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**High School Contemporary World History; American Civics/Government**  
**Middle School**

**Procedures:**

1. Distribute the *Student Handout: The Iroquois Tree of Peace*. Allow 10 minutes for students to read the story silently, or, alternatively, ask for volunteers to read it out loud.



himself planted by hand over 50 years ago. Write a well-researched essay about the Carter administration, the current work of the Carter Center, and the life story of Jimmy Carter in which you relate his background as a farmer to his work in the arenas of global peace and human rights both while he was president, and after he left the White House.

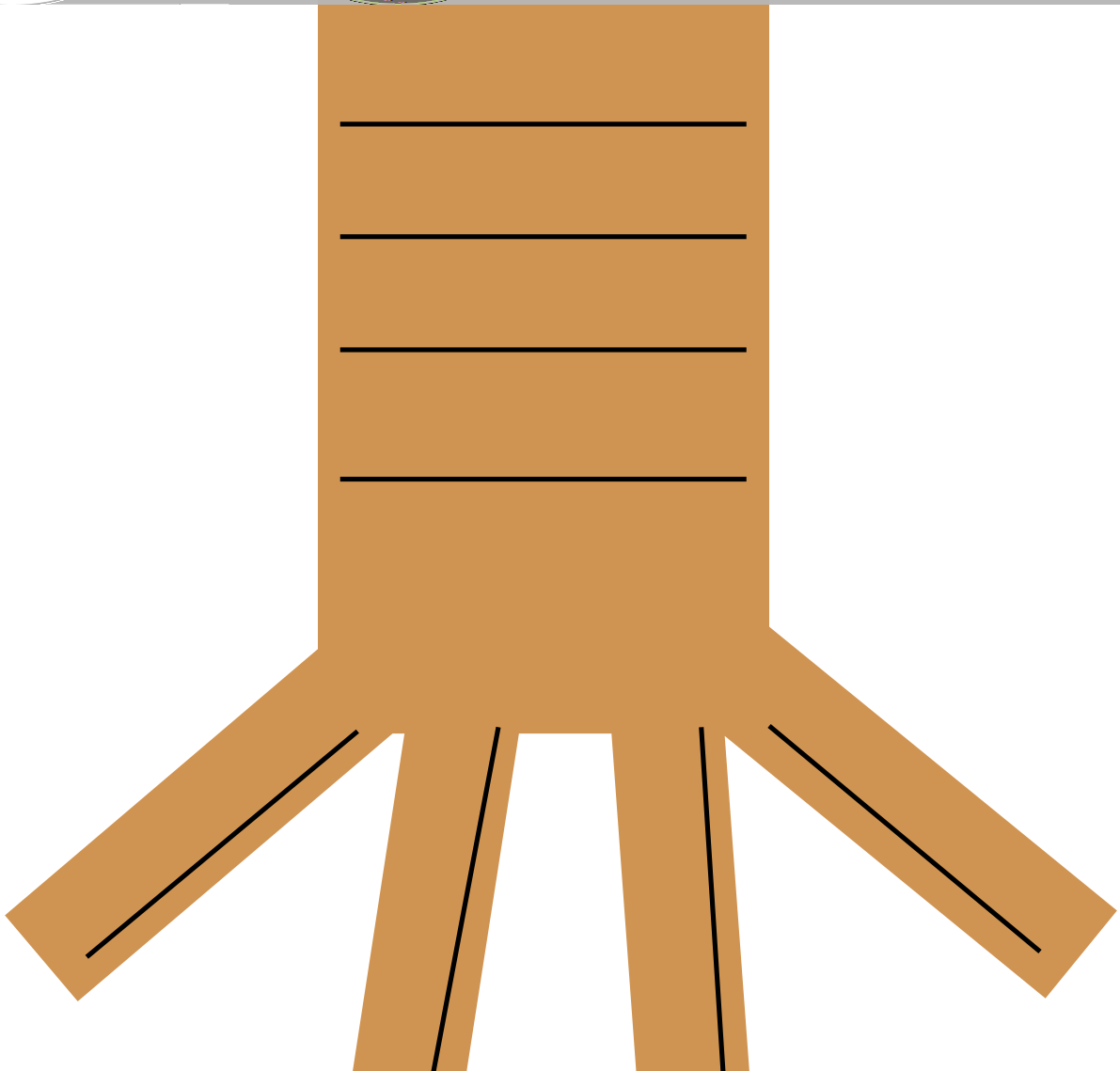
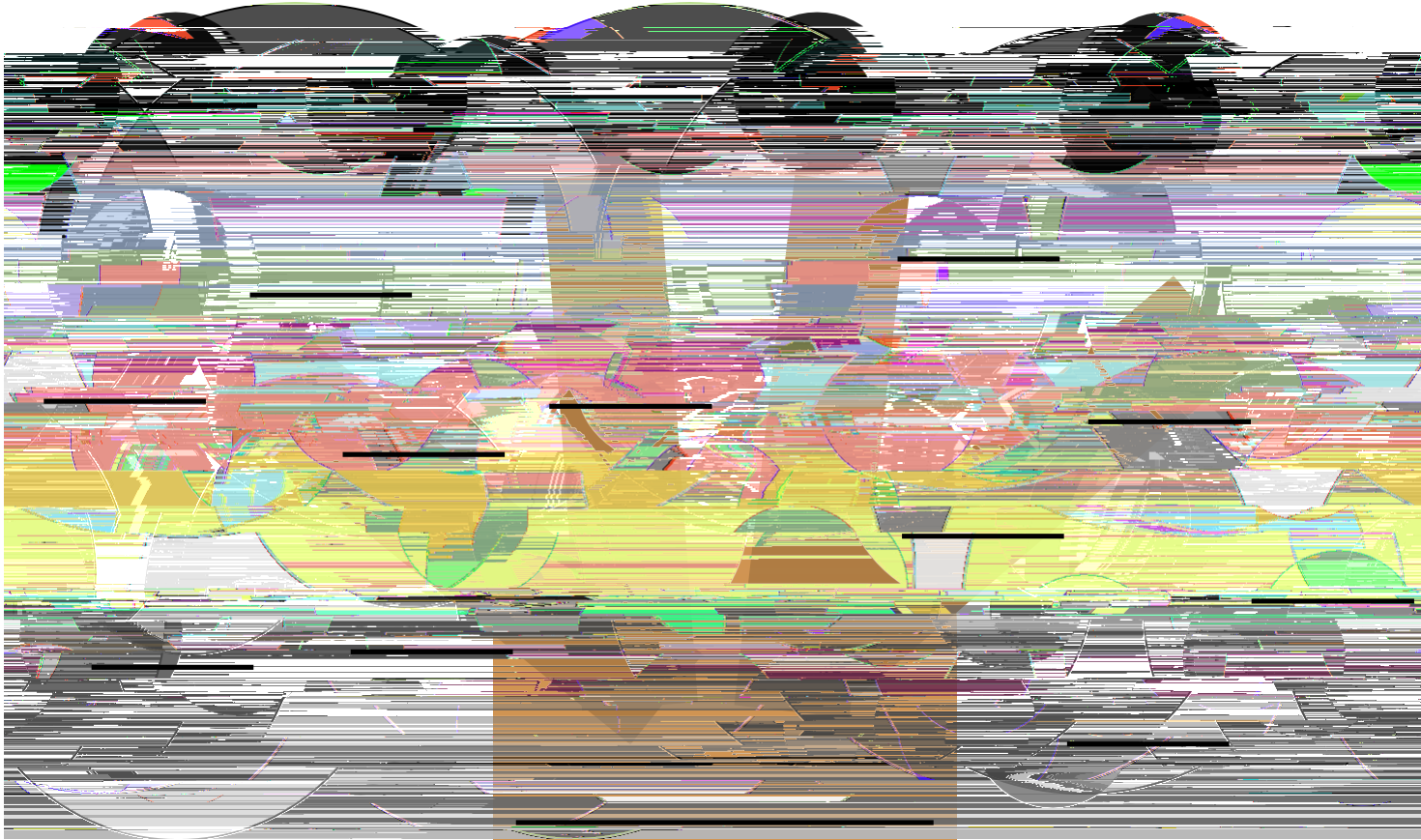
Have students create an original artistic representation of peace, using their own unique symbol. Each piece should include the terms from their tree and a short explanation of

