

## Promoting Peace and Understanding Book List for Grades K-12

Compiled by Judith V. Lechner  
Department of Educational Foundations, Leadership, and Technology

Sponsored by

International Women for Peace and Understanding

This bibliography is organized by the following categories:

1. books that show causes and results of conflicts;
2. books that show how conflicts can be resolved;
3. books that highlight cross-cultural or international understanding and tolerance;
4. books that show direct peace efforts by individuals, institutions, and nations.

Each section is further subdivided by broad audience categories: All readers, Preschool/Kindergarten; Primary School (grades 1-3); Intermediate (grades 4-7); Secondary (grades 8+). These designations are approximate. The grade designations following each entry suggest that there is overlap between these age groups so something that is appropriate for the primary grades may be used even more effectively in grades 4 or 5.

Sources for these titles include the compiler's personal experience with the books, and bibliographies which include the following: *Adventuring with Books*, NCTE, 1997 ; *Best Books for Children Preschool Through Grade Six*, 2002; *Best Books for Young Teen Readers Grades 7-10*, 2000; *Best Books for Young Adult Readers Grades 7-12*; *Best Books for Senior High Readers*, 1991 – All published by Bowker; *Children's Books from Other Countries*, Edited by Carl Tomlinson; *Multicultural Literature for Children and Young Adults Vol. II*, 1991-1996, Selected by Ginny Moore Kruse, Kathleen T. Horning, Megan Schliesman, Cooperative Children's Book Center, University of Wisconsin-Madison, 1997; and Children's Literature Comprehensive Database reviews. Other sources are noted with the annotation. There are other good sources, for instance *Children's Literature, An Issues Approach* by Masha Kabakow Rudman. Longman, 1995 which identify more books on stereotyping and other sources of conflict.

This is inevitably an incomplete list. The first part, "Causes and Results of Conflicts" is barely a beginning. Most bibliographies that I consulted had far more entries on war than on peace. There are no lack of books on the topic of war, with the Civil War, and World War II and the Holocaust especially well represented. I have, therefore included only a few recent, and or what I felt were exceptional books on the topic of war. On the other

hand I have omitted some of the best known works, such as *The Diary of Anne Frank*, since teachers and parents are familiar with these. In this section are included works of fiction and fantasy, as well as non-fiction. Most of the fictional works are historical fiction. Through this genre children can see everyday life from the perspective of a child. These are the details history textbooks usually omit. Some of the stories, especially for younger children, are allegorical fantasies.

## **1. Books That Show Causes and Results of Conflicts**

### **All Ages**

UNICEF and Caroline Castle. *For Every Child: The Rights of the Child in Words and Pictures*. Phyllis Fogelman Books and UNICEF, 2001. The rights of the child are listed, one per page, with internationally acclaimed illustrators depicting each right. Can be used with middle grade and older children to discuss issues of children's rights and the way these have been often violated during times of war. **INFORMATONAL PICTURE BOOK Especially Gr. 3-8**

### **Preschool/Kindergarten**

Baker, Keith. *Who is the Beast?* Harcourt, 1990. 32 p. New to the jungle, a tiger tries to find out who the beast is that he hears all the animals fearfully talking about. As they describe him, young readers can see that the clues point to the tiger, though he continues to repeat "Who is the beast? Who can it be? I see no beast. I just see me." The clues also show the similarities between the fearful animals and the tiger, suggesting that we have more in common with those we fear than differences. (Recommended by Gail Goss in "Helping Children Think About Peace: Children's Books That Promote Peace Using a Literature Cluster," *Bookbird* 41(4): 33-40, 2003.) **PICTURE STORY BOOK Pre/K**

Radunsky, Vladimir. *Manneken Pis: The Boy Who Peed on War* Simon and Schuster, 2002. 32 p. "A long, long time ago, there was a small, beautiful town behind a tall stone wall. But then something happened. The War. Enemies came to destroy the beautiful town." The illustrations show a little boy with his parents in peach tones and sunny yellows in the beginning, but when the war comes the colors change to reds and blacks and the parents disappear. The boy goes in search of his parents. As he comes to the center of town he sees his parents amid the tumult with the townspeople defending themselves against the enemy soldiers. Just then he must relieve himself and pees from the wall onto the fighting people, which the soldiers find so funny that they stop fighting. Peace returns. This allegory about the absurdity of war alludes to the famous Belgian fountain, Mannekin Pis and to an anti-war legend about the little urinating boy. Though probably not usable in public school, in spite of its innocuous and childlike approach to the concept of war, the book could be appropriate for use in the home. **PICTURE STORY BOOK Gr. Pre/K-2 (for home use)**

## 1. Books That Show Causes and Results of Conflicts Continued

### Primary grades

Dr. Seuss. *The Butter Battle Book*. Random, 1984. 48 p. The Yooks and the Zooks are sworn enemies. In order to feel safe, each outdoes the other in building more and more sophisticated weapons. PICTURE STORY BOOK. **Gr. 2-4**

Decker, Timothy. *The Letter Home*. Front Street Books, 2005. 32p. A father writes a letter to his son from the front in Europe on the eve of Armistice Day in 1918. He is coming home. While his words are kept light to protect the young child from the horrors of his war experiences, the stark illustrations make it clear that war was not fun and games. Ends on a hopeful note, "Compassion as action to ease the pain of the world," with a picture of the Statue of Liberty, and a last scene with his young son reading the letter and seeing his father arrive.

Fox, Mem. *Feathers and Fools*. Illustrated by Nicholas Wilton. Harcourt Brace, 1989. 34 p. A modern fable about the peacocks and the swans who allow the fear of their differences to become so great that they end up destroying each other. Abstract - Expressionistic illustrations. PICTURE STORY BOOK. **Gr. 2-4**

Khan, Rukhsana. *The Roses in My Carpets*. Illustrated by Ronald Himler. New York: Holiday House, 1998. 32 p. Ages 7-9. When a young boy and his mother and sister come to a refugee camp to escape the war in Afghanistan, he finds some comfort in the beauty of the carpets he is learning to weave. Explicit about dangers of war and hardship of refugee camp, but optimistic. PICTURE STORY BOOK. **Gr. 2-4**.

