

# Peace

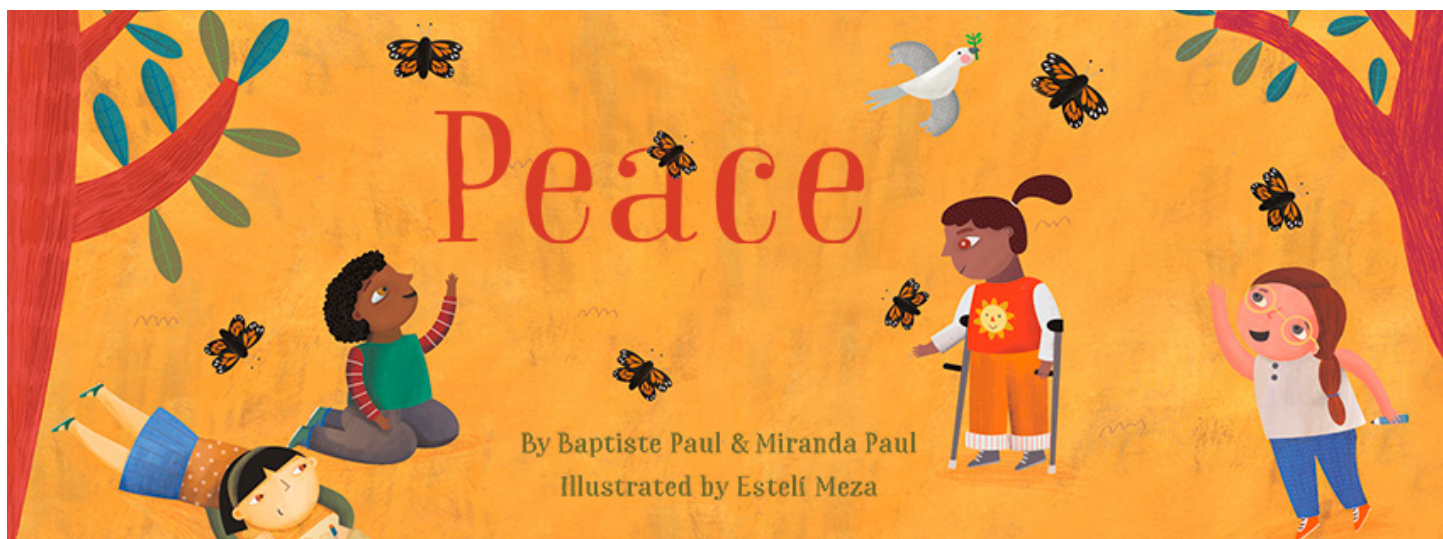


# Teacher Resource Guide

**North**  
**South**







## The Book

*Peace is on purpose. Peace is a choice. Peace lets the smallest of us have a voice.* From a hello and pronouncing your friend's name correctly to giving more than you take and saying I'm sorry, this simple concept book explores definitions of peace and actions small and big that foster it.

## The Creators

Award-winning authors, Baptiste Paul and Miranda Paul, have teamed up with illustrator Estelí Meza—winner of the 'A la Orilla del Viento' the premier Picture Book Contest Award in Mexico—to create an inspiring look at things we can all do to bring peace into our lives and world.

### Miranda Paul

Miranda Paul is the award-winning author of more than a dozen books for children, including *Little Libraries*, *Big Heroes*, illustrated by John Parra (Clarion Books). She is a founding member of the organization We Need Diverse Books, and lives with her family in Green Bay, Wisconsin.

### Baptiste Paul

Baptiste Paul grew up in Saint Lucia. He loves sports, likes to roast his own coffee, and grills. His first book for NorthSouth was *The Field*, winner of the Sonia Lynn Sadler Award, a Junior Library Guild selection, and also appeared on the Horn Book Fanfare Best of 2018, the School Library Journal Best of 2018, and the CCBC 2018 Choices lists.

### Estelí Meza

Estelí Meza grew up surrounded by books, and her love for illustration began when she attended la Feria del Libro Infantil y Juvenil with her father. In 2018, Estelí was awarded A la Orilla del Viento, Mexico's most important picture book award. *Finding Home* is her author-illustrator debut in the United States, published by Scholastic. She has also illustrated books published in Mexico, Spain, and the United Arab Emirates. Estelí spends her days drawing in her neighborhood in Mexico City and is always happiest with her notebook and pencil, and a chocolate pastry and Cafecito.





