

The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

## **Curriculum Guide: The President's Travels**



Unit 19 of 19:

### **Waging Peace – The Nobel Peace Prize**

# Waging Peace

## The Nobel Peace Prize



The Nobel Peace Prize 2002 was awarded to Jimmy Carter *"for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development"*.

Georgia Performance Standards on page

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### Activity One

Discussion questions concerning the explanation of why Jimmy Carter won the Nobel Peace Prize.

Page 2

### Activity Two

View Jimmy Carter's Nobel Peace Prize Ceremony and Speech

Page 4

### Activity Three

Research the current peace programs of the Carter Center.

Page 5

## Activity One: The Press Release



Have students read the Press Release on **page 3** about why Jimmy Carter received the Nobel Peace Prize in 2002. Have students answer the discussion questions after reading the document.

### Discussion Questions:

1. Did Jimmy Carter win the Nobel Peace Prize for just one act?
2. Why did Jimmy Carter win the Nobel Prize?
3. What contribution did President Carter make that was great enough to qualify for the Nobel Peace Prize?
4. What has Jimmy Carter done through his Carter Center?

### Answers:

1. No, he won for his decades of untiring effort.
2. He won for finding peaceful solutions to international conflicts, advancing democracy and human rights, and promoting economic and social development.
3. His vital contribution was to the Camp David Accords
4. He has undertaken conflict resolution, committed to human rights, observed elections, and fought tropical diseases.

## Activity Two: Jimmy Carter's Nobel Prize ceremony and speech

Directions: Students can watch the ceremony that includes the speech given by Jimmy Carter on the Nobel Peace Prize website at

<http://nobelprize.org/mediaplayer/index.php?id=706&view=7>

The video lasts fifteen minutes, which includes an introduction to President Carter's work for peace and then his lecture. For a full transcript of the video you should visit

[http://nobelprize.org/nobel\\_prizes/peace/laureates/2002/presentation-speech.html](http://nobelprize.org/nobel_prizes/peace/laureates/2002/presentation-speech.html). See page X for more activity suggestions.

# The Nobel Peace Prize 2002

[The Norwegian Nobel Committee](#) has decided to award the Nobel Peace Prize for 2002 to Jimmy Carter, for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development.

During his presidency (1977-1981), Carter's mediation was a vital contribution to the Camp David Accords between Israel and Egypt, in itself a great enough achievement to qualify for the Nobel Peace Prize. At a time when the cold war between East and West was still predominant, he placed renewed emphasis on the place of human rights in international politics.

Through his Carter Center, which celebrates its 20th anniversary in 2002, Carter has since his presidency undertaken very extensive and persevering conflict resolution on several continents. He has shown outstanding commitment to human rights, and has served as an observer at countless elections all over the world. He has worked hard on many fronts to fight tropical diseases and to bring about growth and progress in developing countries. Carter has thus been active in several of the problem areas that have figured prominently in the over one hundred years of Peace Prize history.

In a situation currently marked by threats of the use of power, Carter has stood by the principles that conflicts must as far as possible be resolved through mediation and international co-operation based on international law, respect for human rights, and economic development.

Oslo, 11 October 2002

## Activity Two

In Jimmy Carter's Nobel lecture in 2002 he describes his work both as President of the United States and with the Carter Center to promote both peace and change in the world. After listening to his speech, the teacher should have students write down questions they have about the speech. Listed below are suggested topics of discussion for the classroom. These questions and topics can be taken and used for research projects for students in and outside the classroom.

**Topics:**

Cold War-nuclear threat

Mikhail Gorbachev

Camp David Accords—Anwar Sadat, Menachem Begin

Woodrow Wilson and the League of Nations

What are the "8 nuclear powers on earth"?

War and Peace by Leo Tolstoy

Respond to the quote "We must adjust to changing times and still hold to unchanging principles"

Martin Luther King, Jr.'s Nobel Peace Prize

What is the greatest challenge the world faces?

