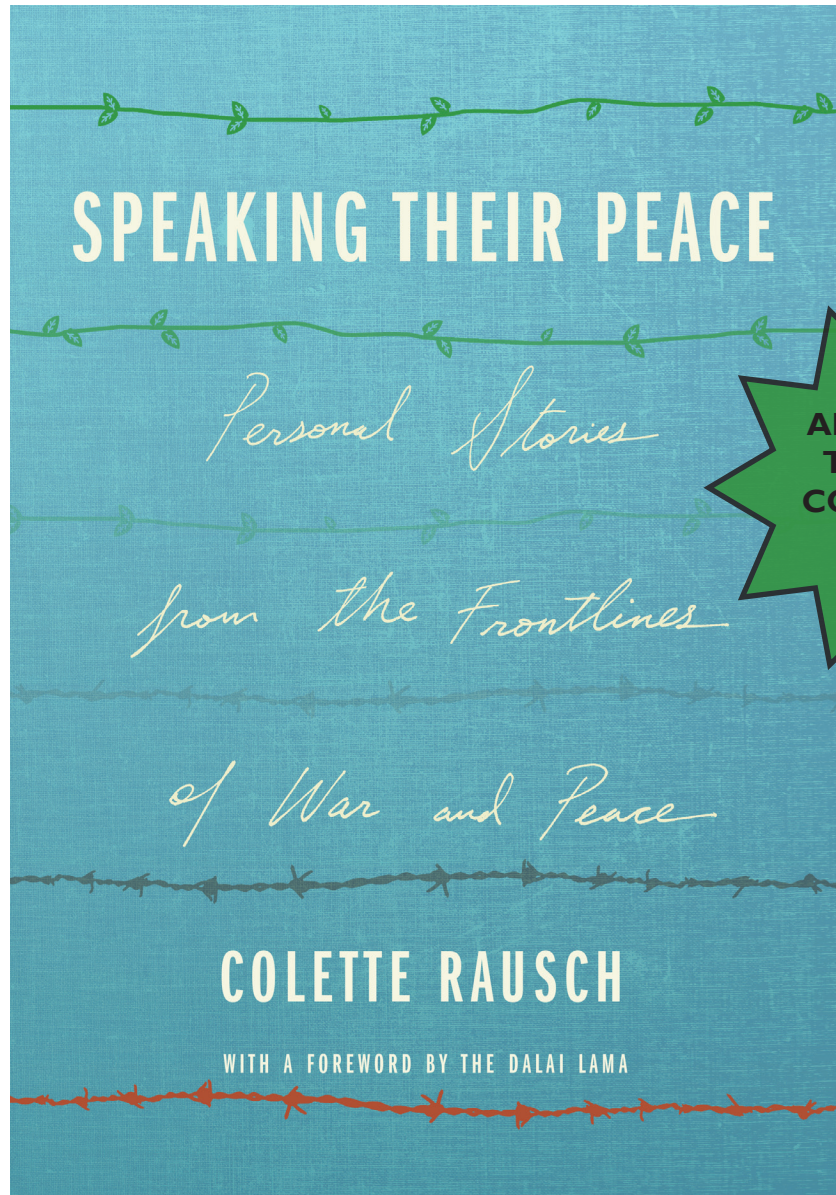


A HIGH SCHOOL TEACHING GUIDE TO



Prepared by Kay Spencer
United States Institute of Peace

ALIGNED TO THE COMMON CORE

Speaking Their Peace is aligned to the Common Core State Standards (CCSS). This teaching guide addresses the following Literacy Common Core Standards for Grades 11 and 12:

Grade: 11-12 Language CCSS.ELA-Literacy.L.11-12.3,4,4a,4c,4d,5,5a,5b,6

Grade: 11-12 History/Social Studies CCSS.ELA-Literacy.RH.11-12.1,2,3,4,5,6,7,8,9,10

Grade: 11-12 Reading: Informational Text CCSS.ELA-Literacy.RI.11-12.1,2,3,4,5,6,7,8,10

