



PEACEMAKERS PHRASE POEM

learn from the past engage the present shape the future

LESSON: PEACEMAKERS PHRASE POEM

OVERVIEW

One way to present impressions you have of the Museum of Tolerance is to write a phrase poem. A phrase poem is created by taking words and phrases that you feel impact you from your visit through the Museum and then arranging them by making changes in spacing and lines to create a new meaning. You can do this alone or each person in your group can find a phrase that impacts them and you all can create a summary phrase poem together.



Such violence
Such hate
In our time
Make a difference
Turn words into actions
Make your voice heard
A single voice
Think twice
Be strong and brave
Hope lives
Somebody my age
Assuming responsibility

OBJECTIVES

Students will:

- Given quotes from great Peacemakers, students will write poetry as a way to synthesize their thoughts on their Museum of Tolerance experience.
- Writing and reading the poems, students will reflect on the themes experienced during their Museum of Tolerance visit.

ENDURING UNDERSTANDING(S)

Students will take away some of the following enduring understandings:

- Poetry and art can help us synthesize our experiences into powerful aesthetic statements.

ESSENTIAL QUESTION(S)

- What are the dominant themes in The Museum of Tolerance?
- How can I reflect on my experience at The Museum of Tolerance and make sense of all of the new information and feelings?

KEY ISSUES/CONCEPTS

- Courage
- Community
- Ordinary People and ordinary Bystanders
- The Power of Words and Symbols
- Personal Responsibility
- Diversity and Democracy
- Social and Community Engagement
- Crossing Social Boundaries

For definitions related to this lesson see Glossary of Terms, Places, and Personalities at www.museumoftolerance.com/assets/documents/glossary-of-terms.pdf

SUBJECT AREA/CONTENT AREA CONNECTIONS

Social Studies, U.S. History, World History, Civics, Government, Politics, Global Studies, English

TIME & MATERIALS

- Can be accomplished during a visit to the MOT or used by itself with the *Quotes from Peacemakers Handout* provided.
- Verbal instructions given to the individual or group before the tour begins
- Slips of paper and pencil
- Tape or pocket chart for phrases to be placed in

PROCESS

STEP 1: IDENTIFYING PHRASES

Give each student a copy of the *Quotes from Great Peacemakers Handout* and a colored highlighter marker. After explaining to students what a phrase is – for clarification – have them take their highlighter and mark phrases that jump off of the page because of their personal meaning to them. (Note: It is important that they don't write full sentences, only phrases.)

STEP 2: COLLECTING A SINGLE PHRASE

After they've highlighted what phrases they like, give them a slip of paper (take one 8-and-a-half by 11 inch sheet of paper and cut it into three horizontal slips, or for a more aesthetic Phrase Poem use different colors of paper). Using a magic marker, have students write their favorite phrase on the slip of paper.

STEP 3: BUILDING A PHRASE POEM

Next, students come to a designated space and place their phrase in sequential order, going from the top of a space to the bottom. Again, note the previous phrase poem example in the lesson overview, with each line being a single student's chosen phrase.

STEP 4: READING THE PHRASE POEM ALOUD

Each student can read their phrase as it come along, or a single person can read the entire Phrase Poem as the group listens. This collectively created Phrase Poem becomes a perfect synthesis of the experience and a powerful keepsake for the group to have as a take-away from The Museum of Tolerance.

SIMON WIESENTHAL

“Violence is like a weed – it does not die even in the greatest drought.”

“For your benefit, learn from our tragedy. It is not written law that the next victims must be Jews. It can also be other people.”

“For evil to flourish, it only requires good men to do nothing.”

“The history of man is the history of crimes, and history can repeat. So information is a defense. Through this we can build a defense against repetition.”

MARTIN LUTHER KING, JR.

“Let no man pull you low enough to hate him.”

“The hope of a secure and livable world lives with disciplined non conformists who are dedicated to justice, peace, and brotherhood.”