Lionni, Leo. *Greentail Mouse*. Pantheon, 1973. 32 p. During Mardi Gras all the mice don masks representing large or ferocious animals. At first they have great fun, but eventually they lose sight of who they are and begin to frighten one another. Each becomes fearful of everyone else until one little mouse remembers that they are just peaceful little mice, not ferocious beast, and helps all the others remove their masks. PICTURE STORY BOOK. **Gr. 1-3**

Popov, Nikolai. *Why?* North-South Books, 1996. 38 p. In this wordless picture book a frog sits in an idyllic meadow admiring a flower when a rat attacks him and snatches his flower. This act of aggression escalates into full scale war in no time, resulting in the ultimate destruction of the green meadow. In the last scene the frog and rat are each sitting on a hummock, wondering why they had been fighting in the first place. PICTURE STORY BOOK **Gr. 2-4**

### Intermediate

Avi. *The Fighting Ground*. Harper & Row, 1987. 156 p. Fourteen year old Jonathan longs to take his father's rifle and join the Revolution to fight the British for American independence. War, however, is not just a glorious escapade, and Jonathan soon finds

himself marching through the cold mud and rain. In this coming of age story Jonathan grows and matures as he fights with his own conscience to decide what is right. Vivid scenes of the Revolutionary War help create an authentic setting. HISTORICAL FICTION. **Gr. 5-7**

## **1. Books That Show Causes and Results of Conflicts Continued**

Balgassi, Haemi. *Peacebound Trains*. Illustrated by Chris Soentpiet. Clarion, 1996. 46 p. The author retells in fictional form the story of her mother's and grandmother's escape from North Korea during the Korean War, traveling with hundreds of other refugees on the top of the last south bound train. HISTORICAL FICTION. **Gr. 3-6**

Beatty, Patricia. *Charley Skedaddle*. Morrow, 1987. 186 p. When in 1861 Charley, a twelve year old, hears a recruiting unit march through the streets in his New York City neighborhood, he is all fired up to join as a drummer boy. His excitement continues as he finds himself in Virginia with a New York regiment. After experiencing the Battle of the Wilderness, however, his only thought is to escape, which he does, eventually reaching West Virginia. The idea of his own cowardice and dishonor plagues him. This is one of the most vivid accounts for young readers of the Battle of the Wilderness and the horrors of war. HISTORICAL FICTION. **Gr. 5-7**

Beatty, Patricia. *Turn Homeward Hannalee*. Morrow, 1984. 193 p. Twelve year old Hannalee and her sister work in the factory at Marietta, Georgia, to produce Confederate uniforms until the Union soldiers arrive and remove her, the other mill workers, and her siblings to Indiana to work in factories and on farms. As she leaves, her mother reminds her to turn homeward when the war is over, which Hannalee and her sister and brother do, crossing the last terrible fields of battle in Tennessee. HISTORICAL FICTION. **Gr. 4-7**

Beatty, Patricia. *Who Comes With Cannons?* Morrow, 1992. 192 p. Truth Hopkins, a Quaker girl from Indiana is visiting her aunt and uncle in North Carolina on the eve of the Civil War. The family in North Carolina run an underground train station. Now the war brings new dangers to them from both sides because of their pacifist beliefs. HISTORICAL FICTION. **Gr. 5-7**

Coerr, Eleanor. *Sadako*. Illustrated by Ed Young. Putnam, 1993. 48 p. This picture book is an adaptation of a film of the same name, which in turn had been created from Coerr's earlier short fiction *Sadako and the Thousand Cranes*. Sadako, the girl who is honored by a monument in the Hiroshima Peace Park, and her friends were reported to have folded origami cranes in the hopes that in keeping with a legend, she would be able to survive her radiation sickness if she folded a thousand cranes. Though she did not live, her memory has inspired others to work for peace. The book ends with her friends'

words engraved on the monument: This is our cry, this is our prayer, peace in the world.  
INFORMATIONAL BOOK. **Gr. 3-6**

## **1. Books That Show Causes and Results of Conflicts Continued**

Ellis, Deborah. *Mud City*. Toronto: Groundwood, 2003. 164 p. In this sequel to *Parvana's Journey*, Parvana's friend Shauzia, who has fled from Afghanistan to Pakistan is trying to survive on her own living in the streets. She prefers this existence to living in a refugee camp. Shauzia's efforts to take control of her own life against insuperable odds created by poverty and the world's indifference to the sufferings of refugees and children living in poverty, make this a powerful story. As with the previous book, Ellis provides information on how readers can help rebuild Afghanistan or can help street children through an organization to which Ellis donates her royalties. FICTION. **Gr. 6+**

Ellis, Deborah. *Parvana's Journey*. Toronto: Groundwood, 2002. Graphically describes the suffering and courage of four Afghani children who are left homeless and parentless during the Afghani civil war. Hunger, fear of soldiers, and the ever-present danger of bombing or land-mines, one of which eventually takes young Leila's seemingly charmed life, are their constant companions as the children make their way to the refugee camp where Parvana believes her mother to be. This is a strong anti-war book with a plea for helping refugees. FICTION **Gr. 6+**

Fleischman, Paul. *Bull Run*. HarperCollins, 1993. 104 p. Everyone thought it would take just one battle to win the Civil War and restore the Union. Entire parties came from Washington D.C. to Virginia to observe the battle. Fleischman shows the excited, then horrified and disillusioned responses of a wide variety of participants, viewers, and relatives through letters and diaries that he creates for each character. HISTORICAL FICTION. **Gr. 5-7.**

Foreman, Michael. *War Boy: A Country Childhood*. Arcade, 1990. 92 p. Using watercolor panels the author/illustrator depicts life in his village on the Suffolk coast of England during WWII, telling about, and showing scenes from everyday life under extraordinary circumstances, such as an incendiary bomb landing in the kitchen, a scene of the village church's steeple burning, and children playing one minute and running for shelter the next. BIOGRAPHY. **Gr. 4-7**

Frank, Rudolf. German. *No Hero for the Kaiser*. Lothrop, Lee, and Shepard, 1986. 222p. Translated by Patricia Crampton. Jan, fourteen, a Polish boy of German ancestry, identifies at first with the German soldiers who invade his village during WWI, but as he

gets swept into the life of the army and into the war, he realizes that he is being used by the German government for propaganda by claiming they were liberating him from oppression by Poles and from capture by the invading Russian army. Jan soon decides that he does not wish to be the symbol for fomenting further bloodshed and refuses to cooperate. First written in the 1920s, this was a strong anti-war book for children along the lines of Remarque's *All Quiet on the Western Front*, which is for young adults and adult. HISTORICAL FICTION. **Gr. 5-8**

## **1. Books That Show Causes and Results of Conflicts Continued**

Giblin, James Cross. *The Life and Death of Adolf Hitler*. Clarion, 2002. 242 p. This account of Hitler's life from youth through his rise to power to his final days relates Hitler's personal life to the turmoil of the times – both the conditions of poverty and frustration that made him seem acceptable to many and the devastation he created through direct orders and through his fanatical followers. Outstanding text and photographs make this a valuable addition to any study of World War II and the Holocaust. BIOGRAPHY. **Gr. 6+**

