

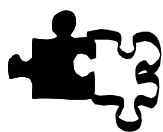
What Is Peace?

Based on the Perry's Victory and International Peace Memorial Quarter Grades Two and Three



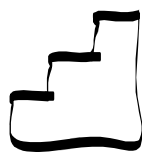
OBJECTIVE

Students will define peace and determine how they can contribute to peace in their families, schools, and communities. Students will convey how they imagine a peaceful world.



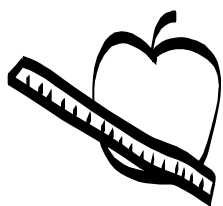
SUBJECT AREA CONNECTIONS

- Social Studies
- Language Arts
- Art



SUMMARY

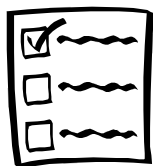
1. Display and examine the “Perry’s Victory and International Peace Memorial Quarter” page. Locate this site on a class map. Note its position in relation to your school’s location. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory, and the District of Columbia.
2. Display images of the Perry’s Victory and International Peace Memorial. Provide a brief history of the War of 1812 and the significance of the peace agreement among the United States, Canada, and Great Britain.
3. Lead a class discussion about the students’ own ideas and definitions of peace. Ask the students to share personal experiences and prior knowledge of the concept of peace. Introduce the students to the “Peace Is...” worksheet. Review the directions as a class. Have the students complete the worksheet. In small groups, have students share and discuss their personal definitions of peace.
4. Locate an age-appropriate text giving information about peace. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text aloud to the class and attend to any unfamiliar vocabulary. After the reading, ask the students to reconsider their personal definitions of peace. Provide time for the students to revise and add new ideas to their “Peace Is...” worksheets.
5. Ask the students to consider how they can contribute to peace in their families, schools, and communities. On the board or chart paper, draw a three-column chart



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and label the columns with the words “Family,” “School,” and “Community.” Use this chart to record the students’ ideas or have the students write their ideas on individual sticky notes and place them on the chart themselves, to encourage participation. Lead the students to conclude that peace in their communities and in the world begins with their own actions.

6. Ask the students to sit quietly and visualize a peaceful world. Introduce the students to the “A Peaceful World” worksheet. Review the directions as a class. Tell the students that they should draw and write about their visions for a peaceful world. Have the students complete the worksheet.
7. Ask the students to lay their worksheets on their desks. Have them spend a few minutes walking around the room looking at their classmates’ images of a peaceful world. Lead a class discussion about the diversity of ideas about a peaceful world that the students noticed in each other’s pictures.



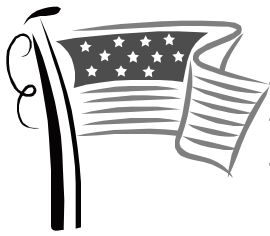
ASSESSMENTS

- Take anecdotal notes about the students’ participation in class discussions and activities.
- Use the “What is Peace? Checklist” to evaluate the students’ worksheets for understanding of the lesson objectives.



RESOURCES

- Worksheets:
 - Perry’s Victory and International Peace Memorial Quarter
 - Peace Is...
 - A Peaceful World
 - What is Peace? Checklist (1/2 page per student)
- An age-appropriate text that gives information on peace, such as:
 - *The Peace Book* by Todd Parr
 - *Can You Say Peace?* by Karen Katz
 - *Peace Begins With You* by Katherine Scholes
 - *What Does Peace Feel Like?* by Vladimir Radunsky
- Age-appropriate, relevant web sites, such as:
 - National Parks Service: www.nps.gov/index.htm
 - Perry’s Victory and International Peace Memorial: www.nps.gov/pevi/index.htm
 - United States Mint America the Beautiful Quarters® Program lesson plans: www.usmint.gov/kids/teachers/lessonPlans/atb/



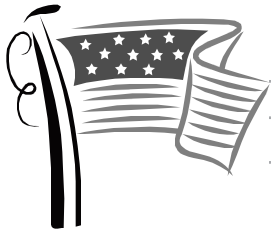
Name _____

Peace Is...

Directions: Write your own definition of peace. Use descriptive words to express the way peace looks and feels for you.



Peace is

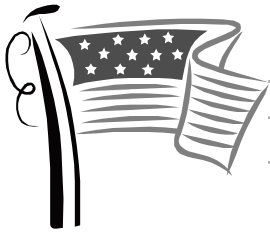


Name _____

A Peaceful World

Directions: Imagine a peaceful world. Draw a detailed picture showing your vision. At the bottom of the page, write several sentences describing your vision of a peaceful world.





Name _____

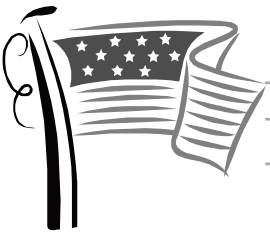
What Is Peace?

Checklist

This student:

- ____ Wrote a personal definition of peace.
- ____ Used descriptive words to describe peace.
- ____ Drew a detailed picture of their vision of a peace world.
- ____ Used creativity in illustrating their vision of peace.
- ____ Wrote at least three sentences describing their vision of a peaceful world.

Notes:



Name _____

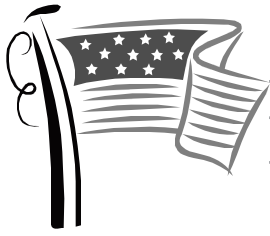
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Notes:



Perry's Victory and International Peace Memorial Quarter



Outline of quarter here

The United States of America