## The Guide

This guide is designed to help children understand the role and importance of peace in our world. It offers integrated social-emotional, English/language arts, social studies, science, art and music activities for students ages PreK through 5<sup>th</sup> grade. Discussion and activities were created in conjunction with the [Common Core Standards](#) and the pursuit of information according to the American Association of School Librarians (AASL) foundations of inquiry, inclusion, collaboration, exploration, curation, and engagement. Activities may be adapted for each grade level as necessary.

## The Curriculum Writer

Carrie Charley Brown holds a BS in Elementary Education and a M.Ed. in School Media Library. Additionally, she also holds a Literacy endorsement and is currently an elementary school library media specialist in Louisville, Kentucky. She is the founder and co-coordinator of the Reading for Research Month (ReFoReMo) online challenge for picture book creators and educators at [www.reforemo.com](http://www.reforemo.com). She keeps the peace by connecting people of all ages with picture books that fuel the pursuit of information.

## The Publisher and Copyright

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## Before Reading

Common Core Connections

- Ask and answer questions about unknown words in a text.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

## Guided Discussion

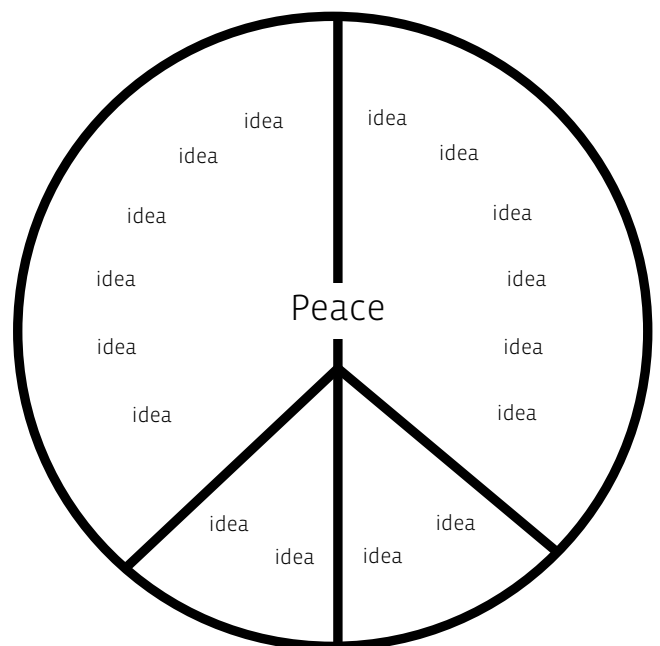
What is peace to you?

Close your eyes and breathe in, then out.

Visualize a peaceful picture or scene. What do you see?

Share with your class.

The teacher may want to gather student ideas on a circle map. A circle map is meant for brainstorming ideas. It begins with the topic in the center of the map. The student ideas will float around the center circle. When all ideas have been added, a larger circle will be drawn around the outside to enclose the ideas.



**What is peace?**

Peace is a state of being, a feeling, a choice, and also a way of interacting with each other. Peace can be different to each of us individually and different still to a family unit, a neighborhood, or an entire community or country.

**What are some words (synonyms) associated with peace?**

calm, acceptance, agreement, union/unity, promise, truce, deal, harmony, balance, stable, forgiveness, reconciliation, resolution, friendship, love, kindness, justice

**Other Discussion Questions**

Are certain things peaceful?  
What classifies something as peaceful?  
How does peace sound? Taste? Smell? Or feel?  
How does peace look in a group of people?  
How can we use peace in a sentence?  
How can we show peace on our hands?  
What are some other symbols for peace?  
How is peace different from one person to the next?  
Can anything happen to take peace away?

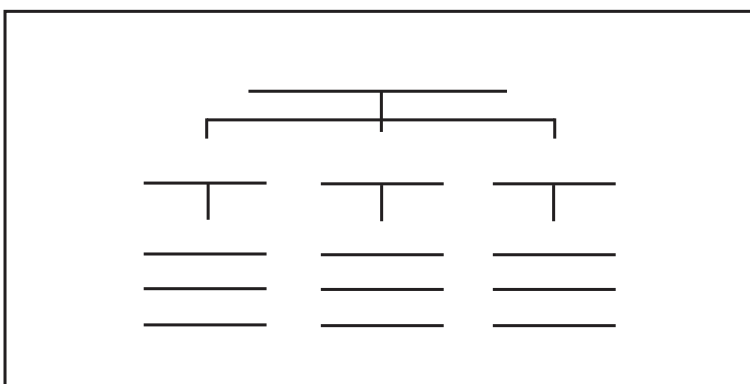
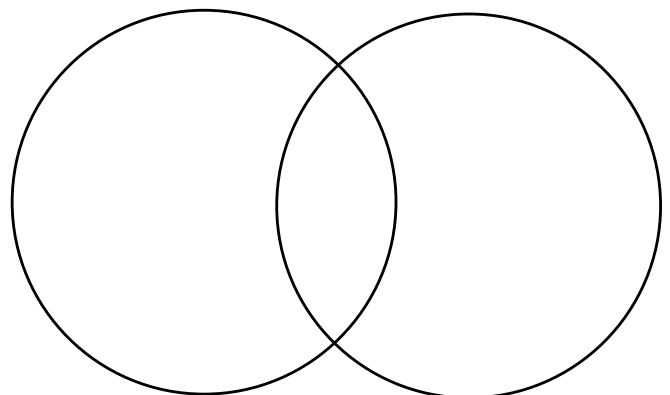
**What is the opposite of peace (antonyms)?**

