomi Silverman, for her support, helpful suggestions, and comradeship; our project editor, Talvi Laev; our copy editor, Wendy Polhemus-Annibell; and our photo researcher, Barbara Salz. Finally, we thank the following reviewers for their comments: John Hedgcock, University of Houston; Ila Jean Kragthorpe, Moorpark College; Richard A. Nuzzo, Community College of Southern Nevada; Jan Peterson, Edmonds Community College; and Anita Wenden, York College, CUNY.

Elaine Brooks

Len Fox

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

# Contents

---

Preface vii

**PART I: THE STATE OF THE WORLD 1**

1. The Illusion of Progress Lester R. Brown 3
2. Land Hunger in Asia Paul Harrison 13
3. Eradicate Nuclear Weapons from the Face of the Earth Helen Caldicott 24
4. Picturing a Sustainable Society  
Lester R. Brown, Christopher Flavin, and Sandra Postel 33
- Research Topics 42

**PART II: MEN AND WOMEN 43**

5. Where I Come from Is Like This Paula Gunn Allen 45
6. Liza and Family Carola Hansson and Karin Liden 56
7. American Men Don't Cry Ashley Montagu 67
8. Machismo in Washington I. F. Stone 74
- Research Topics 84

**PART III: CHILDREN, FAMILY, AND EDUCATION 85**

9. Grandparents Have Copped Out Margaret Mead 87
10. From Affirming Diversity Sonia Nieto 95
11. An Education in Language Richard Rodriguez 106
12. Children and War Neil Boothby 117
- Research Topics 126

**PART IV: CROSS-CULTURAL ENCOUNTERS 127**

13. The Arab World Edward T. Hall 129
14. Anglo versus Chicano: Why? Arthur L. Campa 141

xiii

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

15. Living in Two Cultures Jeanne Wakatsuki Houston 152  
 16. The Ways of Meeting Oppression Martin Luther King, Jr. 164  
     Research Topics 172

**PART V: SPIRITUAL VALUES** 175

17. From *Who Needs God?* Harold Kushner 177  
 18. From *Freedom from Fear* Aung San Suu Kyi 187  
 19. The Simplicity of Love J. Krishnamurti 197  
 20. Environmentalism of the Spirit Al Gore 207  
     Research Topics 216

**PART VI: WORKING FOR A BETTER WORLD** 217

21. Stages of Community Making M. Scott Peck 219  
 22. Understand What Needs to Be Done Benjamin B. Ferencz 229  
 23. The Need for Solidarity Aung San Suu Kyi 239  
 24. Political Activity Rigoberta Menchu 248  
     Research Topics 257

**APPENDIXES** 259

- A. Answering Comprehension Questions 261  
 B. Writing Summaries 262  
 C. Prewriting Activities 264  
 D. Writing Paragraphs 268  
 E. Writing Essays 269  
 F. Revision Checklist 271  
 G. Editing Checklist 272  
 H. Research Assignments 273

Suggested Further Reading 274

About the Authors 277

Cambridge University Press

978-0-521-65780-8 - Making Peace: A Reading/Writing/Thinking Text on Global  
Community

Elaine Brooks and Len Fox

Frontmatter

[More information](#)

**M A K I N G**  
**P E A C E**

---

*A Reading/Writing/Thinking  
Text on Global Community*