Hahn, Mary Dowling. *Stepping on the Cracks*. Houghton Mifflin, 1991. 218 p. Margaret is in the sixth grade in a town in Maryland during WWII. Her brother as well as that of her best friend Elizabeth are away at war, while the girls, though patriotic, live their typical sixth grade lives, which includes private feuds with the class bully, Gordy, and his friends. When Margaret discovers that Gordy is hiding his older brother Stuart, a deserter, in the woods, she must make a decision about whether to turn him in or to help him, thus having to confront her own values. She knows that they must fight Hitler and that her own brother is fighting, yet she understands that Stuart is not just a coward but has chosen not to kill fellow humans. "As in the best political fiction, there are no simple messages. Everything is rooted in story and character and in a view of the landscape where categories waver in the heat, blur in the snow, 'so you could hardly see where one thing ended and something else began.'" (Hazel Rochman, *Booklist* Oct. 15, 1991) HISTORICAL FICTION. **Gr. 5-8**

Heide, Florence Parry, and Judith Gilliland. *Sami and the Time of Troubles*. Illustrated by Ted Lewin. Clarion, 1992. 40 p. Set in Beirut during the bombing in the '80s in Lebanon, this story shows how children try to maintain a semblance of normalcy as they continue to study in bomb shelters. PICTURE STORY BOOK. **Gr., 4-6**

Hunt, Irene. *Across Five Aprils*. Morrow, 1993. Original Follet, 1964. 224 p. The setting is southern Illinois during the Civil War, and the Creighton family is divided as two brothers take up arms on opposite sides. Nine years old Jethro is the only 'man' left to run the farm since his father is disabled. He eagerly awaits news of the war, which arrives in bits through letters and newspapers, telling him of where his brothers are through tales of horror from the battles in Tennessee and from Vicksburg. HISTORICAL FICTION. **Gr. 4-6**

Innocenti, Roberto. *Rose Blanche*. Text by Christophe Gallaz. Creative Education. 1985. The name alludes to the White Rose resistance group of young people in Munich during WWII. In this mostly pictorial representation, a young girl begins to notice something strange in her city and as she begins to follow some soldiers taking people away in trucks, she discovers a group of children behind a barbed wire fence. She begins to secretly visit them and feed them. On the day of liberation a stray bullet kills the young girl. PICTURE STORY BOOK **Gr. 4-7**

## **1. Books That Show Causes and Results of Conflicts Continued**

Lehman, C. *The Ultimate Game*. A computer strategy game that can let you enter any historic period of your choosing and take over the strategic command of a situation in that era sounds like the ultimate in adventure gaming, but when three French boys try the moment they each had dreamt about, a battle on the French German border in WWI; a moment in the war in Bosnia in the 1990s, and a day in the Spanish Civil War, they discover that war is not a game. Includes graphic violence. FANTASY. **Gr. 5-8**

Maruki, Toshi. *Hiroshima No Pika*. Lothrop, Lee, and Shepard, 1980. 48 p. Retells in vivid but impressionistic pictures and words a mother's remembrance of the moment of the dropping of the A bomb and its aftermath as she tried to carry her children to safety. The author/artist was inspired by an art exhibit in her native Japan, showing people's reaction to this terrible event. PICTURE STORY BOOK. **Gr. 4+**

Orlev, Uri. *The Man from the Other Side*. Puffin Books, 1995. 186 p. Translated by Hillel Halkin. Marek is not fond of his stepfather, but he accompanies him to help Jews escape from the nearby Ghetto, as in the worn-torn Warsaw of WWII, any means of obtaining money for food is better than starving. Marek's stepfather follows the same philosophy, as for a good fee he helps the Jews he despises to escape. Eventually Marek has to make a moral decision as to whether to help a young rabbinical student or to simply rob him and abandon him. As he gets to know the student he begins to see the horror of the Nazis' plans for the Jews and decides to help. This book highlights the fact that often people can do good in spite of themselves. HISTORICAL FICTION. **Gr. 5-8**

Park, Linda Sue. *When My Name Was Keoko*. Clarion, 2002. 199 p. Keoko is not the protagonist's real name, but during Japanese occupation, all Koreans must adopt Japanese names. Keoko and her brother, along with a number of people they meet, however, are secretly resisting Japanese domination, even as the war makes life more and more dangerous each day. HISTORICAL FICTION. **Gr. 5-7**

Pelgrom, Els. *The Winter When Time Was Frozen*. Morrow, 1980. 253 p. Translated by Maryka and Raphael Rudnik. The Vandaerhooks' farm is a haven not only for 11 year old Noortje and her father but another family of four, plus granny, as well as to Theo, a member of the Resistance, and to the newborn baby Sarah Meyer, whom the

Vanderhooks take in when it became obvious that the baby would not survive in the woods nearby where the baby's Jewish family are hiding from the Germans.. All these people, now staying at the farm, had had to flee the city during the occupation of Holland. Noortje loves the life on the farm and learns about quiet courage and love from the Vanderhooks. Especially vivid descriptions of life on a farm in WWII Holland. HISTORICAL FICTION. **Gr. 4-7.**

## **1. Books That Show Causes and Results of Conflicts Continued**

Robb, Laura. *Music and Drum: Voices of War and Peace, Hope and Dreams*. Illustrated by Debra Lill. Putnam, 1997. 32 p. This is an anthology of 22 poems of war and peace that the editor first used in her classes on peace studies. The poems include well-known authors such as Carl Sandburg, Langston Hughes, and Lucille Clifton as well as children who write about their own experiences with war and the desire for peace. POETRY. **Gr. 3-6**

Verhoeven, Rian. Dutch. *Anne Frank, Beyond the Diary A Photographic Remembrance*, Viking, 1993. 113 p. Informational. The author-photographer explores the life of Anne Frank and the circumstances surrounding her hidden existence during World War II. Historical essays, diary entries, photographs, and maps illuminate the era. INFORMATIONAL BOOKS. **Gr. 4-7**

Warren, Andrea. *Surviving Hitler: A Boy in the Nazi Death Camps*. HarperCollins, 2001. 146 p. Based on interviews with Jack Mandelbaum, the author recounts his life as a young boy just before and during WWII. BIOGRAPHY. **Gr. 6+**

Wassiljewa, Tatjana. *Hostage to War: A True Story*. Translated by Anna Trenter. Scholastic, 1997. 188 p. The author tells of her struggles as an 11 year old girl to survive in war torn Russia during WWII. She recounts how she tried to find food for her starving family, her journey through the countryside, and her eventual life as a prisoner of war in Germany. An honest account, the author's courage and endurance also make this an inspiring book. BIOGRAPHY **Gr. 6+**