fight, argument, chaos, rejection, hate, frustration, frazzled, worry, anxious, upset, insecurity (insecure), insurrection, war, out of control

**Peaceful Sort**

As you lead discussion with the questions above, you may want to list peaceful vs. upsetting things. Consider classifying student ideas on a tree map or compare them with a Venn diagram.

<https://www.thinkingmaps.com/tree-2/> and <https://educators.brainpop.com/printable/venn-diagram/>

**Classifying Tree Map****Venn Diagram**

**Picture Walk**

Common Core Connection

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Starting with the cover, take a picture walk through the book while asking:

How are the characters keeping the peace?

Could something happen to disturb the peace?

What disturbs your peace?

**During Reading**

Common Core Connections

- Ask and answer questions about unknown words in a text.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

**Vocabulary Radar**

Each vocabulary word below has accompanying questions that may facilitate discussion and help students' oral language grow as you read. Using the context is important for comprehension.

**Pronouncing/Correctly**

Is there a right and wrong way to say someone's name? How do you feel when someone says your name wrong?

**Directly**

What are the characters doing in this picture? How are they talking to each other directly? Why is it important to look at someone and be near them when talking? What could happen if you tell someone else a message that is meant for another person?

**Bold/Brave**

Which characters are bold and brave on these pages? How are they bold or brave? How are bold and brave similar? Different? Have you ever done something bold or brave?

**Differences**

What are some things about you that could be different for someone else?

**Strengthens**

What is strength? Can you think of a time that you were not strong?  
How did you get stronger?





**Softens**

How are the characters softening their sleep? Why do we soften our sleep each night? How would we feel in the morning if we did not?

**Birth**

How does the picture show us new birth? (Note three ways: Kittens, Pregnant mother, plant clippings growing shoots.) What is birth?

**Embrace**

What is another good word for embrace? How do we embrace something in our lives? How are the characters embracing peace?

**Rhyme Detective**

After reading the book once, ask students if they noticed any words that sound alike. Rhyming words have endings that sound the same. As you reread the story, tell students that they will hear some words that sound alike. Encourage them to be rhyme detectives! When they hear a rhyming word, ask them to raise their hands to share what they heard.

You may alternately choose to pause and allow students to fill in the blank before you read the rhyming word.

Words to keep on your rhyme (and near-rhyme) radar:

hug-slug

correctly-directly (assonance)

wave-brave

take-make

choice-voice

live-forgive

sleep-deep

birth-earth

**After Reading**

Curricular Connection

Identify and give examples of good citizenship at home, school, and in the community and explain why civic engagement in the community is important.

**Coping Skills**

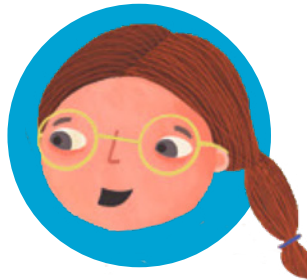
We need to find peace inside ourselves before we can find peace with others. Sometimes we have to work hard to find peace. A coping skill is something we can use to help us find it. Sometimes we use coping skills alone and sometimes we use them with other people. The first step is always naming your feelings.



### **Name Your Feelings**

How do you feel right now? Are your feelings positive or negative?

1. Use the chart to identify your feeling.
2. State how you feel. Example: I feel frustrated.



### **Name Celebration**

Names have distinct sounds and accents. They are chosen especially for us and they define who we are. We are important and that means our names are important, too!

Reflect: How many times do you think you hear your name in one day? A week? A lifetime?

Explore: Orally model how to say your (teacher) name correctly and incorrectly.

Role play: Ask permission to do the same with one child volunteer's name.

Discuss: What did you think when I said your name wrong? Describe how you felt.

