

Peace Warriors by Raymond Huber (Mākarō Press 2015)

– Stories of non-violent resistance

Curriculum Links and Teaching Activities

NEW ZEALAND CURRICULUM

Values

Peace Warriors supports these curriculum values:

Persevering in the face of difficulties

Example: young people who persevered in the face of oppression.

Thinking critically and reflectively

Example: debate about the ethics of war, violence and protest.

Equity, through fairness and social justice

Example: social justice in India, the United States, and New Zealand.

Participation for the common good

Example: people power movements in the Philippines, Argentina and India.

Social Science Curriculum Links

1. Belonging and participating in society

Students' ability to participate, contribute, become involved, interact, and engage in dialogue.

Peace Warriors shows how groups can achieve social justice and influence power structures by non-violent means. It encourages students to analyse political decisions.

2. Being part of global communities

Students consider how people, including themselves, may actively participate in global communities.

Peace Warriors examines global people power movements (eg. the anti-nuclear campaign), and the roles of global organisations (eg. Oxfam and Greenpeace).

3. Social inquiry

Peace Warriors encourages students to:

- *ask questions and examine relevant current issues;*
- *explore and analyse people's values and perspectives;*

- *consider the ways people make decisions and participate in social action.*

TEACHING ACTIVITIES

THE QUESTIONS

War

Is war ever right? (p.25)

Read the 'Rules for a just war' and apply them to a past or current war.

Why is it considered acceptable for soldiers to kill?

Can war be prevented? (p.31).

Brainstorm the alternatives to military invention in a conflict zone.

Read '198 Methods of Nonviolent Action' by Gene Sharp (www.aeinstein.org/nva)

Research current spending on armaments (www.sipri.org).

In what ways are war and poverty connected?

Can you think of non-violent ways to defeat terrorism.

Does New Zealand need an army? What roles can our military have?

Discuss whether or not our regular police force should be armed.

Violence

Are humans naturally violent? (p.65).

Are other animals violent in the same way humans are?

List the advantages and disadvantages of (a) being aggressive, and (b) being cooperative.

Would you fight to save your family and friends? (p.46)

Rewrite the burglar story on page 46 from your own point of view.

Can you be peaceful and angry? (p.72)

What is the difference between anger and violence?

How can we control or direct our anger in a positive way?

What place (if any) does anger have in protesting?

Why might peacemaking be considered to be weaker than armed response?

Does responding with violence ever result in peace?

Protest

Do people power protests always work? (p.84)

What makes a successful protest movement?

Do people power groups need a leader?

Should peace protesters break the law? (p.96)

Think of some examples of unfair or unjust laws. How can they be changed?

What power do workers have that other groups do not?

In what ways do dictatorships rely on people's cooperation?

How can people power be useful in more peaceful countries such as ours?

TINA or TARA? (p.111). What proof is there that nonviolent campaigns work?

Why do people-power groups try to get the attention of media?

Why are students often at the forefront of non-violent protests?

THE STORIES

Non-Violent Resistance in Wartime

1. The White Rose: university students who exposed Nazi crimes.

- * Why do you think so few Germans spoke out about the murder of the Jews?
- * Before her execution, Sophie Scholl said "Someone had to make a start." What did she mean?
- * Write a short story about an imaginary New Zealand where freedom of expression and protest is forbidden.

2. The Non-Violent Village: a town which saved thousands of Jewish refugees.

- * Why did the French government (and others) help the Nazis to hunt down Jews?
- * War creates millions of refugees. How can countries such as New Zealand help refugees?

3. Arne and the War Machine: a teenager's action plan to resist the Nazis.

- * Arne's plan was to stop cooperating with the German occupiers. What effects does non-cooperation have?
- * Think of a global problem and write your own list of actions for ordinary people to take to address it.

4. Sold To Death: a Kiwi pacifist on the battlefield.

- * Why were New Zealanders so keen to join this war at first? Do young people today have such a sense of duty?
- * Why is it important for us to remember this war every ANZAC Day?
- * Read *Letters From the Coffin Trenches* by Ken Catran. Describe trench warfare from a soldier's point of view.