Growing chasm between the richest and poorest people on earth

"War may sometimes be a necessary evil. But no matter how necessary, it is always an evil, never a good."

## Activity Three

The Carter Center continues its efforts to impact the world by waging peace in a number of countries around the world. Visit the Carter Center website on their Peace Programs.

(<http://www.cartercenter.org/peace/index.html>) There are five headings under Peace Programs titled: Democracy Program, Human Rights Program, Conflict Resolution Program, Americas Program, and China Program. Click on Democracy Program and have students read the information about the observing of elections and developing standards for democratic elections (<http://www.cartercenter.org/peace/democracy/index.html>)

Next, there is a link to a list of elections observed by The Carter Center. Have students click on the link (<http://www.cartercenter.org/peace/democracy/observed.html>), read the article, and then go the table of Elections Monitored around the world. Give students a blank map of the world and have them label the map with the 34 countries where The Carter Center has observed elections. By clicking on the names of the countries in the table, the website highlights more specific information about both the country and the work of The Carter Center in that country. Students can do individual reports on a specific country listed in the table.

Note: When visiting the Jimmy Carter Library and Museum, there is an interactive table that engages students in activities in some of the countries listed. To help prepare students to visit the Museum, have them do further study on democracy and elections in Liberia, China, Indonesia, and the Democratic Republic of the Congo.

### Georgia Performance Standards

**SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.**



**SS2H1 The student will read about and describe the lives of historical figures in Georgia history.**

a. Identify the contributions made by these historic figures: Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).



# The Puzzle of Peace

## Activities to Promote Peace

### Waging Peace and Building Hope

*"The overall umbrella under which all Carter Center projects can be covered is human rights."*

-Jimmy Carter



The Carter Center analyzes conflicts around the world and aids the parties in conflict resolution negotiations. Many of the conflicts are civil wars fought within the borders of a nation. The uncivil nature of many of the conflicts lead the Carter Center to begin monitoring elections in an effort to find resolution to many of these problems. Generally, the leaders of both sides of the civil conflicts feel that they will prevail in an election, and are therefore more willing to comply with the election monitoring process and to take the steps towards bringing democracy to their countries. Most conflicts arise over resources and the ability to meet needs. Fostering human rights such as access to food, shelter, clothing, education, medical care, a peaceful existence, and political rights such as the right to choose our own leaders<sup>1</sup> will go a long way to promoting peace in the world. Promoting human rights is a barrier to the perpetration of human wrongs. These lessons will help elementary students begin to think about peace and conflict resolution as it applies to their own lives and to larger political conflicts around the world such as the Arab-Israeli conflict.

### Peace Symbols

Dove



Olive Branch



Peace Sign



Peace Fingers



What does peace look like and mean to you?

## Activities to Promote Peace

1. **Symbols of Peace**: Have students research peace symbols from around the world. Have them create a mural or mobiles with the peace symbols and information about the origin of the symbol.
2. **Lessons Learned**: Have students think about a time when they had a conflict with a friend or family member. Have them draw or write about this conflict, and then have them answer the following questions: What could they have done to avoid the conflict? What was the basis of the conflict? How was it resolved?
3. **Thinking Positively**: Many conflicts arise because of negative thought patterns. Teach students that their thoughts often lie to them and that they must refute negative thoughts when they come into their minds. Teaching students to talk back to negative thoughts will teach them a life skill that will help them think positively and avoid unnecessary stress and conflict. Examples of negative thought patterns are always/never thinking such as “I am always picked last” or “I never get to play.” Another example is mind reading such as “It won’t matter if I ask nicely, I won’t get to go to the park anyway.”



*Creating or coloring mandalas can promote peace and positive thinking while reducing stress.*

*An excellent book for children on refuting negative thoughts is Mind Coach by Dr. Daniel Amen*



*Did you know that blue is the official color of peace?*

## Essential Questions

1. What is the relationship between human rights and peace?
2. Where in the world are major conflicts occurring? Why?
3. Why does the Carter Center engage in activities to promote human rights around the world?
4. What can you make sure that your life is as peaceful as possible?
5. What does peace look like to you?