Watkins, Yoko Kawashima. *So Far from the Bamboo Grove*. Beech Tree Books, 1994. 183 p. Based on the author's experience as a Japanese child who with her mother and sister escape from Korea and the liberating Russian army at the end of WWII, this is a fictionalized account of their journey back to Japan and the hardships they face as well as the kindnesses they receive from Koreans along the way. HISTORICAL FICTION. **Gr. 6+**

Zeï Alki. *Petros' War*. Translated by Edward Fenton. Dutton, 1972. 236 p. Excited by the promise of war, Petros painted August 27, 1941, the date the Occupation of Greece began, indelibly on his pet turtle's shell. Later, as Petros learned the true meaning of



war, he and his friends wrote indelible signs all over the walls of the city to demand at first food, then freedom from the German and Italian occupiers over the next three years. In these years Petros grows from a little boy to an adult as he experiences famine and sees his friends die. His understanding of the meaning of true heroism expands, from his simplistic notions of war heroes with guns and swords, to recognizing the many small and great acts of courage that ordinary people showed as they hid friends and even former enemies, such as the Italian soldier his mother hid, and resisted tyranny by demonstrations, sabotage, and guerilla fighting. HISTORICAL FICTION. **Gr. 5-8**

## **1. Books That Show Causes and Results of Conflicts Continued**

### **Secondary**

Myers, Walter Dean. *Fallen Angels*. Scholastic, 1988. 309 p. Richie Perry, a junior in high school decides to drop out and join the army in order to help out with his family's finances. The year, however, is 1967 and Richie soon finds himself in Vietnam, experiencing all the fear and horror of war. This is a beautifully written, honest portrayal of war. HISTORICAL FICTION. **Gr. 8+**

Rabinovici, Shoshana. *Thanks to My Mother*. Dial, 1998. Translated by James Skofield/1991. 246 p. In 1941, when the Nazis occupied Vilnius, Lithuania, Susie's greatest sorrow was that her beloved parents had become divorced. From age 9, however, her life, like that of millions of other Jews, moved from uncertainty about the future, to privations and hardships which ended her days in Vilnius in an underground hideout with a 100 other Jews, where the crying of babies could spell certain detection, and the lack of sufficient air and fear of imminent collapse of the earth above, made survival almost unbelievable. But survive she did, thanks to her mother's unflinching strength and wisdom, only to be discovered and taken by the Nazis to far worse conditions in a concentration camp. Again, it was through her mother's constant alertness, courage, and admonitions that Susie managed to avoid being sent to her death (as too young to work), and lived to escape the final death march which ended the lives of so many after the war was officially over, as the Nazis retreated and forced their prisoners into boats that sank in the Baltic Sea. The capacity of the human spirit for love and caring even in these most abhorrent conditions makes this an inspiring book, in spite of the extreme hardships it describes. BIOGRAPHY. **Gr. 8+**

Szpilman, Wladislaw. *The Pianist* New York: Picador, 1999. 222 p. This extremely moving first-hand account relates Szpilman's survival in Warsaw from 1939-1946, trying to feed his family in the Warsaw Ghetto, being saved from deportation to concentration camp and extermination by an unknown person at the last minute, hiding in attics and on roofs, and trying to stay sane in spite of his isolation, fear, and hunger by mentally (in total silence and without books or paper and pen) practicing his English and piano. Szpilman shows not only the inhumanity of the oppressors and their henchmen, but the courage of people who hid or in other ways helped him, regardless of the extreme danger

to themselves. One of these people was a German officer who was later executed in spite of Szpilman's efforts to save him. BIOGRAPHY. **Gr. 10+**

## **2. Books That Show How Conflicts Can be Resolved**

### **All Ages**

Baskvill, Jane. *If Peace is a Promise*. Illustrated by Stephanie Carter. Mondo, 2003. A poem, that according to one reviewer could become the anthem for many peace movements, celebrates personal commitment to peace through words and pictures. The poem suggests many things we can do to promote peace, from waving a hand in friendship to making and keeping promises. POETRY. **Preschool-Gr. 6**

Garrison, Jennifer, and Andrew Tubesing. *A Million Visions of Peace: Wisdom from the Friends of Old Turtle*. Scholastic, 1996. 32 p. This book, which includes writing and art by children, is a collection of ideas for world peace offered to the authors by many different people, and the suggestions are easy for children to try. INFORMATIONAL. **Gr. Preschool+**

Hamanaka, Sheila, coordinator. *On the Wings of Peace: Writers and Illustrators Speak Out for Peace in Memory of Hiroshima and Nagasaki*. Clarion, 1995. 144 p. Sixty international children's writers and illustrators, including such well-loved authors/illustrators from the United States as Ashley Brian, Joseph Bruchac, Walter Dean Myers, Katherine Paterson, Jerry Pinkney, and Ed Young, created an inspiring collection of poetry, history, short stories, memoirs, and art to accompany each entry. Includes a bibliography for further reading. "As a whole the volume energizes, rather than assessing blame or creating melancholy." (*Multicultural Literature for Children and Young Adults*, v. 2 by the Cooperative Children's Book Center, 1997 p. 65). COLLECTION OF VARIOUS GENRES. **Gr. 4+**

Swamp, Chief Jake . *Giving Thank: A Native American Good Morning Message*. Illustrated by Erwin Printup, Jr. Lee & Low, 1995. 24 p. Chief Jake Swamp has delivered this Iroquois (Six Nations: Mohawk, Oneida, Cayuga, Onondaga, Seneca, and Tuscarora) ceremonial address at the United Nations and throughout the world. The message of the Thanksgiving Address is "peace and appreciation for Mother Earth and all her inhabitants." INFORMATIONAL. **Gr. K-5**

### **Preschool/Kindergarten**

Cowley, Joy. *The Duck in the Gun*. Illustrated by Robyn Bleton. Shorthand, 1992. 32 p. (Originally published in New Zealand, Distributed in U. S. by Rigby). A general leads an army to against a town and is ready to take over, but has to wait to fire his cannon, because a duck has made a nest in it. By the time the ducklings hatch the general and his soldiers have made friends with the towns people and he has married the prime minister's daughter. PICTURE STORY BOOK. **Gr. Pre/K-1.**

Leaf, Munro. *The Story of Ferdinand and the Bull*. Grosset and Dunlop, 2000 (originally published in 1936). 32 p. This classic story of a bull who prefers smelling the flowers to fighting in the arena, has been reissued with water color illustrations. PICTURE STORY BOOK. **Gr. Pre/K-2**

