

### About the Performance

Leland Faulkner artfully illuminates stories about dreaming for a better world. In the German folktale, "The Heart of Glass," a miser who has been cursed for cheating an old woman, goes on a quest to regain his ability to feel compassion. In another tale, a mysterious feast, bowls fill themselves magically with food and water as hunger and thirst fade into memory. Leland has collected many stories over the years from different parts of the world, and although the cultures in different countries may have different points of view, all these stories share the concept of peace and compassion.



### About the Artist

Master storyteller, magician, dramatist and world-traveler, **Leland Faulkner** was trained in the Old World tradition of master and apprentice with the famous mime Tony Montanaro. He is also a professionally-trained filmmaker, mime, actor, and director. Leland studied with a variety of distinguished theatre teachers as well as the master magician John Calvert. With a vision dedicated to the necessity of make-believe and the power of magical theatre to excite the imagination, Leland continually searches for the entertaining and the meaningful. His work has gained awards, acclaim, and respect both at home and abroad.

### Program Learning Goals

1. To experience the art of storytelling.
2. To explore the lessons of traditional folklore in modern society.
3. To explore the concept of peace and how we can achieve it.

### Essential Questions

1. What can learning about other cultures teach us?
2. Why is it important to tell stories about the past and historical events?
3. How can we contribute to a peaceful world?

### Vocabulary

- **Empathy:** the ability to understand, share, and relate to someone else's experiences and feelings
- **Equality:** to have the same rights, treatment, and opportunities
- **Miser:** a person who hoards money and does not like to spend or share it
- **Peace:** a state of harmony, quiet or calm that is not disturbed by anything at all; a time without any fights or wars
- **Sharing:** to have or use something with others, or to let someone else have or use something that belongs to you
- **Utopia:** an ideal or perfect place

### Key Facts and Context for Students

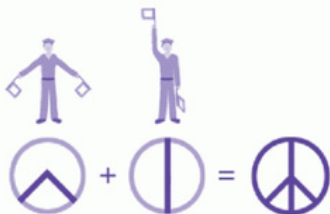


#### The Peace Sign

This popular hand gesture originated as a way to show “V” for “Victory” during World War II. Anti-war activists in the 1960s and 1970s used this sign to identify themselves as peace-seekers. This interpretation of the gesture is mostly what it is used for today.

#### The Peace Symbol

This anti-war symbol was inspired by **naval semaphore code**. Semaphore is traditionally used to communicate across large distances, such as between two ships at sea. This symbol is a combination of the semaphore positions for the letters “N” and “D” to represent “**Nuclear Disarmament**”.



Naval semaphore code for N + D

The Nuclear Disarmament movement emerged after the catastrophic destruction from nuclear weapons in **World War II**, to call for the elimination of nuclear weapons around the world. They argued that peace between nations could never be achieved while anyone harbored these weapons of mass destruction. Anti-war and Civil Rights activists took on this symbol for all peaceful causes.



Original symbol design

The peace symbol was designed by a British man named **Gerald Holton**. He decided to never copyright his design so that anyone could use it free of licensing restraints. Thanks to Holton, the peace symbol will always be a free and accessible icon for whoever wants to use it.



Gerald Holton

### Pre-Performance Discussion Questions

- What does peace mean to you? Do you think peace means the same thing to every person?
- Why do you think all languages have a word for peace?
- What do you know about peace movements throughout history? What would you like to know? How could you find out more?

### Pre-Performance Activity: Building Peace

#### Learning Goals:

- To instill in students the concept of peace and how we can achieve it
- To build a wall together that highlights everyone's ideas about peace

#### Materials:

Book: *Talk and Work It Out* by Cheri J. Meiners (read-aloud videos also available on YouTube), brick template (see page 4), coloring supplies, bulletin board and/or large piece of paper/posterboard to attach bricks, glue or stapler



#### Directions:

1. Hold up your fingers in the peace sign (see page 2) and ask students if they know what it means. Discuss what the symbol means and what defines peace.
2. Read (or watch read-aloud video) and discuss the book *Talk and Work It Out* by Cheri J. Meiners. Talk about how everyone in the world wishes there would be peace.
3. Pass out one brick template to each student. Ask them to draw a picture inside the brick that shows people getting along, playing, and/or working peacefully.
4. Under the picture, have students write a sentence to fill in "Peace means..." about what peace means to them.
5. Cut out the bricks and attach to the bulletin board or large piece of paper/posterboard and display in the classroom as a "peace wall".
6. Discuss how this "peace wall" can be used as a reminder to work toward peace in and outside of school.

Peace means \_\_\_\_\_

### Post-Performance Discussion Questions

- What was your favorite story from the performance? What did it teach you?
- In the story "The Heart of Glass," there is a miser. What does it mean to be a miser? What happens to the miser in the story? What could the miser have done to change the outcome of the story?
- In "The Vision," a land without pain and suffering is described. What is it called? What makes this place special? If you could create a place that made people happy, what would it be like?