“I have a dream that one day this nation will rise up and live out the true meaning of its creed: we hold these truths to be self evident, that all men are created equal.”

“We must learn to live together as brothers or perish as fools.”

MAHATMA GANDHI

“An eye for an eye only makes the whole world blind.”

“Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit.”

“As human beings, our greatness lies not so much in being able to remake the world, as in being able to remake ourselves.”

“You must be the change you want to see in this world.”

DALAI LAMA

“Where ignorance is our master, there is no possibility of real peace.”

“Whether we are rich or poor, educated or uneducated, whatever our nationality, color, or social status, or ideology may be; the purpose of our lives is to be happy.”

“I believe in justice and truth without there would be no basis for human development.”

“In the practice of tolerance, one’s enemy is the best teacher.”

“In our struggle for freedom, truth is the only weapon we possess.”

HELEN KELLER

“I am only one, still I am one. I cannot do everything, still I can do something. I will not refuse to do something I can do.”

“Even though the world is full of suffering, it is full also of the overcoming of it.”

“The highest form of education is tolerance.”

“There is no king who has not had a slave among his ancestors, and no slave who has not had a king among his.”

CESAR CHAVEZ

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community and this nation.”

“Preservation of one’s culture does not require contempt or disrespect for other cultures.”

“Students must have initiative; they should not be mere imitators. They must learn to think and act for themselves and be free.”

“There is no such thing as defeat in nonviolence.”

“I am convinced that the truest act of courage is to sacrifice ourselves for others in a totally non violent struggle for justice.”

ALBERT EINSTEIN

“Peace cannot be kept by force; it can only be achieved by understanding.”

“Any fool can make things bigger, more complex, and more violent. It takes a touch of genius and a lot of courage to move in the opposite direction.”

“Laws alone can not secure freedom of expression; in order that every man present his views without penalty there must be a spirit of tolerance in the entire population.”

“The important thing is not to stop questioning.”

ANNE FRANK

“The final forming of a person’s character lies in their own hands.”

“Love and compassion are necessities, not luxuries. Without them humanity cannot survive.”

“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

“I don’t think of all the misery but of all the beauty that still remains.”

“I must hold my ideals for perhaps the time will come when I shall be able to carry them out.”

GRETA THUNBERG

“We showed that we are united and that we, young people, are unstoppable.”

“We are striking because we have done our homework, and they have not.”

“I want you to act as if the house is on fire, because it is.”

“When haters go after your looks and differences, it means they have nowhere left to go. And then you know you’re winning.”

MALALA YOUSAFZAI

“When the whole world is silent, even one voice becomes powerful.”

“One child, one teacher, one book, one pen can change the world.”

“Let us pick up our books and our pens, They are the most powerful weapons.”

“We werescared, but our fear was not as strong as our courage.”

COMMON CORE STANDARDS CORRELATION

The content provided in this lesson supports the goals and objectives of the Common Core State Standards across multiple content areas. Since *The Peacemakers Phrase Poem* is written for middle and high school students, we provide CCSS that span 6th-grade to 12th-grade.

ENGLISH LANGUAGE ARTS STANDARDS-WRITING

CCSS.ELA-LITERACY.W.6.1.C; 7.1.C; 8.1.C; 9-10.1.C; 11-12.1.C

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-LITERACY.W.6.3.D; 7.3.D; 8.3.D; 9-10.3.D; 11-12.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

HISTORY

CCSS.ELA-LITERACY.RH.6-8.2; 9-10.2; 11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-LITERACY.RH.6-8.6; 9-10.6; 11-12.6

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

If you like this lesson, check out similar resources on our Museum of Tolerance site:

Eleanor Roosevelt & the Universal Declaration of Human Rights

<http://www.museumoftolerance.com/for-professionals/programs-workshops/free-professional-development-for-educators/teachers-guide-and-resources/human-rights-in-our-world-today.html>