## **2. Books That Show How Conflicts Can be Resolved Continued**

Lionni, Leo. *Six Crows*. Alfred Knopf, 1988. 32 p. All would be well in the life of a farmer in a mythical land that's vaguely reminiscent of India, if it weren't for the crows that threaten his ripening crop. To scare them away, he creates a scarecrow. The crows are frightened and respond by building a ferocious kite, which in turn scares the farmer, who builds a larger, more terrifying scarecrow. This escalation of defense weapons continues until an owl persuades the opponents to begin talking to one another and both sides discover that they actually like one another and have been missing each other's company. The story ends with the owl perched on the now smiling giant scarecrow. PICTURE STORY BOOK **Gr. Pre/K-3.**

### **Primary**

Cruz Martinez, Alejandro. *The Woman Who Outshone the Sun: The Legend of Lucia Zeneno = La Mujer Que Brillaba Aún Más que al Sol: La Leyenda de Lucia Zenteno*. From a poem by Alejandro Cruz Martinez. Story by Rosalma Zubizarreta, Harriet Rohmer and David Schechter. Illustrated by Fernando Olivera. Children's Book Press, 1991. 32 p. A mysterious woman arrives in the village, her hair flowing behind her, bringing brightly colored flowers on her skirt and thousands of dancing butterflies. When, because of a misunderstanding she is driven from the village, the river and all its inhabitants follow her. Frightened, the people beg her to return, learning the lesson that people must "treat everyone with kindness," no matter how different they seem. PICTURE STORY BOOK **Gr. K-6**

Elzbieta. *Jon-Jon and Annette*. Holt, 1993. 30 p. Two children play together happily every day until a war comes and separates them as their parents tell them they must not play with the each other. Jon-Jon, whose father has gone to war becomes sad and lonely for both his father and his friend. The children are reunited after the war. "This book is an excellent allegory for exploring the negative effects of war and illustrating the capacity of love and human affection to transcend borders and military conflict." (*Adventuring With Books*, NCTE, 1997) PICTURE STORY BOOK **Gr. K-2.**

Johnson, D. B. (Donald B.) *Henry Climbs a Mountain*. Houghton Mifflin, 2003. 32. p. Henry Bear (modeled on Henry David Thoreau), goes to jail in order to uphold a principle; he does not want to support slavery with his taxes. (Thoreau did this to protest taxes supporting the Mexican American War, which would add new slave territory to the United States). This is the third book in a series introducing the life of Thoreau for younger readers. PICTURE STORY BOOK. **Gr. 3-5**

## **2. Books That Show How Conflicts Can be Resolved Continued**

Lionni, Leo. *Nicolas, Where Have You Been?* Knopf, 1987. 32 p. Nicolas and his fellow mice are angry, because the birds have picked all the ripest red berries. Nicolas shouts “That’s not fair, . . . down with the birds,” and the others take up his cry. When Nicolas goes in search of sweeter berries he is snatched up by an ugly bird, but manages to wriggle out of its clutches and falls into the nest of another bird where he is treated like family. When finally the fledglings are grown and have flown the nest, Nicolas returns home to tell his story, but before he gets to tell of the helpful birds, the others vow revenge on the bird who had snatched Nicolas. Finally Nicolas is able to convince the others to hear the whole story. Just as the mice realize all birds are not bad, the friendly birds show up, bringing ripe berries. PICTURE STORY BOOK **Gr. 1-3**

Lobel, Anita. *Potatoes, Potatoes*. HarperCollins, 2004. 32p. When two East European-like countries go to war with each other the red and blue uniformed armies look handsome at first, but soon they are tattered and bloodied, their swords are bent, their lands are ravaged and the people are starving. One woman tries to protect her children and her potatoes by building a wall around them, but when the boys are teen-agers they climb over the wall one joining the army of the East and the other of the West. Desperate for food, they boys, who had become leaders of their armies, climb the wall surrounding their mother’s fields, their soldiers trample the crops and they seem to have killed their mother. Happy ending follows when the boys and their armies finally see the futility of war and promise the mother to make peace and go home to their own mothers. PICTURE STORY BOOK. **Gr. 1-3.**

Kajikawa, Kimiko. *Yoshi’s Feast*. Illustrated by Yumi Heo. DK Ink, 2000. 32 p. Neighboring vendors at the market, Yoshi who sells musical instruments, and Sabu, the broiled eel seller get into an argument over Yoshi enjoying free ‘meals’ from the scent of Sabu’s broiled eels. Arguments and retaliations escalate, until the two find a way to resolve their conflict when Yoshi’s rhythmic jingling of his money box attracts customers for Sabu and the two end the day with a feast of real eels. FOLKTALE **Gr. K-2**

Munson, Derek. *Enemy Pie*. Chronicle Books, 2000. 32. p. When insulted by his neighbor, a little boy enlists his father’s help to get revenge. His father offers to help him

make an enemy pie, which, however, proves to be the basis for a new friendship.  
PICTURE STORY BOOK. **Gr. K-2**

Morrison, Toni and Morrison, Slade. *My Book of Mean People*. Hyperion, 2002. This is a journal created by the authors, designed to allow readers to create their own lists of mean and nice people and how they make them feel. There is room for illustration. The main purpose of the book is to model for children how they can record their thoughts and feelings in writing to help them devise strategies for coping with people they consider mean. (Recommended by Gail Goss in "Helping Children Think About Peace: Children's Books That Promote Peace Using a Literature Cluster," *Bookbird* 41(4): 33-40, 2003.) [2] INFORMATIONAL BOOK. **Gr. 2-6**

Miller, J. Philip and Sheppard, M. Green. *We All Sing With the Same Voice*. Illustrated by Paul Meisel. HarperCollins, 2000. Book 32 p. and CD. Based a 1982 Sesame Street song, the book provides the music and lyrics and encourages children to sing in harmony about the theme of children around the world being alike. (Recommended by Gail Goss in "Helping Children Think About Peace: Children's Books That Promote Peace Using a Literature Cluster," *Bookbird* 41(4): 33-40, 2003.) SONG BOOK. **Gr. K-2/3**

Pfister, Marcus. *The Rainbow Fish*. North-South Books, 1992. 32 p. The Rainbow fish has something all other would love, shiny scales. As long as he selfishly keeps all the shiny scales to himself, the others refuse to play with him. Soon, however, he learns that sharing makes friends and creates greater joy for the giver. PICTURE STORY BOOK **Gr. 2-4**