To the group: What did you think when I said \_\_\_\_'s name the wrong way? Why is it important to say a name correctly?

Celebrate each name by introducing the rhyming name song:

Examples:

Eric beric-bo-beric, fanana fanna-fo-feric, me-my-mo meric, Eric!

Tanisha bisha-bo-bisha, fanana fanna-fo-fisha, me-my-mo-misha, Tanisha!

### **Deep Breathing Besties**

Breathing deep can help us change negative feelings. It can bring us inner peace.

What kind of breathing bestie will help you?

### **Rainbow Breaths**

1. Relax with your arms by your sides.
2. Breathe in, raising arms up and around to the sky.  
Imagine colors coming out of your fingertips.
3. Breathe out, lowering arms around to your sides again.  
Imagine the colors disappearing.
4. Repeat 5 times.

Take a look at this video:

[https://www.youtube.com/watch?v=HTy\\_fogH2vo](https://www.youtube.com/watch?v=HTy_fogH2vo)



### Octopus Breaths

1. Inhale, extending arms outward to the right and left.
2. Exhale in short puffs, each time swishing arms inward like a swimming octopus.
3. Repeat 5 times.

### Bee Breaths

1. Inhale slowly.
2. Add a buzz or hum as you exhale.
3. Repeat 3 times.



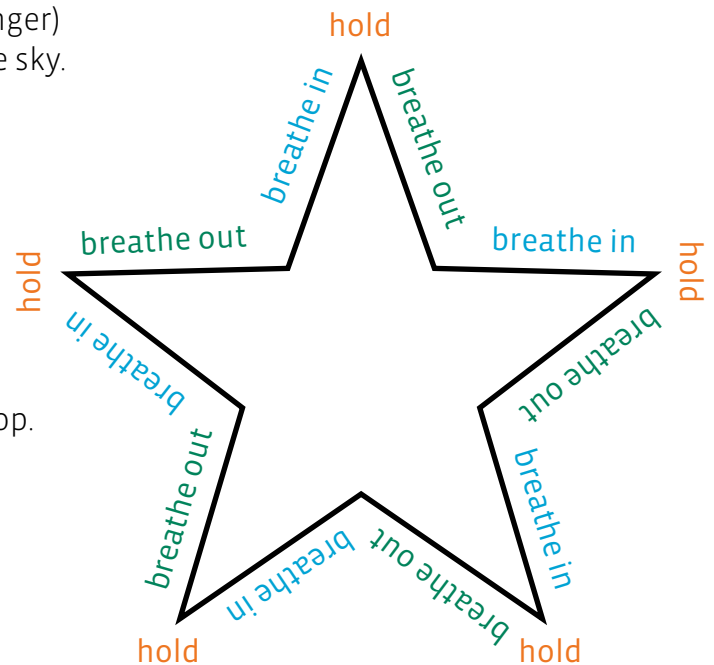
### Explosion Breaths (Good for releasing excitement or anger)

1. Inhale quickly, raising arms up and around to the sky. Fill your tummy balloon as much as you can.
2. Hold your breath for 3-5 seconds at the top.
3. Explode your exhale with a popping sound.

### Star Breaths

1. Spread your hand out like a star.
2. Place your other hand's finger at the bottom of your thumb.
3. Inhale, tracing the outside of the thumb to the top.
4. Exhale, tracing down the inside hill of the opposite side of thumb.

Repeat inhaling and exhaling with each finger until your star is complete.



Take a look at this video:

<https://www.youtube.com/watch?v=67JDaNcX3gE>

### Shape Breathing

Use the shapes to guide your breathing.

<https://copingskillsforkids.com/blog/using-shapes-to-teach-deep-breathing>

### Read Body Language

What do you notice?

1. Use the chart to identify body language.
2. What does the body language tell other people? How can you reach out to someone else?





**Work it Out****Peace Table/Corner**

Sometimes we are upset with other people and we need to find a way to solve problems together. A Peace Table can be a permanently designated space in the classroom or home, and it can also be a flexible idea implemented in any space, at any time. We invite others to the peace table when we need to work things out. With peace as our goal, it is important to always accept the invitation, even when we are angry.

When using the Peace Table we must agree to:

1. Pause and breathe: Sit down at the table and take three deep breaths.
2. Engage with Empathy: Using eye contact, talk and listen.
3. Agree who will go first, then take turns sharing your feelings one at a time. When one person talks, the other(s) must listen, without interrupting. Let the other person know when you are finished sharing.
4. Accept and Apologize: Put aside your differences and agree to move forward.
5. Create a solution: Ask- How could we have handled this better? What needs to change? What will we do to move past this?
6. Endorse: Bump elbows or shake hands to seal the deal.