Grade: 11-12 Speaking & Listening CCSS.ELA-Literacy.SL.11-12.1,1a,1b,1c,1d,2,3,4,5,6

Grade: 11-12 Writing HST CCSS.ELA-Literacy.WHST.11-12.1,2,4,6,7,8,9,10

NOTE TO TEACHERS

This guide is designed to help educators introduce their students to the concept and practice of *rule of law*, which lies at the heart of *Speaking their Peace*, a collection of interviews with people in countries struggling to move from war to peace. The guide describes three classroom activities students can undertake, presents links to a variety of online articles and videos, and includes optional worksheets and charts. It also references the Common Core Standards relevant to each activity.

The class discussion can be informed by reading *Speaking Their Peace* in a variety of ways. The class can read the entire book, or one or more chapters, or all the interviews from one conflict, or all the interviews that ask the question, “What does ‘rule of law’ mean to you?” The Resource page of www.speakingtheirpeace.org has a list of interviews that discuss the concept of rule of law, as well as a list of interviews categorized by conflict.

This guide was written by Kay Spencer, who is a Senior Program Specialist, Rule of Law, in the Center for Governance, Law, and Society at the United States Institute of Peace.

ABOUT *SPEAKING THEIR PEACE*

Speaking Their Peace: Personal Stories from the Frontlines of War and Peace is a collection of eighty interviews with guerrillas and generals, mothers and widows, young people and retirees, government officials and religious leaders, professionals, working people, and “internationals” from eleven conflict zones spanning five continents. The product of a six-year project supported by the United States Institute of Peace, *Speaking Their Peace* presents an eye-opening series of first-person accounts of what it is like to live through conflict and the difficult, dangerous, and unpredictable transition to peace. The book contains raw insights into the toll conflict takes on individuals, families, and communities, and it provides thought-provoking examples of how people from different sides try to make peace with each other and build a fairer society and shared future.

Speaking Their Peace is designed to give a first-person perspective on modern war, and so the material is inherently violent. However, the fundamental themes of the book are those of hope, resilience, and the nature of the human condition, and the book demonstrates the capacity for peace at both a personal and an international level. Students will read these interviews and see themselves and their parents, family, friends, and neighbors in the people speaking their peace.

The author, Colette Rausch, has spent twenty years participating in efforts to bring peace and stability to war-torn societies. She is the associate vice president for Governance, Law, and Society at the United States Institute of Peace.

Speaking Their Peace is published by Roaring Forties Press (ISBN 978-1-938901-38-6; www.roaringfortiespress.com).



Roaring Forties Press
Berkeley, California



United States Institute of Peace
Washington, D.C.

WHAT IS “RULE OF LAW”?

Objectives

The student will be able to analyze documents concerning rule of law and discuss with other students the different meanings it holds in different contexts, ultimately constructing his or her own definition, which will then be shared on www.speakingtheirpeace.org using multimedia. The definition should be informed by the interviewees in *Speaking Their Peace* and other academic and informational sources.¹

Timeframe: One 45-minute class period and two 90-minute class periods

Materials

- *Speaking Their Peace* by Colette Rausch
- Notebook paper
- Pen

1. Language CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language CCSS.ELA-Literacy.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History/Social Studies CCSS.ELA-Literacy.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