## **2. Books That Show How Conflicts Can be Resolved Continued**

Scholes, Katherine. *Peace Begins With You*. Illustrated by Robert Ingpen. Sierra Club, 1990. (Originally published in Australia by Hill of Content Publishing.) 37 p. The concept of peace is explained through discussion of the nature of conflict, conflict resolution, and ways to be a peace maker. International award winning artist's pictures suggest that it is ordinary people like the reader who create conflict or make peace. INFORMATIONAL. **Gr. 3-7.**

Trivizas, Eugene. *Three Little Wolves and the Big Bad Pig*. Illustrated by Helen Oxenbury. Margaret K. McElderry, 1993. 32. p. Three little wolves build themselves a house of brick while a big bad pig tries to blow it down in this role reversal story. The wolves reinforce their home with stronger and stronger materials but the pig too increases his destructive weapons until the wolves suddenly deescalate by planting flowers that attract and soothe the pig. No longer aggressive, the pig becomes the wolves' roommate, showing that there is more than one way to resolve conflict. PICTURE STORY BOOK **Gr. K-3.**

## **Intermediate**

Durell, Ann and Marilyn Sachs. *The Big Book for Peace*. Dutton, 1990. 128 p. Thirty two well-known writers have contributed stories, poems, and even a song celebrating peace and harmony. Includes a wide range of genres and styles, some stories being humorous, while others are more serious. VARIOUS GENRES. **Gr. 3-6**

Eco, Umberto. *The Three Astronauts*. Translated by William Weaver. Illustrated by Eugenio Carmi. Harcourt, Brace, Jovanovich, 1989. 32 p. Three astronauts, an American, a Russian and a Chinese, land on Mars at the same time. Their initial distrust of one another dissolves as they discover their shared feelings and values, but when they meet a Martian who seems monstrous to them, they assume it is bad because it looks so different from them. When they see the Martian feed a little bird, however, they realize they have more in common with it than they had thought, and that a little understanding can pave the way to peaceful coexistence. The astronauts are represented with torn paper collages representing the different countries, for instance Chiclets box for the U. S. PICTURE STORY BOOK **Gr. 2-4**

Hoose, Phillip. *It's Our World, Too: Stories of Young People Who Are Making a Difference*. Little, Brown, 1993. 166 p. The first half of the book highlights young people's efforts and accomplishments in a number of different humanitarian areas, from setting up food services to rebuilding bicycles to be given away to children who can't afford one. The second half of the book shows what young people can do and how they can start similar projects. INFORMATIONAL. **Gr. 6-9**.

## **2. Books That Show How Conflicts Can be Resolved Continued**

McDonald, Margaret Read. *Peace Tales: World Folktales to Talk About*. Shoe String/Linnet, 1992. Folk wisdom, expressed through proverbs and tales tell of the causes and solutions to conflicts by highlighting such traits as suspicion, fear, stubbornness, versus cooperation, understanding, and patience. FOLKTALES. **Gr. 5-7**

Nathan, Amy. *Everything You Need to Know About Conflict Resolution*. [Need to Know]. Rosen/ 1996. 64 p. While this book focuses on personal conflicts between two people and how to resolve them, the techniques, such as using "I" messages rather than accusatory statements, and especially of developing active listening skills, would be useful as part of all people's repertoire of thinking about conflict. INFORMATIONAL. **Gr. 6-10**.

Spinelli, Jerry. *Maniac Magee*. Little, Brown, 1990. 184 p. Lionel Jeffrey Magee, also known as Maniac, is more than a good athlete, he is a legend. But besides being the fastest runner and best batter in town, he also has a way of uniting East Side and West Side, the black and the white community, by refusing to accept stereotypes or artificial boundaries. The fast paced action will keep readers, especially boys, turning pages. FICTION. **Gr. 4-6**

## Secondary

Bruchac, Joseph. *The Arrow Over the Door*. Illustrated by James Watling. Dial, 1998. 89 pp. Samuel Russell, the teen aged son of a Quaker family refuses to fight the British or their Indian scouts during the Revolutionary War. Based on a true incident which took place just before the battle of Saratoga, this story presents both Samuel Russell's point of view and young Stands Straight's, an Abenaki teenager and scout who hates all whites because they had killed his mother and brother. His encounter with the pacifist Quakers changes his outlook. HISTORICAL FICTION. **Gr. 9-10**

Zimmerman, Richard. *What Can I Do to Make a Difference: A Positive Action Sourcebook*. Penguin, 1991, reprinted 1992. 398 p. The book is divided into broad areas of concern and specific issues such as the environment, human rights, and peace. The author shows what has been done in these areas and what young people can do. INFORMATIONAL. **Gr. 9+**

### 3. Books That Highlight Cross-cultural or International Understanding and Tolerance

#### All Ages

Gordon, Ruth. *Time is the Longest Distance: An Anthology of Poems*. A Charlotte Zolotow Book/HarperCollins, 1991. 74 p. The sixty one brief English language poems contemplating time in many different ways are from many different nations and eras. This collection shows our common concerns and dreams. POETRY. **Gr. 6+**

#### Preschool/Kindergarten

Bryan, Ashley, illustrator. *What a Wonderful World* Lyrics by George David Weiss and Bob Thiele. Atheneum, 1995. 24 p. Ashley Brian pays tribute to Louis Armstrong and his memorable performances of this paean to goodness and hope, by showing children lettering signs that say "Satchmo the Great", and "Puppet Show Today," and building stage sets representing flora, fauna and puppet people from each hemisphere, as the children get ready for the performance. PICTURE STORYBOOK. (**Preschool – Gr. 3**)

Hamanaka, Sheila. *All the Colors of the Earth* Morrow, 1994. A joyous celebration of the children of this world, the pictures depict children holding hands, dancing, laughing and rejoicing, The lyrical text describes them: "Children come in all the colors of the

earth--the roaring browns of bears, and soaring eagles/ The whispering golds of late summer grasses, and crackling russets of fallen leaves..." INFORMATIONAL. **Gr. Pre/K-3**

### **Primary**

Dooley, Nora. *Everybody Cooks Rice*. Illustrated by Peter Thornton. Lerner Publishing Co. 1992. 32 p. When Carrie is sent to fetch brother home for dinner, she discovers that in her multicultural neighborhood everyone is cooking rice. Recipes from 9 different cultures are included. PICTURE STORY BOOK. **Gr. K-2/3**

Ehlert, Lois. *Mole's Hill*. Harcourt, Brace, 1994. 32 p. When skunk, fox, and raccoon decide to build a new path to the pond, they come in conflict with Mole, whose hill is right in the planned path's way. Mole, however solves the problem by helping the others appreciate the beauty of her hill. This stylized, brightly colored art is inspired by Woodland Indian beadwork; the story is a traditional Seneca tale. FOLKTALE. **Gr. K-4**