**Peace Treaty**

A peace treaty is a lot like the Peace Table. It goes a step further by putting the agreement in writing. Opposing people usually come to their own peace table before they sign their names to a written peace treaty agreement.

**Look at the book and think about what would happen...**

...if some of the characters on the butterfly pages captured the butterflies?

How would that make the butterfly observers feel?

...if the boy on the panda page took the panda's bamboo to build a tree house? What would happen to the pandas if they didn't have bamboo to eat?

...if the kids on the garden page wouldn't share with the animals? How would the animals get their food?

**Choose one of the pages above and ask:**

How could they work it out?

What are the characters currently doing to keep peace?



Group students together that have chosen the same issue/page. As they discuss the solutions, have them write a peace treaty for their page.

Think about and include:

- How could they have handled the disagreement better?
- What needs to change?
- How will they move past the disagreement? (How will they handle things better in the future?)



**Sentence starters for your treaty:**

We acknowledge that \_\_\_\_\_ (What needs to change)

We resolve to \_\_\_\_\_ (What is the solution)

On this day, signed \_\_\_\_\_ (Who is endorsing the treaty)

**Text-to-Self Extensions:**

Think about a time when you disagreed with another person. Write a peace treaty that helps you move past the disagreement to a peaceful future.

Propose a peace treaty for your classroom, school, or home.

**Acts of Kindness**

Think back to the story. How were the characters being kind to one another? How can you be kind to others?

An act of kindness happens when you intentionally set out to do, perform, or accomplish something for another person. We can also call this a good deed.

Make a plan to spread kindness with a good deed. Use the questions and sentence starters below to help you.

How will you spread kindness during your good deed? (What is your goal?)  
I would like to spread kindness by:

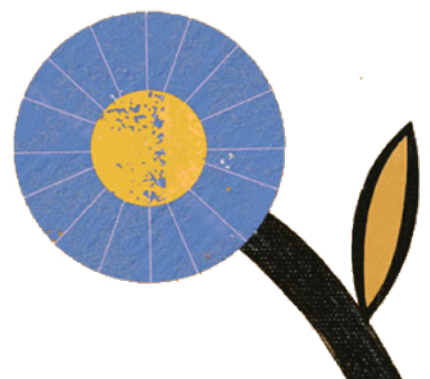
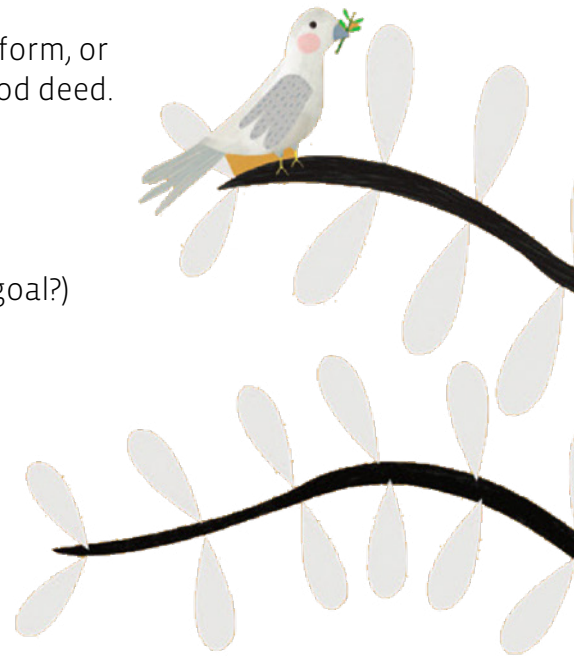
What materials will you need?  
I will need:

How will you prepare for and complete your plan?  
I will:

Who do you need help from in order to complete your plan?  
I need help from:

Who will you need special permission from in order to complete your plan?  
I need permission from:

When will you complete your plan?  
I will complete my plan on:





Once your plan is complete, reflect:

Did your good deed go as planned?