**4. Play the Peacemaker Game:** Play the game that challenges you to succeed as a leader where others have failed. Experience the joy of bringing peace to the region, or plunging it into disaster. Play the demo at <http://www.peacemakergame.com/>

**5. Conflict Around the World:** Have students identify where major conflicts are occurring around the world and identify the locations on a map. Why is the conflict happening? What is a solution? Students can write the conflict in a puzzle piece and a possible solution in a matching piece. They should then color the two pieces the same color. When the class is finished put the puzzle together and display it prominently. A variation of this activity can be to have the students identify common conflicts in their school and home lives and use those for the activity.

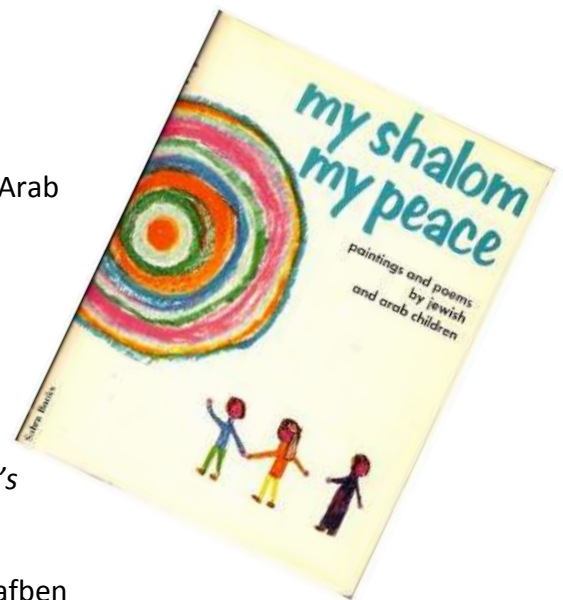
**6. Peace Quilt:** Have students create a class peace quilt using synonyms for the word peace, peace in different languages, peace symbols, and poems about peace using fabric, fabric markers, and ribbons to tie it together. Display the peace quilt in a prominent place.

**7. Read Stories About Peace:**

- *My Shalom My Peace*: paintings and poems by Jewish and Arab children
- *One Peace: True Stories of Young Activists* by Janet Wilson
- *One Thousand Paper Cranes: The Story of Sadako and the Children's Peace Statue* by Ishii Takayuki
- *Out of War: True Stories from the Front Lines of the Children's Movement for Peace in Columbia* by Sara Cameron
- *Paths to Peace: People Who Changed the World* by Jane Breskin Zafben
- *Peace Begins With You* by Katharine Scholes
- *Wangari's Trees of Peace: A True Story from Africa* by Jeanette Winter



*What can people in the U.S. do to promote peace around the world and help end global conflict?*



## REFERENCES

**Footnote 1:** *Beyond the White House: Waging Peace, Fighting Disease, Building Hope* by Jimmy Carter

### **Social Studies for Kids:**

<http://www.socialstudiesforkids.com/articles/worldhistory/palestinianisraeliconflict1.htm>

### **Articles about peace in the Middle East:**

<http://www.independent.co.uk/news/world/middle-east/peace-studies-children-of-israel-394977.html>

<http://www2.scholastic.com/browse/article.jsp?id=3755983>

[http://www.theisraelproject.org/site/c.hsJPK0PIJpH/b.3265575/k.A54B/Israels Commitment to Peace.htm](http://www.theisraelproject.org/site/c.hsJPK0PIJpH/b.3265575/k.A54B/Israels%20Commitment%20to%20Peace.htm)

