

# UNIT 18 CAN WAR MAKE PEACE?

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read Mir's blog about his beliefs about war and violence.
- Answer comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about Mir's beliefs.
- Study the Opinion Network to learn expressions for agreeing and disagreeing and for expressing uncertainty.
- Extend the Topic by talking about their ideas on war and peace.
- Read a Culture Corner extract about Gandhi's sayings.
- Share ideas about how to avoid and resolve conflict in their lives.
- Watch a follow-up video extract from Mike giving his views about conflict and what Mir might do.
- Take the Unit Test.

## Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Richard's unit introduction.

## The Issue

In this unit, the issue is war and peace. Mir, a teenager, understands firsthand the tragedy of war, as he lives in a war zone. He is opposed to violence and war, but he may be forced to fight for his country.

## Questions Raised

- Is war necessary?
- Can war make peace?
- Are there other ways of resolving conflicts without going to war?

## To Keep in Mind

- For most of us, war happens in other places, to other people.
- It might be difficult for students to understand the horrors of war.
- Fighting, conflict, and wars are so much a part of human history that it might be hard for students to imagine other ways of solving problems.

## TEACHING GUIDE

### Getting Ready

→ The three questions are important because they help students start thinking about the issue in the Situation.

🎧 **Teaching Tip:** Students could work alone at first and think about their replies to the three questions. Then put them in pairs or small groups to compare answers.

### Situation

→ Read the introduction to the Situation. You might want to explain a key term, *war zone*.

🎧 **Teaching Tip:** Have your students listen with their books closed to Mir's blog. Next, you might have them read the five questions in Check Your Understanding. Then have the students listen to the CD a second time, also with their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time. Finally, have them answer the five questions.

## Check Your Understanding

### Answer Key

1. b 2. a 3. a 4. a 5. c

### What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, in Activity A, students discuss the opinions of Mark, Anna, Shingo, and Iris. Then, in Activity B, students work in pairs and discuss their agreement or disagreement with the four opinions.

 **Teaching Tip:** For A, you could have the students listen to the four people the first time with their books closed. Then have them open their books and follow along as they listen a second time, checking the opinions with which they agree.

In B, go over the expressions in the Opinion Network. Then have the students, in pairs, go over each of the four opinions. Don't forget that there are more opinions at [www.impact.series.com](http://www.impact.series.com).

 **Culture Point:** In some cultures, children are expected to obey their parents. They do as expected and as asked. They do not question a parent's judgment.

### Extending the Topic: War and peace—my philosophy

→ Have students work individually when completing the questionnaire in Activity A. Give students plenty of time to read and answer the statements. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion in Activity B and the debate in the Extra Activity.

Place students in pairs for Activity B. Read aloud the Basic structures (A and B). In the Extension, the first student, A, provides a final comment.

For the Extra Activity, while the instructions call for groups of five, you could have larger groups (e.g., seven or nine). You could have an even number (e.g., six or eight), with two students serving as the judges.

### Culture Corner

Have students work in pairs or groups of three. Students read through the quotes from Gandhi about nonviolence. Give them an opportunity to ask about unknown words. Make sure the students understand the gist of each quote. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs.

### Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: Violence is necessary to defend our country. Two other students (students C and D) take the position: We don't need to use violence to defend our country. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times. The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

### Sharing My Ideas: Conflict!

#### → Choose

Have students think about what they generally do when they are faced with a conflict. Then ask them to answer the question in the Choose box.

#### → Prepare and Rehearse

Go over the questions in the Prepare box to help students prepare their outlines. They may want to use a separate sheet of paper to make their actual outlines. Remind them to keep their notes simple, and point out the Language Hints.

Before students begin rehearsing with a partner, go over the Listener task and Presentation Tip. Have students work on their speaking pace during the practice stage. Allow plenty of time for students to improve their notes.

### Sample Presentation

*About two months ago, I had a big argument with my best friend. I had told her a secret and then she told my secret to someone else! I was very angry. I felt that she betrayed me. I didn't talk to her for a week. Finally she asked me what was wrong. When I told her, she was surprised. She said that she really didn't know that it was a secret. She apologized. In the end, I learned an important lesson. I should tell my friend not to tell my secrets to others.*

### → Present

Have students work with a new partner, or put them in small groups. Encourage listeners to take notes, because their task is to explain how they would feel in this same situation. Remind them not to read their notes word for word, but only glance at them to remind them of their ideas.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

### Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- 1 – There was a clear introduction, body, and conclusion.
- 2 – There were enough details about the conflict.
- 3 – The presenter used the Language Hints.
- 4 – The presenter spoke at a good pace—not too fast or too slowly.
- 5 – The presenter was calm.

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mike's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

### Answer Key

#### Mike

I know a little bit about the topic of war and peace. I'm from Ireland. And we've had 600 years of struggle and difficulty. Ireland was an occupied country for most of our history, whether it was by the Vikings or Normans or British. But it makes you think about some questions: what is war and peace? How do we know real peace? You can be an occupied country and be "at peace." But are you really at peace?

I sympathize with this child. I realize he's in a very difficult position. He has different views from his family and he lives a very difficult life. What's he going to do? You know, he'll probably grow up and end up joining the army. And maybe for moral reasons, he'll probably try to do as little as possible in the way of violence. That's the way he'll survive. Life's a struggle, but this boy's struggle is harder than most of ours. In my opinion, we need not to fight as much as we do. We need to be more peaceful.

## Video Script

War and peace? Well, I know a little bit about that. I'm from Ireland. And we've had 600 years of difficulty. Occupied country for most of that, whether it be Viking, Norman, British. But what is war and peace? How do we know real peace? You can be an occupied country and be at peace. But are you at peace?

I feel for this child. He's in a very difficult position. He has different views to his family. He lives a very hard life. What's he going to do? Ah, he'll probably grow up, he'll probably join the army, and he'll probably do as little as possible in the way of violence. That's the way he'll survive. Life's a struggle. His struggle is harder than most of ours. We need not fight as much as we do. We need to be more peaceful.

## UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding Mir's point of view about war and his dilemma about what he should do once he's old enough to join the army.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

### Answer Key

- A. 1. a 2. a 3. b 4. c 5. b  
B. terrible, against, necessary  
C. 1. c 2. a

## LINKS

If you would like the class to do additional research on ending war and violence, here are some useful links:

<http://www.mkgandhi.org/nonviolence/index.htm>

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

<http://www.nonviolenceinstitute.org/>