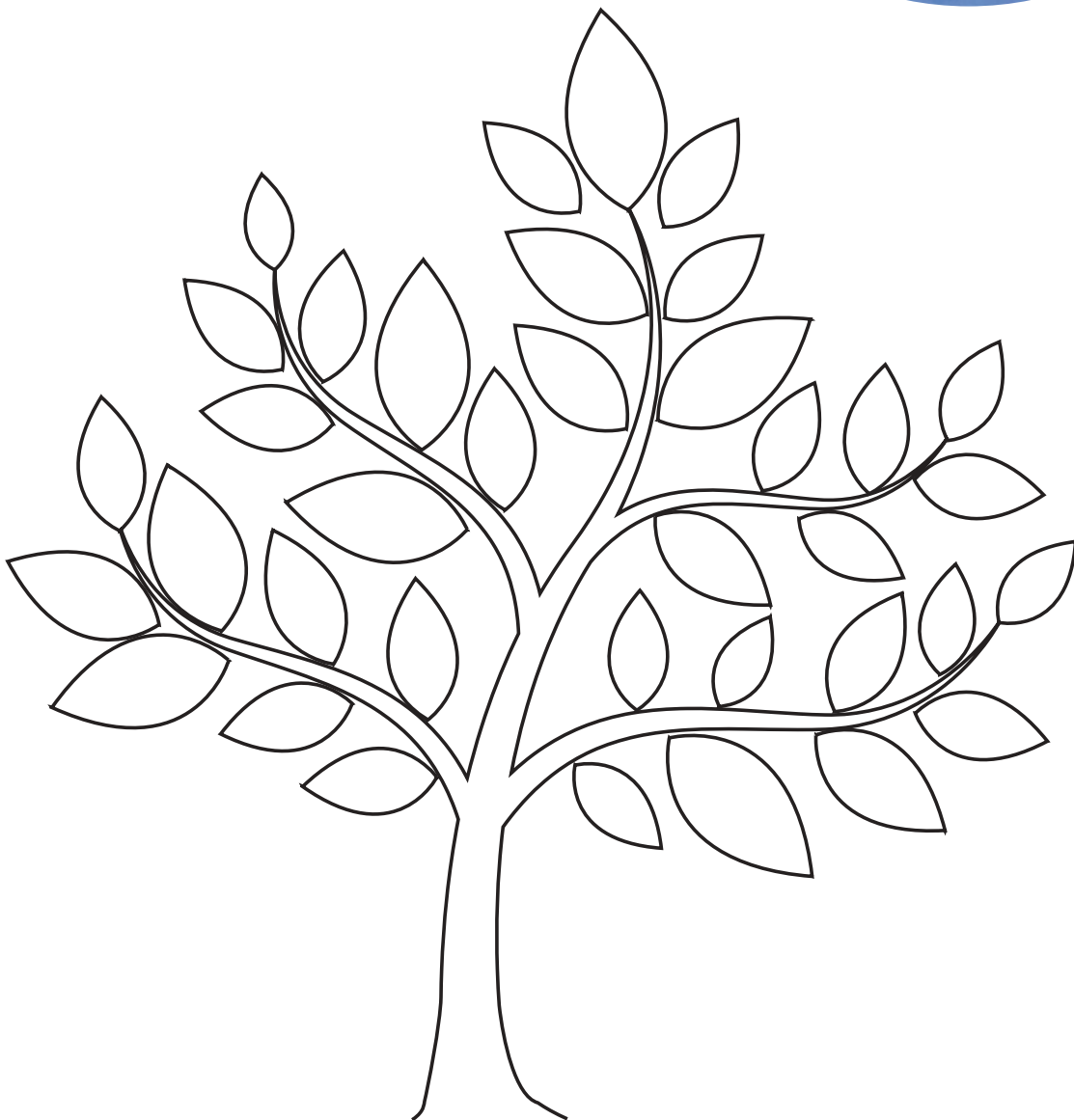
How did it make you feel to spread kindness?

**Peace Tree\***

## Common Core Connection

Recall information from experiences or gather information from provided sources to answer a question. What were some of the peaceful ideas mentioned in the story?

Give each child a blank peace tree or allow them to create their own, as the illustrator did in the end pages.







Using the words from the text, brainstorm ideas that are peaceful to you.

For example, in spread 6-7, ask: What do you notice in the pictures that is bold, quiet, and snug? Can you think of something else in your house that is snug? Do you have a favorite quiet place or activity? Focus on one word at a time.

For example, a special blanket or cat curled in a lap may be snug to a child.

Allow students to share orally, piggy-backing off each idea. Ask them to write their ideas on the leaves of their peace trees. Continue to look at other illustrations to help students brainstorm peaceful objects, actions, people, or places.

\*For students with limited writing skills, you might choose to apply this activity to drawing directly on the Peace Shield below.



**Peace Umbrella**

Common Core Connection

Recall information from experiences or gather information.

Your peaceful ideas protect you by bringing your mind to a peaceful place.

Using the ideas from your tree, create your own peace umbrella. Fill your umbrella with peaceful illustrations.





### **Peace is a Metaphor**

Common Core Connection

Describe how phrases create meaning in written language.