### **Peacemaker Game:**

<http://www.peacemakergame.com/>

### **Other Internet Resources:**

#### **Peace coloring pages:**

<http://www.squidoo.com/peace-coloring-books>

<http://www.peacesupportnetwork.org/child2.cfm>

<http://www.planetpals.com/peacesymbols.html>

<http://www.crayola.com/free-coloring-pages/print/puzzle-pieces-coloring-page/#>

**Teaching Tolerance:** <http://www.teachingtolerance.org/>

[http://www.ancient-symbols.com/peace\\_symbols.html](http://www.ancient-symbols.com/peace_symbols.html)

**Clip Art:** courtesy of Microsoft.com clipart gallery



## Standards

### 2<sup>nd</sup> Grade Government/Civic Understandings

**SS2CG1** The student will define the concept of government and the need for rules and laws.

**SS2CG2** The student will identify the roles of the following elected officials:

a. President (leader of our nation)

**SS2CG3** The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

### 5<sup>th</sup> Grade Social Studies

**SS5H9** The student will trace important developments in America since 1975.

a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.

# Awarding the Prize

## A Nobel Prize Selection Simulation

### History of the Nobel Prize:

Alfred Nobel, inventor of dynamite, endowed prizes in five areas in his will. One of those awards was to be given to a person who “shall have done the most or the best work for fraternity between nations, the abolition or reduction of standing armies and for the holding and promotion of peace congresses.”

The Nobel Peace Prize has been given every year since 1901, and twenty-three of those awards have been given to organizations rather than individuals.

Members of the Norwegian legislature select the Committee that awards the prize. Selected advisors assist its members.



### President Carter was awarded the Nobel Prize for Peace in 2002.

In this simulation, students will complete a **scavenger hunt** of sorts in the Carter Museum. The information they collect will help them serve as a mock Nobel Selection Committee. They will **find facts** that support the Committee’s decision to award President Carter the Nobel Prize for Peace. They can also **complete a summarizing activity** where they will **evaluate** what it takes to win a Nobel Prize.

### Georgia Performance Standards (GPS):

**SS2H1a:**  
Identify the contributions made by Jimmy Carter (leadership and human rights).

**SS8H12b:**  
Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

**SSUSH25c:**  
Explain the Carter administration’s efforts in the Middle East.



# Pre-Visit Preparation

For these activities, students will need access to the Internet for up-to-date information about the Nobel Prize and how it is awarded.

## Setting the Stage:

Tell students that during their visit to the Carter Library and Museum, they will be playing the role of a Nobel Peace Prize selection committee. They will need to collect information to ascertain whether or not President Carter meets the criteria for the Peace Prize. While viewing exhibits, they will take notes to record their thoughts and impressions.

## Learning about the Prize:

Students will visit the official Nobel Prize website {[www.nobelprize.org](http://www.nobelprize.org)} and read information about the Prize's history, how it is awarded, and characteristics common to the awardees.

## Developing Criteria:

After learning what criteria are common to Peace Prize winners, students will create criteria of their own. The class should discuss these individual lists, and come to a consensus on a list of qualifications that can serve as the class's "official" criteria while they are visiting the Museum.

## Recording Information:

A sample record-keeping organizer is included on the following page, but some classes may find it more effective to design their own organizer. Students will need a way to record information from different exhibits that supports the criteria selected by the class. Students will also want to have some way of tracking where they found the specific facts that support the choice of President Carter for the Nobel Prize.





Criteria – as determined by class consensus	Evidence from President Carter's life and work	Where evidence was found



## Finding President Carter Prize-Worthy: Collecting Evidence at the Museum

Now that students have identified the criteria by which they will be judging President Carter's Nobel Prize-worthiness, they need to collect evidence to support their argument. {Note: teachers can decide whether or not awarding the prize to President Carter is a foregone conclusion. For middle grades students, it may be easier to have them only find evidence supporting the idea of giving him the prize.}

While at the Museum, students will view exhibits with the prize criteria as their frame of reference. Teachers should decide in advance whether to specify an amount of information to collect, or whether that can be left to students' own judgment.