### Post-Performance Activity: Pinwheels for Peace

#### Learning Goals (from [www.pinwheelsforpeace.com](http://www.pinwheelsforpeace.com)):

- To create a pinwheel that represents a student's thoughts and feelings about peace, anti-bullying and non-violence.
- To create an art installation designed to inspire public reflection on peace.
- To be involved in a growing worldwide art installation project on Peace Day, September 21.



#### Materials:

Pinwheel template (see page 7), coloring and/or painting supplies, scissors, pencils with erasers\*\*, straight pins\*\*\*

\*\*Rather than use pencils for the "stick" of the pinwheel, you can use plastic straws and bamboo skewers. Insert the pinwheel pin into the straw near the top, then bend the pointed end of the pin back into the straw. When it comes time to "plant" the pinwheels, push the skewer into the ground and then slip the straw right over the skewer!

\*\*\*for pin-less alternative directions, see: [www.pinwheelsforpeace.com/Pinless.pdf](http://www.pinwheelsforpeace.com/Pinless.pdf)

#### Note for the Teacher:

Pinwheels for Peace was started by two retired art teachers. Today thousands of children make pinwheels and plant them in the form of a peace sign on International Peace Day on September 21.

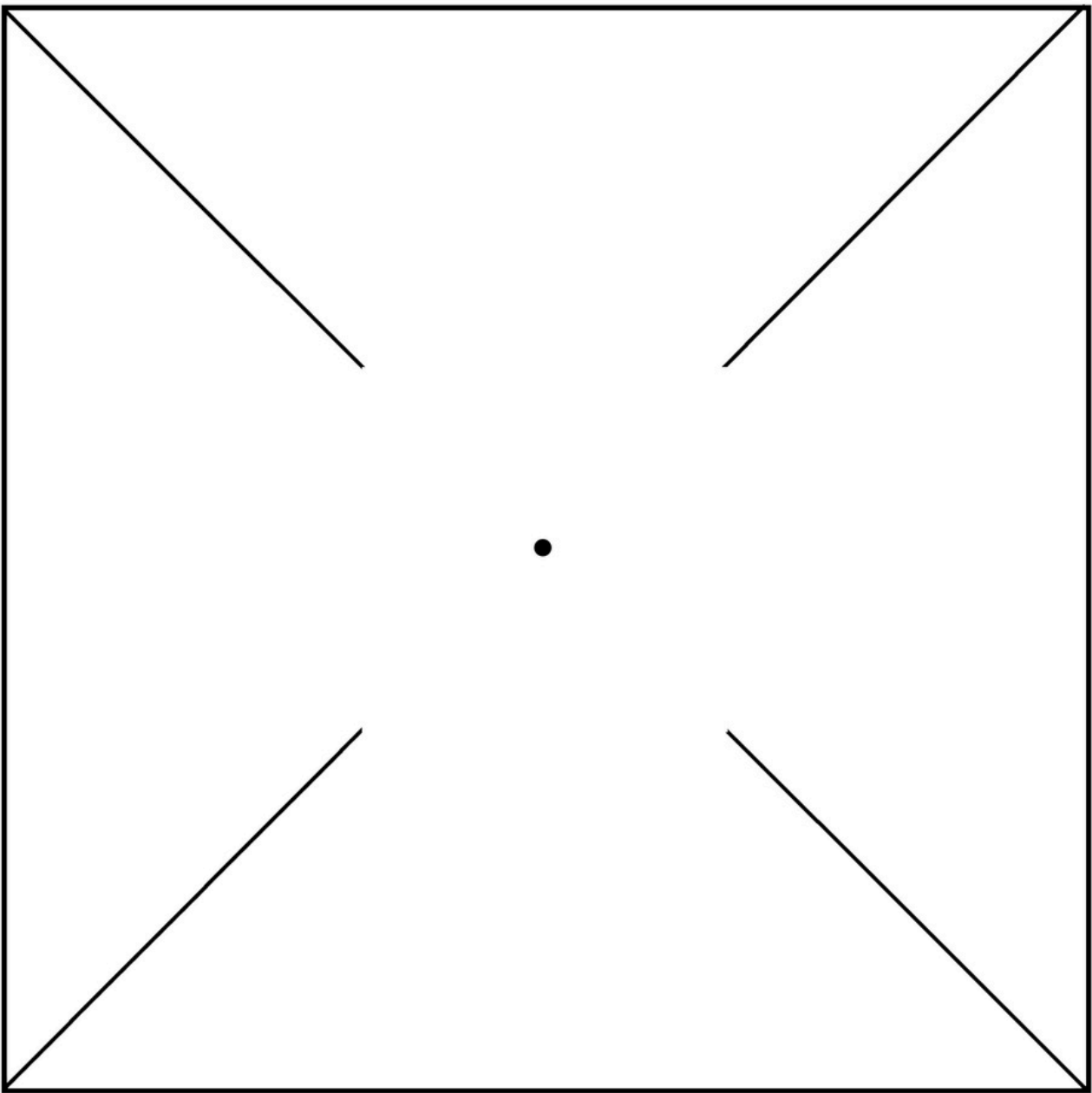
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### Post-Performance Activity, continued