Fox, Mem. *Whoever You Are*. Harcourt, Brace, 1997. 32 p. Written in verse form, this book tells of the different emotions, from sorrow to joy, that we all share throughout the world. (Recommended by Gail Goss in "Helping Children Think About Peace: Children's Books That Promote Peace Using a Literature Cluster," *Bookbird* 41(4): 33-40, 2003.) POETRY. **Gr. K-2/3**

### **3. Books That Highlight Cross-cultural or International Understanding and Tolerance Continued**

Rosen, Michael. *Elijah's Angel: A Story for Chanukah and Christmas*. Illustrated by Aminah Brenda Lynn Robinson. Harcourt, Brace Jovanovich, 1992. 32 p. A friendship between a white Jewish boy and an 84 year old African American Christian woodcarver develops as they share both time and an exchange of religious symbols as a sign of their friendship, just as "Chanukah and Christmas share the same day that year." The character of Elijah is based on Elijah Pierce (1892-1984), a woodcarver, lay minister, and barber who befriended many of his visitors in Columbus Ohio. PICTURE STORY BOOK. **Gr. 2-5**

Sis, Peter. *Madlenka*. Farrar, Straus, Giroux. 2000. 48 p. For a young child her neighborhood is her world, but when Madlenka (based on the author/illustrator's daughter) goes around her block in lower Manhattan in order to show her newly lost tooth, she might as well be taking an around-the-world-tour, as she talks with all her friends, from the French baker to the Indian news stand owner. With each visit readers get a glimpse of the countries from where Madlenka's friends have come to the United States. Sis uses die cut illustrations to give readers a peek at each new page where Madlenka is always at the center. When she returns home she tells her parents about her trip round the world. PICTURE STORY BOOK. **Gr. K-2/3**



Walker, Barbara K., compiler. *Laughing Together: Giggles and Grins From Around the Globe*. Illustrated by Sims Taback. Four Winds Press in Cooperation with U. S. Committee for UNICEF, 1977. (out of print but available through used book sources from Barnes and Noble). Folklorist and children's author Barbara Walker who collected and obtained these jokes, told and loved by children from rich and poor countries, wrote this book in order to create windows in the walls we build among peoples. She wanted to share what makes children laugh throughout the world, and to show that humor, so essential for coping in our often difficult world, is something we all share. JOKE BOOK  
**Gr. 3-5**

Wiles, Deborah. *Freedom Summer*. Illustrated by Jerome Lagarrigue. Simon & Schuster, 2001. 32 p. The summer the Civil Rights Act was passed, two friends of different races try to go swimming together at the city pool, but meet prejudice. HISTORICAL FICTION. **Gr. 3-5**

### **Intermediate**

Boudalika, Litsa. *If you Could Be My Friend: Letters of Mervet Akram Sha'ban and Galit Fink*. presented by Litsa Boudalika ; translated by Ariane Elbaz and Beatrice Khadige ; historical overview and glossary by Ariel Cohen. New York: Orchard Books, 1998. 118 p. Contains the correspondence between two girls, one an Israeli and the other a Palestinian, from August 1988 until their meeting in October 1991. Includes a brief history of their two peoples. INFORMATIONAL. **Gr. 5+**

### **3. Books That Highlight Cross-cultural or International Understanding and Tolerance Continued**

Bunting, Eve. *Smoky Night*. Illustrated by David Diaz. Harcourt, 1999. 36. p. Daniel, who seems to be between five and seven witnesses an urban riot, the causes of which his mother tries to explain to him. When he and his mother are taken to a shelter over night, they meet the neighborhood grocery store owner, Mrs. Kim. Daniel's mother never shops at Mrs. Kim's and Mrs. Kim seems to resent Daniel's family. When Daniel's and Mrs. Kim's cats, who had been lost in the riot, are brought in by a fireman, the two share a milk bowl, prompting Daniel to comment on the idea that maybe the cats' owners could also get along. PICTURE STORY BOOK **Gr. 3-5**

Carmi, Daniella. *Samir and Yonathan*. New York: Arthur A. Levine Books, 2000. 183 p. Ages 9-11. A Palestinian and an Israeli boy become friends. Told from Samir's point of view, we see daily life in a Palestinian town with its dangers and hardships. Samir, who is wounded in an Israeli police raid ends up in a hospital in Israel. His interaction with the Israeli children in his hospital room include some hostile or scary episodes but his friendship with Yonathan ends on a hopeful note for understanding between Palestinians and Israelis. FICTION. **Gr. 5+**

Nye, Naomi Shihab. Compiler. *The Flag of Childhood: Poems from the Middle East*. Aladdin/Simon & Schuster, 2002. Originally published in 1998, this collection of 60 poems from the Middle East demonstrates that despite cultural and religious differences, young people are basically the same no matter where they're from. The poems range from descriptions of commonplace occurrences, such as getting class pictures taken and sunsets, to heart-breaking images of war and its aftermath. The language used is simple and lyrical, and creates a sense of joy--even though some of the stories it tells are sad. A new introduction by Naomi Shihab Nye, written after the tragedies of September 11, 2001, implores readers to learn all they can about each other's lives, for this is one way to achieve lasting peace and understanding. In a world where so much is uncertain, the thoughts and feelings shared in these poems will be reassuring. (Reviewer: Joanne Draper in *Children's Literature Review* at [www.childrenslit.com](http://www.childrenslit.com).) POETRY. **Gr., 4-6.**

Nye, Naomi Shihab *Habibi*. New York: Simon and Schuster, 1997. 259 p. When fourteen-year-old Liyana Abboud, her younger brother, and her parents move from St. Louis to a new home between Jerusalem and the Palestinian village where her father was born, they face many changes and must deal with the tensions between Jews and Palestinians. Liyana's ability to bridge the tensions through friendships with children from as varied backgrounds as her Palestinian neighbors who live in a refugee camp, her Armenian classmates, and her Jewish boy friend, provides hope. FICTION. **Gr. 5+**

Nye, Naomi Shehab. *This Same Sky: A Collection of Poems from Around the World*. New York: Four Winds Press, 1992. 212 p. Ages 12+ . A poetry anthology in which 120 poets from sixty-two different countries celebrate the natural world and its human and animal inhabitants. POETRY. **Gr. 6+**

### **3. Books That Highlight Cross-cultural or International Understanding and Tolerance Continued**

Nye, Naomi Shehab *The Space Between Our Footsteps: Poems and Paintings from the Middle East*. New York: Simon & Schuster, 1994. 144 p. Ages 12+ A collection of poetry and full-color artwork from Middle Eastern and North African countries. Selected poetry from Arabic, Hebrew, Persian, and Turkish. POETRY. **Gr. 6+**