Whether using the form on the next page or one designed in class, students need to record evidence from the exhibits for each criterion listed. They should be as specific as possible, noting the date, event or situation, and location of their evidence. They should also note where they found this evidence in the museum, in case other students want to go and view it for themselves.

If at all possible, teachers should model finding evidence and recording it before releasing students to research on their own. Finding factual evidence to support their own subjective opinions is an important thinking skill, and students will probably need help



## A Deserving Organization?

**Could the Carter Center follow in President Carter's Nobel Prize-winning footsteps?**

Organizations, as well as individuals, are eligible for the Nobel Peace Prize. In fact, the International Red Cross has received the prize three times – in 1917, 1944, and 1963. As a follow-up to the simulation in this document, students could use the Carter Center's website {<http://www.cartercenter.org>} to determine whether or not the Carter Center could (or should) be awarded the Nobel Peace Prize. Students could use the same criteria developed to evaluate President Carter, and then meet in a mock committee session to discuss their evaluation of the evidence, and make a prize decision.



## Post-Visit Activity: Summing it Up

Once students have collected all of their evidence and returned to school, the class should convene a meeting of the Nobel Selection Committee. Depending on time and students' readiness for parliamentary procedure, this committee can be run casually or formally.

Students should present evidence for each of the class's criteria, and students with similar or conflicting evidence should be allowed to state (and support) their opinions. A secretary should record the final consensus on relevant evidence. At the end of the Committee's session, a record will exist of such discussion.

After the Committee has concluded its discussion, it should vote on awarding the Nobel Peace Prize to President Carter. Then, students can individually draft a short piece explaining why President Carter was deserving of the award (or not deserving, if that option was given), and how his actions met the criteria established by the committee. {For inspiration, see the primary source activities on the right.}

Finally, students can share their writing with classmates or a larger audience to explain the Committee's final decision.



*It is clear that global challenges must be met with an emphasis on peace, in harmony with others, with strong alliances and international consensus.*

President Jimmy Carter,  
Nobel Prize Acceptance, 2002

### Primary Source Activities:

\*Give students a copy of the Nobel Peace Prize [press release](#) from 2002. How does this announcement compare to the students' committee decision? Were similar criteria used to award the prize?

\*Have students read President Carter's Nobel Prize acceptance speech. What does the speech indicate about President Carter's opinion of the state of the world? What does it indicate about his continuing work with the Carter Center?

## 1. TYPE OF DOCUMENT (Check one):

- |                                  |                                     |  |
|----------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper  | <input type="radio"/> Map           | <input type="radio"/> Advertisement        |
| <input type="radio"/> Letter     | <input type="radio"/> Telegram      | <input type="radio"/> Congressional Record |
| <input type="radio"/> Patent     | <input type="radio"/> Press Release | <input type="radio"/> Census Report        |
| <input type="radio"/> Memorandum | <input type="radio"/> Report        | <input type="radio"/> Other                |

## 2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

## 3. DATE(S) OF DOCUMENT:

## 4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

## 5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

## 6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

Limit response for each question to 3 lines of text

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

# Fun with Nobel Prizes:

## **Nobel by the numbers:**

Using data compiled from the Nobel Prize's website {[www.nobelprize.org](http://www.nobelprize.org)}, students can determine which countries have had winners receive the prize most often. Why is this the case? Has the variety of countries receiving the prize changed in the past hundred years? Students can create a graph or frequency diagram to share their data.



## **Nobels in Atlanta:**

Another famous Georgian has also won the Nobel Peace Prize. Challenge students to find out who this is, and where that individual's prize is currently housed. Then, using mapping programs like MapQuest or Google Maps, find out how close together the two prizes are currently located. The answer might be surprising!



## **Who might have won?**

The list of Nobel nominations is kept secret for fifty years, so no one knows who else was nominated when President Carter won the prize, nor how many times he might have been nominated prior to winning. To find out who might have won the Nobel Prize fifty-plus years ago, visit:

[http://nobelprize.org/nobel\\_prizes/peace/nomination/database.html](http://nobelprize.org/nobel_prizes/peace/nomination/database.html).