A metaphor is a special way to describe something. It states that one thing IS another thing. Example from the book: Peace is a pillow.

What does that mean? Is peace really a pillow? How does peace resemble a pillow? Why?

Look at the peaceful words on your tree. What is your perfect peaceful metaphor?

Choose one word from your tree to incorporate into a metaphor.

Write your metaphor. Start with Peace is a \_\_\_\_\_.

Then, draw your metaphor.

Share.

Is your peaceful metaphor the same as your classmates? Why not?

We all have different opinions because we have our own beliefs and likes.

### **Peaceful Opinions**

Common Core Connection

Write opinion pieces in which the topic is introduced, opinion is stated, reason(s) supplied for the opinion, and provide some sense of closure.

#### **Prompt:**

O- In your opinion, what is most peaceful to you? (Use your metaphor for reference)

R- Why do you think that peace is like your (metaphor) object?

E- How are you personally connected to your claim?

O- State your opinion again.

Use the OREO structure for support:

**Opinion-** State your opinion

Sentence starters: I think ... I believe ... I feel ...

**Reason(s)-** Why do you think that?

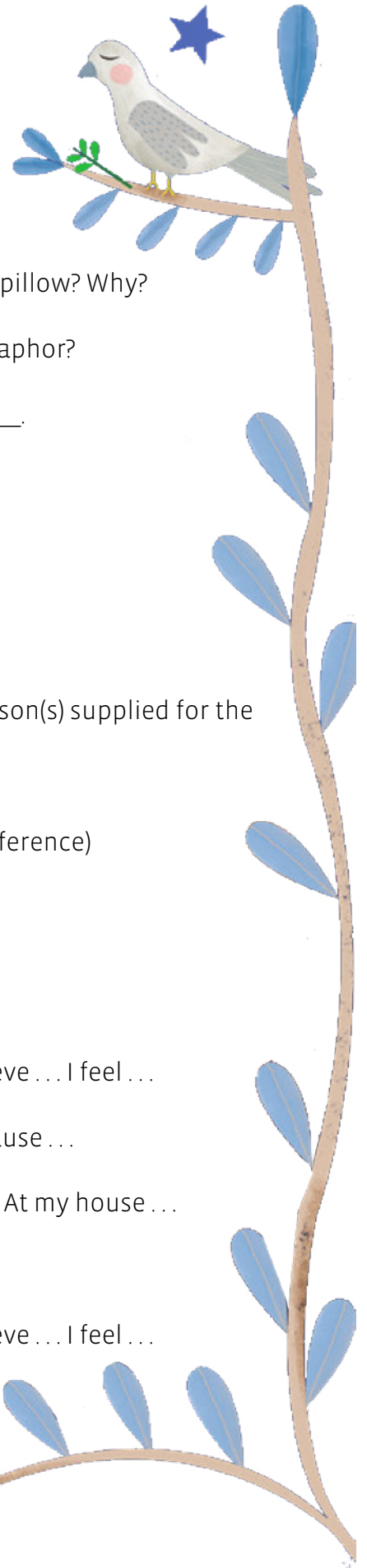
Sentence starters: I think that because ...

**Evidence-** Share your background experience or personal connection related to your claim.

Sentence starter ideas: One time... At my house ...  
I have ...

**Opinion-** State your opinion again.

Sentence starters: I think ... I believe ... I feel ...







O-

R-

E-

O-

For older readers, consider expanding the reasons, or write about a different opinion.  
For example: What is the most peaceful way to work out a disagreement?

**Text to Text Connections: Research**

Common Core Connection

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or other writing)

Research stories or periodicals where peace occurs with animals and people after hardship.

Read: *One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia* by Miranda Paul,  
Illustrated by Elizabeth Zunon (Millbrook)

What did the people do to cause a disruption of peace in the Gambia?

How did the animals in the story suffer from the unpeaceful actions of people?

How did Isatou Ceesay's actions make a peaceful impact on other people?



How did her actions impact the environment?

Opinion: Can one person's peaceful actions matter?

Read: *I Am Farmer: Growing an Environmental Movement in Cameroon* by Baptiste & Miranda Paul, Illustrated by Elizabeth Zunon (Millbrook)

How did a lack of clean water disrupt the characters and environmental peace?

How did Farmer Tantoh's actions make a peaceful impact on other people?

How did his actions impact the environment?

Opinion: Can one person's peaceful actions matter?

What actions can we take to foster peace with our environment?

Read *Lights Out* by Marsha Diane Arnold.

Think & research: How do man-made lights change animal behaviors?