5. Hero To Zero: a Kiwi war hero who turns anti-war.

- * What is a 'hero'. Why do people praise them?
- * Debate the pros and cons of Compulsory Military Training.
- * Define 'sedition'. Is there still a law against it in New Zealand?

6. Asked To Kill: an Australian teacher refuses to fight in Vietnam.

- * Design an anti-war poster for a current war.
- * Imagine you have been ordered to fight in a war. Write a letter expressing your feelings about fighting.

Peaceful Protest Against Weapons

1. Ships Against the Atom: protest boats in a nuclear weapon zone.

- * Was the nuclear bombing of Japanese cities a war crime?
- * Why do nuclear weapons remain a more serious threat than any other weapons
- * Summarize the main points of New Zealand's anti-nuclear policy.

2. Tank Man: a lone man stops a column of army tanks.

- * Why do you think Tank man became a symbol and an inspiration for other peace protestors?
- * Should the media and internet to be free of government control?

3. Blood and Bombers – young friends protest on an military base.

- * Find out why Iraq has had conflict for much of the past 25 years.
- * Do you think it was acceptable to damage army property as part of a peace protest? Was their prison sentence fair?

Non-violent Resistance Under Dictatorships

1. Hitler's Birthday: the only public protest in Nazi Germany

* Read more stories of 'The Righteous' who helped Jews in the war: Yad Vashem (www.yadvashem.org).

* Why were many people in Europe anti-Semitic at that time?

2. Facing The Generals: the Burmese people versus a brutal army

* Read the rest of Alice Walker's poem, *Loving Humans*.

* Write your own poem about peace or protest.

3. The Yellow Revolution: the people people revolution in the Philippines.

* List some of the non-violent strategies that the Filipino people used against the armed forces.

* Create a poster showing the different symbols and colours used by peace protestors in the book.

Protesting Injustice and Violence

1. Salt Versus Bullets: Gandhi and the march to independence in India

* Gandhi is seen as the 'father' of non-violent resistance. Why did he protest against the Salt Tax instead of against British rule?

* What did his 'satyagraha', or 'insistence on truth' mean?

2. Little Rock Nine: high school students face a racist mob

* Listen to Martin Luther King Jr.'s 'I Have A Dream' speech (archive.org). Has his dream for the equality in the United States come true?

* What steps has New Zealand taken to promote racial equality?

3. The Lions Rage: the first mass protest in New Zealand

* Retell the Parihaka invasion from the viewpoint of one of the children. Use present tense, as if you are there.

* Research the Maori Land Marches of the 1970s and the role of the Waitangi Tribunal.

4. The Disappeared: mothers protest against a dictatorship in Argentina

* Why was the government kidnapping and torturing people?

* In what ways is a democratic government different to a military dictatorship?

5. To Create, Not Destroy: creative protests during the Second World War

* Look at more of Lois White's and Rita Angus' paintings

(www.aucklandartgallery.com).

* Why do we need the voice of artists and writers during wartime?

* Create your own painting or art work that expresses your feelings about war and peace.

* Find out how the Quakers were involved in the first protests against slavery.

PEACE BUILDING

1. Research the life of one of the following peace-builders.

Mahatma Gandhi Malala Yousafzai Aung San Suu Kyi Albert Schweitzer

Mother Teresa Lech Walesa Dalai Lama Henry Dunant

Bishop Desmond Tutu Martin Luther King, Jr. Nelson Mandela

What strategies did the person use to promote peace in their community, country, or the world?

2. What are the characteristics of a peace maker? What are the challenges they face?

3. Describe the role of United Nations Peacekeepers.

What other organisations work for peace? (Government and non-government).

4. What changes would you like to see in the world to make it less violent?

Who is responsible for creating peace in a community?

What steps could you take to build peace in your own community?

LESSON PLANS ONLINE

United States Institute of Peace (www.buildingpeace.org)

Civic Voices – Voices For Peace (www.civicvoices.org)

Holocaust Museum (www.ushmm.org)