## **Surprising Candidates**

Proving that perspective is everything in history, there are some surprising names on the lists of released nominations, including Soviet dictator Joseph Stalin. Perhaps even more surprising is that Gandhi, despite being nominated numerous times, was never selected as the Peace Prize awardee. For more information:

[http://nobelprize.org/nomination/nomination\\_facts.html](http://nobelprize.org/nomination/nomination_facts.html).





## More from President Carter's Nobel Lecture:

"I am not here as a public official, but as a citizen of a troubled world who finds hope in a growing consensus that the generally accepted goals of society are peace, freedom, human rights, environmental quality, the alleviation of suffering, and the rule of law."



## Helpful Links:

\*Information on the Nobel Prize: <http://www.nobelprize.org>.

\*Press Release for the 2002 Nobel Peace Prize:  
[http://nobelprize.org/nobel\\_prizes/peace/laureates/2002/press.html](http://nobelprize.org/nobel_prizes/peace/laureates/2002/press.html).

\*Jimmy Carter's Nobel Lecture:  
<http://www.jimmycarterlibrary.gov/documents/jec/nobel.phtml>.

\*Information on President Carter's Peace Prize from the Nobel Committee:  
[http://nobelprize.org/nobel\\_prizes/peace/laureates/2002/](http://nobelprize.org/nobel_prizes/peace/laureates/2002/).

\*Video of President Carter receiving the Nobel Peace Prize:  
[http://nobelprize.org/nobel\\_prizes/peace/laureates/2002/award-video.html](http://nobelprize.org/nobel_prizes/peace/laureates/2002/award-video.html).

\*The Carter Center's website: <http://www.cartercenter.org>.

\*Information on Dr. King's Nobel Peace Prize:  
[http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html).



# A PLAN FOR PEACE

## THE CARTER CENTER PLAN FOR PEACE IN THE MIDDLE EAST

The Carter Center analyzes conflicts around the world and aids the parties in conflict resolution negotiations. Much of the Carter Center's focus is on achieving peace in the Middle East. This region of the world has been embroiled in conflict and war for decades, which makes peace negotiations very difficult. Mistrust, hurt feelings, competition for resources, and opposing agendas make facilitating peace in this region a daunting task. This lesson calls for students to examine the Carter agenda for peace as delineated on page 181 of the book *We Can Have Peace in the Holy Land* by Jimmy Carter. Students will use the six (6) specific elements of the plan to investigate the rich history of this region of the world, and to imagine the possibility of peace in this trouble region of the world.

The following **six elements** of the agenda for peace involve compromises that must be made by both Israel and Palestine, and backed by the International Quartet of Arab Nations. In order for the United States to provide assistance in this process, the president would proclaim the six agenda elements that follow.<sup>1</sup>



What are the components of the Carter agenda for peace in the Middle East?

# The Agenda for Peace

1. A demilitarized Palestinian state, with the Israeli Defense Forces replaced by a mutually acceptable international security force effective enough to prevent violence against either side, to guard against militarization, and to allow freedom of peaceful movement;
2. Mutually acceptable modifications, with land swaps, to the 1967 border to permit a number of Israelis to retain their homes in and around Jerusalem, and withdrawal of all other settlers from the West Bank;
3. A sharing Jerusalem, which would be the capital of both states, with special rights of Jews and Muslims within their holy sites and joint governance of other areas of the Old City;
4. The right of Palestinians to return to the West Bank and Gaza and compensation for those with proven claims in Israel;
5. A separate but forceful commitment to reconciliation of the Palestinians and unity between Gaza and the West Bank, with requirements that the two states, Palestine and Israel, recognize the mutual right to live side by side in peace;
6. A specific time limit should be set for the consummation of these goals, or at least an assessment of progress made and difficulties remaining. <sup>2</sup>

**\*Footnotes 1&2: Peace Plan taken from *We Can Have Peace in the Holy Land* by Jimmy Carter.** New York: Simon & Schuster, 2009.