For older readers:

Read and discuss the authors' note.

Research other stories or periodicals that discuss recovery after war.

Suggestions:

*The Peace Tree from Hiroshima: Little Bonsai with a Big Story* by Sandra Moore and Kazumi Wilds (Tuttle Publishing, 2015)

*Branches of Hope: A Story About the 9/11 Survivor Tree* by Ann Magee and Nicole Wong (Charlesbridge-May 2021)

*Survivor Tree* by Marcie Colleen and Aaron Becker (Little, Brown- August 2021)

### **Peace Across Cultures**

Return to the dedication page to notice the dove with the olive branch. This symbol dates back to the story of Noah's Ark in the Bible. In a flooded world, Noah releases a dove from the ark to look for land. The dove comes back with an olive branch to symbolize that new growth is underway on dry land.

Picture Hunt: How many times do you notice the dove in the book?

Older students:

Research how the dove is a symbol of peace across different cultures.

Then, research the meaning of different peace symbols across different cultures.

Here are some examples: Two fingers V-sign, round peace (anti-nuclear) symbol, white poppy (Europe), peace crane (Japan), Pax Cultura (ancient Asian) peace symbol, (Native Americans) sun cradled in moon, Statue of Liberty (peace and friendship between France/America), rainbow (relationship between humans and their gods; for example: God's promise not to flood the world)

After researching, design your own peace symbol.



## Peaceful Explorations

### Music Moves Us

What you will need:

Instrumental or Nature-Inspired Music

Large sheet of paper (butcher/newsprint/poster size is best)

Crayons, markers, or poster/finger paints



1. Before beginning, name your feelings. In this moment, are you calm? Frustrated? Angry? Excited? Notice how you feel.
2. With art materials in hand, close your eyes.
3. Listen to your music and allow your movements to be loose and free as you contact the paper. Don't peek yet! Don't worry about what you create. This exploration relies on allowing the music to move you.
4. Continue for 1-3 minutes.
5. Now peek at your creation. Retrace the lines with your finger and reflect: Where does the music get faster or slower? How did your feelings make it onto the page?
6. Notice: How do you feel now? Did you achieve inner peace? If not, repeat the activity or try an alternative material/method below.

Alternative Materials:

Plastic bag prepared with poster paint or hair-gel zipped inside

Gel cool-pack (meant for injuries)

Soft blanket

If using an alternative material, focus on the feeling under your fingers as you manipulate the gel.

Alternative Method:

In a sitting position, close your eyes and inhale/exhale deeply five times before beginning. Then, allow the music to move your upper body to the music.

### Art Moves Us

What you will need:

large dinner plate

$\frac{1}{2}$  cup milk

food coloring

small bowl

dishwashing soap

cotton swab or toothpick

adult supervision

1. Pour  $\frac{1}{2}$  cup milk on the dinner plate.
2. Add a few small droplets of food coloring to the milk.
3. In a separate bowl, add a few drops of dishwashing soap.
4. Dip the toothpick or cotton swab in the soap, then gently touch the color splotches in the milk.
5. Observe the peaceful movement and beauty of the colors as they expand!





### **Nature Moves Us**

Common Core Connection

Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Plant Inquiry: Sometimes after a big storm, we find branches and plants strewn about. How can we cultivate plants or seeds back to new life? What can we do to restore peace after the storm?



What you will need:

medium-sized basket or tub with holes in the bottom and/or sides

a bag of play sand

rooting compound (Optional)

plant cuttings (flowering shrubs and evergreens work well)

water

white Trash Bag

pencils (or other sticks)

butter knife

notebook

an outdoor space to work

1. Select several small plant cuttings that do not have a wooded stem.
2. Cut them down to about 2-5 inches each.
3. Strip away most of the bottom leaves, keeping only a few leaves at the top of the cutting.
4. Fill the tub or basket with sand.
5. Use the butter knife to create deep, thin rows in the sand.
6. If using a rooting compound, dip the stems in the liquid for five seconds.
7. Place the cuttings in the rows.



8. Stick pencils around the border of the tub.
9. Drench the sand with water, letting the water escape the holes.
10. Slide the entire tub into the trash bag, with the pencils acting as a shield from the plastic.
11. Put some extra water in the bottom of the bag and tie it shut.
12. Put the bag in a shady place outside and leave it there overnight.

Observe the bag periodically over time without opening it the first day. Discuss the condensation that has formed on the bag. Use a notebook as an observation journal, drawing and writing about changes. Water the sand before it gets dry, always keeping condensation as your guide. Check for roots after 3-4 weeks. Let inquiry and questioning lead the way.

