

Peace Project (9-12)

Language Arts, Spanish, and Visual Arts

Summary: High school students create a peace-themed bilingual project with elementary students to improve reading and promote cultural tolerance.

Service and Learning Activities

Preparation: High school students research some of the world’s great peacemakers (Ghandi, Oscar Arias, Jimmy Carter, Mother Teresa, Cesar Chavez, Martin Luther King, Jr., the Dali Lama, Jody Williams, etc.) and create short illustrated biographies for elementary students that focus on how these people promoted peace. They brainstorm a vocabulary list around the theme of peace and use the dictionary to translate “peace words” into Spanish. Students then prepare box of materials for the Peace Chain Project. Students create a “peace icebreaker” for the lesson.

Action: High school students present the bilingual peace lesson to the younger students. The older students lead a discussion on peace with the younger student using an icebreaker activity. They then pair with a younger student and help him/her read the peace biography, discussing elements of a story and new vocabulary as they read. The students work in teams to write the peace words on the strips of paper and create intertwined colored paper chains with younger students.

Reflection: In their journals, write a paragraph using complete sentences. What does *Peace* mean to you? How can you help world peace become a reality? Discuss how the words are related to peace. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

Demonstration: Display peace chains in classrooms and give peace books to the elementary school’s media center for display and use. Students create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

Standards

Language Arts: The student

- LA.A.1.4 Uses the reading process effectively.
- LA.B.1.4 Uses writing processes effectively.
- LA.B.2.4 Writes to communicate ideas and information effectively.
- LA.C.3.4 Uses speaking strategies effectively.

Foreign Languages: The student

- F.L.A.2.4 Understands and interprets written and spoken language on a variety of topics.

Visual Arts:

- VA.E.1.4 Makes connections between the visual arts, other disciplines and the real-world.

Academic Objectives

- Demonstrate the ability to communicate knowledge of Spanish vocabulary through the arts
- Demonstrate good citizenship and leadership skills by working with younger students
- Demonstrate research, reading, and writing skills by creating short peace-themed books for younger students
- Demonstrate writing skills through journal writing and reflection

Assessment(s): Vocabulary, research, and student-created biographies

Service Objectives

- Promote cultural tolerance

Assessment(s): Reflective paragraph, journals, and interaction with second graders