History/Social Studies CCSS.ELA-Literacy.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading: Informational Text CSS.ELA-Literacy.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Reading: Informational Text CSS.ELA-Literacy.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Writing HST CCSS.ELA-Literacy.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Post-it flip chart paper or butcher paper and painter's tape
- Markers
- Computers or tablets with access to the Internet
 - » *One device per student or one device for each small group of students*
- Rule of Law Actors Venn diagram
 - » *One copy for each student (available on the Resource page of www.speakingtheirpeace.org)*
- Video by the USIP Global Campus, *Dialogue vs. Debate*
 - » *This video is from the USIP Academy's Global Campus online course "Community-Based Peacebuilding: Engaging Youth." Information is presented by course instructor, Director of Curriculum and Training Design, Allison Milofsky.*
 - » *Run time: 5:28*
- Video by the USIP Rule of Law Center, "What Is Rule of Law?"
 - » *The What is Rule of Law? video features Speaking Their Peace author, Colette Rausch, among several other senior USIP staff. The video was produced by the USIP Rule of Law Center and is available on the Resource page of www.speakingtheirpeace.org.*
 - » *Run time: 2:22*
- Dialogue vs. Debate chart
 - » *The Dialogue vs. Debate chart is available on the Resource page of www.speakingtheirpeace.org*
- Articles that speak to and define "rule of law"
 - » *American Bar Association, "What Is the Rule of Law?" (This article provides a good first look at the term.)*
 - » *United Nations, "What Is the Rule of Law?" (This webpage provides a helpful overall introduction to and history of the concept.)*
 - » *Rachel Kleinfeld, "Competing Definitions of the Rule of Law: Implications for Practitioners" (Carnegie Endowment for International Peace, 2005.) This lengthy article explains "rule of law" from the perspective of a peace-building practitioner*

Vocabulary

Rule of law: A basic definition might say that “rule of law” means that there is law, and the law requires that everyone, including the government, is accountable to the law. USIP uses the following definition articulated by the United Nations in *Report of the Secretary-General: The Rule of Law and Transitional Justice in Conflict and Post-conflict Societies* (2004):

A principle of governance in which all persons, institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards. It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency.

CLASS DISCUSSION: PART I

Objective: Using context and prior knowledge, create a class definition of “rule of law”

Time allotted: 45 minutes

The overarching discussion question is the following:

“Rule of law” means different things to different people. Based on what you have read in *Speaking Their Peace* and other sources, what is your definition of “rule of law”?

Ask students to bring out two blank sheets of paper and a copy of *Speaking Their Peace*. Have the students label the first sheet “Speaking Their Peace Glossary.” This is where they will keep a running list of terms with which they are unfamiliar. Explain that this personal glossary will be a tool they can reference throughout the discussion. Instruct the students to use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of an unfamiliar word or phrase.² The second piece of paper is for taking notes and capturing their evolving definition of “rule of law.”

Begin the discussion with the entire class by asking:

What words, images, or ideas come to mind when you hear the phrase, “rule of law”?

As students call out their responses, keep a running list on the board to track their understanding and development of the term throughout the exercise.

Ask the class to use clues from the phrase and any prior knowledge they may have to begin to unpack the term “rule of law” as a class.

Questions to keep the discussion going include:

Who are rule of law actors? Police? Lawyers? Judges? Who else?

Is “rule of law” easier to define by identifying what it doesn’t mean instead of what it does? (rule of law is present when there is no corruption; in the United States, citizens have the right to a trial)

If “rule by one” is a dictatorship, then what is “rule of law”?

[20 minutes]

2. Language CCSS.ELA-Literacy.L.11-12.4a

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Once the students have exhausted this initial brainstorming session and are satisfied with their definitions based on context, distribute copies of the Rule of Law Actors Venn diagram handout so that students can review actors they may have overlooked. The most important rule of law actor is the general public.

Ask students:

Why are these people rule of law actors? What is their role in supporting the rule of law?

[10 minutes]

Wrap up the discussion by having students summarize their brainstorming session. Write on the board: “Rule of law is . . .”

Asks students to remember and think about the images and ideas they have brainstormed, the rule of law actors and the roles those actors play in supporting rule of law, and any other constructive conversations they had as a class. Have the class come up with their own definition of rule of law.