**Student Handout: The Iroquois Tree of Peace**

*There is an ancient Iroquois legend that tells of a mystical Peacemaker and a Tree of Peace.*

Once, in a period of terrible warfare and bloodshed among the *Five Nations\**, a cycle of anger and violence was taking over every village and threatening to destroy their entire culture. It was at this time that a baby was born to a young woman in a small village. Very early in life, this little boy exhibited almost magical powers. His family knew right





*Student Handout: A Poison Tree, by William Blake*

*Directions:* Use the poem *A Poison Tree*, below, to answer the questions that follow. Use a separate piece of paper for your answers if necessary.

I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.

And I watered it in fears  
Night and morning with my tears,  
And I sunned it with smiles  
And with soft deceitful wiles.

And it grew both day and night,  
Till it bore an apple bright,  
And my foe beheld it shine,  
And he knew that it was mine,--

And into my garden stole  
When the night had veiled the pole;  
In the morning, glad, I see  
My foe outstretched beneath the tree.

1. What is this poem about? What is the story that the narrator is telling?
2. Why do you think the narrator tells his *friend* that he is angry, but not his *foe*? What are the results of these actions?
3. What might have happened if he had told his foe that he was angry? How might the outcome have been different? Explain.
4. Trees are often used as symbols of positive things in different cultures, and in literature (Tree of Life, Tree of Peace, Family Tree, etc.). In this poem, the tree symbolizes something negative. What does the tree symbolize? What does the apple symbolize? What does the garden symbolize? Explain whether you find this use of symbolism effective or not.