*Did you know that blue is the official color of peace?*

## Essential Questions

1. What is the relationship between human rights and peace?
2. Why is an end to the Arab-Israeli conflict so difficult to achieve?
3. What are the roots of the Arab-Israeli Conflict?
4. What can you make sure that your life is as peaceful as possible?
5. What does peace look like to you?



## ACTIVITIES

**1. Conflicts in the Middle East:** Have students work in pairs to research and examine the history behind one of the points in the plan for peace. One member of the pair will be an Israeli and the other will be a Palestinian. They will examine the point to give their recommendations based on whether they are Israeli or Palestinian. What issues will be a problem? Which issues will be easiest to concede to? Why? Have the pairs report out to the class. Have students change or add anything they would like to the peace plan to see if an agreement can be reached.

**2. View the interactive timeline** of Middle East events since 1900 to get a better understanding of the issues.  
<http://www.pbs.org/wgbh/globalconnections/mideast/timeline/index.html>

**3. Play the Peacemaker Game:** Play the game that challenges you to succeed as a leader where others have failed. Experience the joy of bringing peace to the region, or plunging it into disaster. Play the demo at  
<http://www.peacemakergame.com/>



## STANDARDS

**SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

b. Describe the formation of the state of Israel and the importance of geography in its development.

**SSUSH25 The student will describe changes in national politics since 1968.**

c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

What are the building blocks of peace?



## REFERENCES

For more information on the Carter Center and the Middle East refer to the following books;

*Beyond the White House: Waging Peace, Fighting Disease, Building Hope.* New York: Simon & Schuster, 2007. **The story of the Carter Center since its inception as told by the founder. The chapters offer vignettes of the Center's involvement with many nations with topics ranging from health to election issues.**

*The Blood of Abraham: Insights into the Middle East.* New edition. Fayetteville: University of Arkansas Press. 1993. **This new edition has an extended chronology and afterward. Corrections have been made where needed and the chapter, "The Future", has been slightly updated.**

*Palestine: Peace Not Apartheid.* New York: Simon & Schuster, 2006. **President Carter offers steps to help bring permanent peace to Israel and Palestine.**

### **Social Studies for Kids:**

<http://www.socialstudiesforkids.com/articles/worldhistory/palestinianisraeliconflict1.htm>

### **Articles about peace in the Middle East:**

<http://www.independent.co.uk/news/world/middle-east/peace-studies-children-of-israel-394977.html>

<http://www2.scholastic.com/browse/article.jsp?id=3755983>

[http://www.theisraelproject.org/site/c.hsJPK0PIIpH/b.3265575/k.A54B/Israels Commitment to Peace.htm](http://www.theisraelproject.org/site/c.hsJPK0PIIpH/b.3265575/k.A54B/Israels%20Commitment%20to%20Peace.htm)