### **4. Books That Show Direct Peace Efforts by Individuals, Institutions, and Nations**

#### **Preschool/Kindergarten**

##### **Primary**

Demi. *Gandhi*. Margaret K. McElderry Books, 2001. 32 p.  
This biography focuses on Gandhi's spirituality and philosophy of non-violence in language that is accessible to younger children, though because of the symbolism in the beautiful and delicate illustrations, which add to the text but are not necessarily alluded to

in the text, this book would be best as a read-aloud with small groups. BIOGRAPHY. **Gr. 3-6**

Marzollo, Jean. *Happy Birthday, Martin Luther King*. Illustrated by J. Brian Pinkney. Scholastic, 1993. 32 p. Designed for very young children this book will help gain some sense through interesting biographical details, of Dr. King's life and accomplishments. Pinkney's scratchboard oil and pastel illustrations portray Dr. King at different stages in his life. BIOGRAPHY. **Gr. K-2/3**

McDonough, Yona Zeldis. *Peaceful Protest: The Life of Nelson Mandela*. Walker, 2002. 40 p. The life and work of Nelson Mandela in the anti-apartheid struggle are shown primarily through pictures. BIOGRAPHY **Gr. 2-4**

Near, Holly. *The Great Peace March*. Illustrated by Lisa Desmini. Holt, 1993. 32 p. This picture book consists of a single poem with music for piano and guitar accompaniments included so the poem can be sung. The book also gives brief historical notes about the 1986 Peace March for Nuclear Disarmament. Desmini's colorful illustrations support the mood. SONG – PICTURE BOOK VERSION. **Gr. K-3**

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* Illustrated by Brian Collier. Hyperion/Jump at the Sun, 2001. 32 p. Using both his own words and the author's explanations, this picture book biography provides inspirational images of Martin Luther King, Jr.'s life and beliefs. BIOGRAPHY. **Gr. 3-5**

#### **4. Books That Show Direct Peace Efforts by Individuals, Institutions, and Nations Continued**

##### **Intermediary**

Aaseng, Nathan. *The Peace Seekers: The Nobel Peace Prize*. Lerner, 1987. 79 p. Profiles nine Nobel Peace Prize winners, demonstrating how they worked toward peace using words, resisting violence, and through marches and protests. BIOGRAPHY. **Gr. 6+**

Blue, Rose and Naden, Corinne, *People of Peace*. Millbrook, 1994. 80 p. This collective biography highlights 10 well known as well as less well-known peace workers such as Mairead Corrigan Maguire of Northern Ireland. Several were Nobel Prize winners. **Gr. 4-7.**

Bridges, Ruby. *Through My Eyes*. Scholastic, 1999. 64 p. Ruby Bridges' narrative and photographs tell of the year when she integrated the public school system of New Orleans, as a first grader in 1960. Her courage and faith make this an inspiring book. BIOGRAPHY. **Gr. 5+**

Brill, Marlene T. *Women for Peace* [Women Then-Women Now] Watts, 1997. Chronicles women's involvement in peace movements from ancient Greece to the Vietnam War. **Gr. 6-10**

Krull, Kathleen. *Harvesting Hope: The Story of Cesar Chavez*. Illustrated by Yuyi Morales. Harcourt, 2003. 48 p. Describes Chavez's non-violent struggle for the rights of migrant workers in California in the 1960s. Through Krull's narrative and Morales' beautiful illustrations, reminiscent of Diego Rivera's art, readers learn about Chavez's life and the issues that prompted his life's work. BIOGRAPHY. **Gr., 4-6**

McPherson, Stephanie S. *Peace and Bread: The Story of Jane Addams*. Carolrhoda, 1993. 96 p. This is an introduction to the life of the early 20<sup>th</sup> century humanitarian who is remembered for her work with the poor in Chicago and for her leadership in international peace organizations. BIOGRAPHY. **Gr. 5-8**

Rabinowitz, Richard. *What is War, What is Peace? Fifty Questions and Answers for Kids*. Avon, 1991. Written in response to questions during Operation Desert Storm, the author explains what that war and others are about, facts about the military and facts about peace protests. Tone is respectful toward those who work in the military but also toward those who protest war. Encourages students to ask questions about war and peace. INFORMATIONAL. **Gr. 3-6**

Severance, John B. *Gandhi, Great Soul*. Clarion, 1997, 143 p. This is a well written and sympathetic biography with numerous photographs describing Gandhi's personal evolution from upper-middle-class law-student to his adopting non-violent resistance to oppose British rule in India. BIOGRAPHY. **Gr. 5-8.**

#### **4. Books That Show Direct Peace Efforts by Individuals, Institutions, and Nations Continued**

Silverstone, Michael. *Rigoberta Menchu: Defending Human Rights in Guatemala*. Feminist Press at the City University of New York, 1999. 112 p. [Women Changing the World series]. This book is part of a series which begins with Nobel Prize winners. While discussing the harsh realities with which Menchu has had to deal in Guatemala, telling about her life and work and giving readers political, economic and cultural background information, the author avoids overwhelming children (Lempke in *Booklist*, March 15, 2000). Two other peace workers highlighted in the series are Northern Ireland's Mairead Corrigan and Betty Williams. BIOGRAPHY. **Gr. 5-8**

#### **Secondary**

Carter, Jimmy. *Talking Peace: A vision for the Next Generation*. Dutton, 1993. 206 p. President Carter talks directly to teens in this first person account of his administration's work toward peace, as during the Camp David Peace accord, and his work since after his presidency in such places as Haiti, Korea, Bosnia, and Sudan. President Carter ends the

book by encouraging young people to work for peace in their own ways.  
INFORMATIONAL **Gr. 8-12**

Jacobs, William J. *Search for Peace: The Story of the United Nations*. Scribners, 1994. 134 p. Written to commemorate the 50<sup>th</sup> anniversary of the founding of the United Nations, the book describes wars through history, leading up to the reasons for founding the United Nations. The book describes the structure and functions of the organization and discusses the difficulties it has had with peace keeping. Ends with an optimistic note for a more peaceful world. INFORMATIONAL. **Gr. 7-10**

McGinness, Elizabeth. *People Waging Peace*. Alberti, 1988. Profiles fifty peace workers, discusses their causes, and stresses the fact that ordinary people can change the course of history. BIOGRAPHY. **Gr. 9-12**

Meltzer, Milton. *Ain't Gonna Study War No More: The Story of America's Peace Seekers*. Random House, 2002, 209 p. History of pacifism with focus on American peace workers from the colonial era to the present. Anti nuclear and terrorism concerns are included. INFORMATIONAL **Gr. 6-12**