#### Directions:

1. Discuss the Pinwheels for Peace project and its objectives (see [www.pinwheelsforpeace.com](http://www.pinwheelsforpeace.com) for more information). Note that thousands of students participate in this project every year.
2. Cut out pinwheel and peace sign on template (see page 7).
3. On one side of the template, write down feelings about war, peace, tolerance, and/or living in harmony.
4. On the other side of the template, use markers, colored pencils, paint, or other art media to visually express these feelings.
5. Following the lines of the template, cut in from all four corners, leaving about two inches of center uncut.
6. Gently bend (don't cut) one of the cut corners to the center point.
7. Skip the next cut corner, and bend the next one.
8. Skip and bend until four points meet in the center.
9. Add the peace sign on top of the center of the pinwheel.
10. Stick the straight pin through the peace sign, all four points, and the back of the pinwheel.
11. Stick the pin into the pencil eraser.
12. Find some wind to test it out.





### What you need:

Scissors  
Straight pin  
Pencil with eraser  
Colored pencils or markers to decorate

# Pinwheels for Peace

### How to get started:

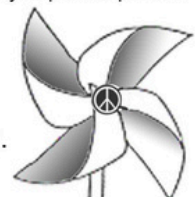
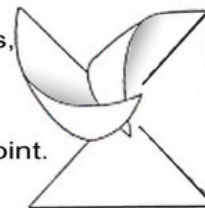
Cut out the pinwheel square on this page. On one side of the paper, write down your feelings about war/peace/tolerance/living in harmony. On the other side of the paper, use markers, colored pencils, paint, or other art media to visually express your feelings. Following the lines on the template, cut in from all four corners, leaving about 2 inches of center uncut.



Cut out this peace sign and put it in the center of your pinwheel before you put the pin in it.

### To create the pinwheel:

Gently bend (don't fold) one of the cut corners to the center point. Skip the next cut corner, and bend the next one. Skip and bend until four points meet in the center. Then stick the straight pin through all four points AND the back of the pinwheel. Stick the pin into the pencil eraser. Find some wind to test it out.



Save your pinwheel in a safe place until September 21st (which is International Day of Peace) then take it to a public place and "plant" it into the ground to send a message of **world peace!**

### Further Resources

- [Leland Faulkner Website](#)
- [Pinwheels for Peace Project Website](#)
- [United States Institute for Peace Classroom Resources](#)
- De Nichols: *Art of Protest: Creating, Discovering, and Activating Art for Your Revolution*, Big Picture Press (2021)
- Long, Michael: *Three Lines in a Circle: The Exciting Life of the Peace Symbol*, Flyaway Books (2021)
- Rippon, Jo: *Rise Up! The Art of Protest*, Charlesbridge Publishing (2020)
- Shuster, Todd with Maya Soetoro-Ng: *The First Day of Peace*, Candlewick Press (2023)



### Curricular Connections

#### **Arts Standards: Theatre and Visual Arts**

##### **Creating**

- Generate and conceptualize artistic ideas and work. (T.Cr.01, V.Cr.01)
- Organize and develop artistic ideas and work. (T.Cr.02, V.Cr.02)

##### **Performing**

- Convey meaning through the presentation of artistic work. (T.P.06, V.P.06)

##### **Responding**

- Perceive and analyze artistic work. (T.R.07, V.P.07)
- Interpret intent and meaning in artistic work. (T.R.08, V.P.08)
- Apply criteria to evaluate artistic work. (T.R.09, V.R.09)

##### **Connecting**

- Synthesize and relate knowledge and personal experiences to make art. (T.Co.10, V.Co.10)
- Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (T.Co.11, V.Co.11)

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### **Curricular Connections, continued**

#### **English Language Arts and Literacy Anchor Standards**

##### **Speaking and Listening**

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.PK-12.2)
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.PK-12.3)

#### **History and Social Science**

##### **Grade 5**

- Topic 5: Slavery, the legacy of the Civil War, and the struggle for civil rights for all (HSS.5.T5)

##### **Grade 8**

- Topic 1: The philosophical foundations of the United States political system (HSS.8.T1)
- Topic 4: Rights and responsibilities of citizens (HSS.8.T4)

##### **Grades 9-12**

- United States History I Topic 4: Social, political, and religious change (HSS.WHI.T4)
- United States History II Topic 4: Defending Democracy: the Cold War and Civil Rights at Home (HSS.WHII.T4)