### **Peacemaker Game:**

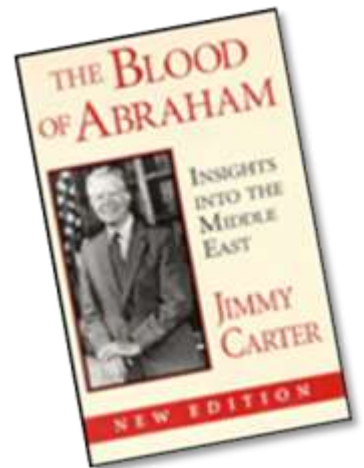
<http://www.peacemakergame.com/>

### **Other Internet Resources:**

#### **Geographical Region:**

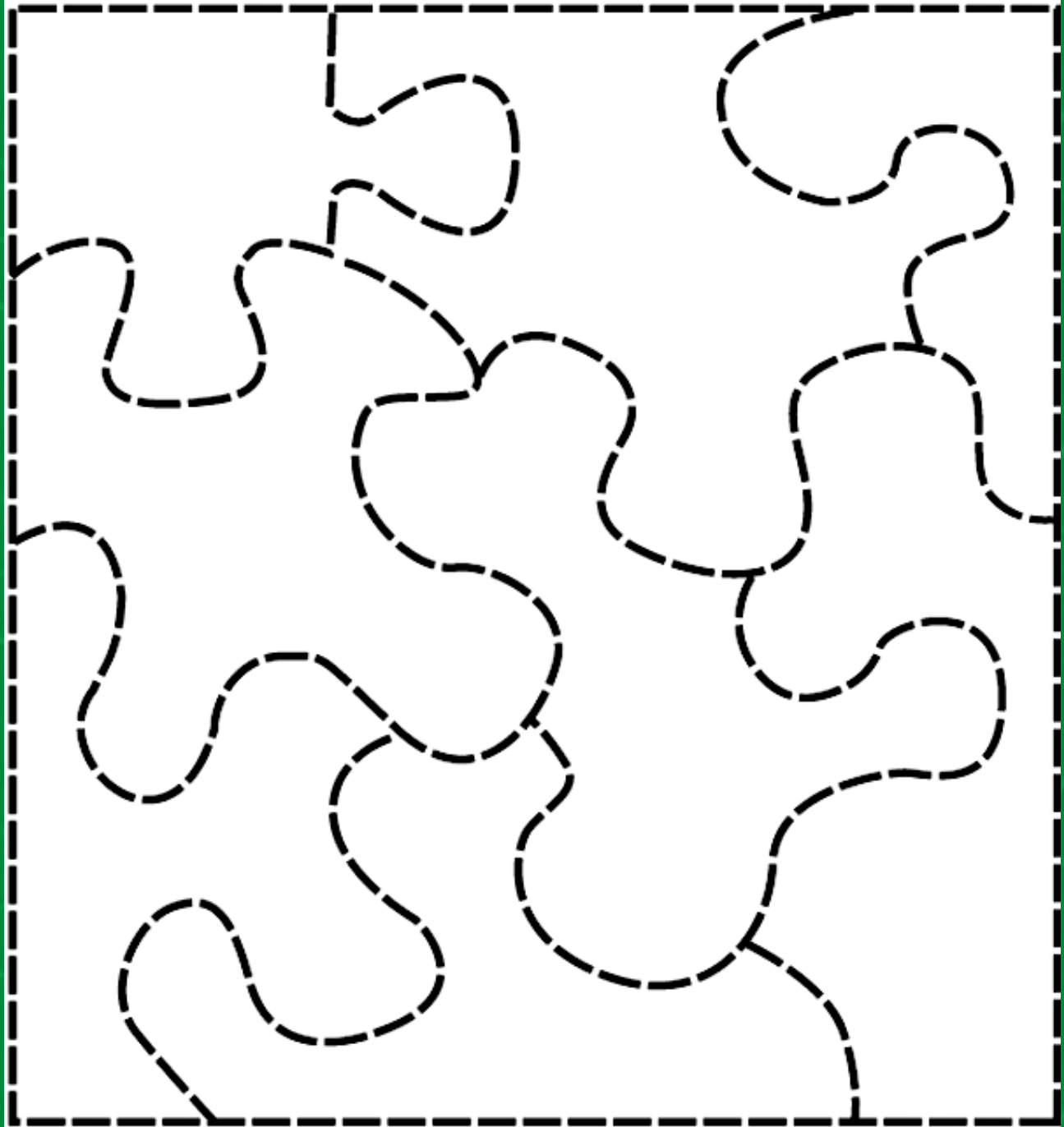
<http://www.p12.nysed.gov/ciai/socst/grade3/geograph.html>

**Clip Art:** courtesy of Microsoft.com clipart gallery and also the Carter Center Library and Museum





# Puzzle Pieces



**Directions:** Color the puzzle pieces, then cut them out along the dotted lines to create your own puzzle game.