Direct students to their notebooks and glossaries for help, and also instruct them to capture the class discussion in their *Speaking Their Peace* rule of law discussion notes so that they may reference the definition for the next discussion.³ As students call out their definitions, write their answers on the board off to the side, so that you are demonstrating note taking. Read from the board the different components the class has developed for their overall definition of “rule of law.” Help the class construct their own definition and write the final product on the board: “Rule of law is . . . [insert the class definition].”⁴

[15 minutes]

To close the discussion, explain that “rule of law” has a general definition that may be found with a quick Internet search. But also explain that the term means different things to different people; academics, practitioners, policymakers, the individuals interviewed in *Speaking Their Peace* all have different perspectives.

Explain that, in the next session, students will research these varying definitions and formulate their own definition based on this new information on the “rule of law.”

[5 minutes]

3. Writing HST CCSS.ELA-Literacy.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

4. Speaking & Listening CCSS.ELA-Literacy.SL.11-12.1c

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SMALL GROUP DISCUSSION: PART 2

Objective: In small groups, research the term “rule of law” and construct a more nuanced definition of the term.

Time allotted: 90 minutes

Divide the class into groups of three to four people. Try to mix up the groups so that students are working with classmates with whom they may not regularly socialize. Distribute butcher paper, markers, and computers or tablets. Load the videos, *Dialogue vs. Discussion* and *What is Rule of Law?* on the classroom projector. The links to the videos are provided in the Materials section of the Discussion Guide. (To save time, create the groups and load the videos ahead of time and have materials ready to distribute.)

[5 minutes]

Tee up the *Dialogue vs. Discussion* video by explaining that in the next exercise the class will research the term “rule of law” from various sources and discuss the differing definitions and understandings of application to create a more nuanced definition for the term. Explain that in small groups they will discuss, not debate, the term, based on their research. For clarification on the difference between the two types of conversations, show the class the video *Dialogue vs. Debate*. This video is a presentation in the USIP Academy’s Global Campus online course “Community-Based Peacebuilding: Engaging Youth.” In the video, course instructor, Director of Curriculum and Training Design Allison Milofsky, explains the difference between dialogue and debate in a conflict setting. Students will find this information helpful, but instruct them to listen for the differences between ‘dialogue’ and ‘debate’ for the purposes of today’s task.

Show *Dialogue vs. Debate* video

[10 minutes]

After the video finishes, reiterate that the information presented in the video provides overall useful tools for how students can approach conflict in their daily lives. However, it is important to explain that today’s task is not to debate the definition of rule of law; it is to find an agreed-upon definition within their small groups. Students are not to regurgitate other people’s definitions, but rather draw from the definitions they find in their research, using the elements of those definitions that resonate with them to inform their own definition. The important take-away from this video is to remind students what they are doing in their small groups:

- Working to find a common definition

- Finding strengths in the different definitions of “rule of law,” pulling the elements that resonate from those varying definitions to inform the group definition, allowing for each member’s perspective to be valid.
- Understanding that their definitions of “rule of law” may be open-ended; there is no “right answer”; however, many groups will come up with similar definitions

Distribute copies of the Dialogue vs. Debate chart for students to reference in their small groups.⁵

[15 minutes]

Focus the class on the reading they did from *Speaking Their Peace* and finding their own definitions of “rule of law.” In small groups, students will consult a wide variety of resources and reference materials, including the general and specialized reference articles listed in the “Materials” section above that speak to and define “rule of law.”⁶ Instruct students to write down their findings on butcher paper to later share with the class.

5. Speaking & Listening CCSS.ELA-Literacy.SL.11-12.1d

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Speaking & Listening CCSS.ELA-Literacy.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Speaking & Listening CCSS.ELA-Literacy.SL.11-12.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

6. Language CCSS.ELA-Literacy.L.11-12.4c

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

Language CCSS.ELA-Literacy.L.11-12.4d

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

This activity requires students to seek information from multiple written for different contexts, so that they may gain a more holistic comprehension of the term.⁷ Help students get started by showing the video *What Is Rule of Law?*

Show *What Is Rule of Law?* video

This video can serve as an example of what students come up with in their small groups. Provide students with links to the following sources, but be sure they explore other sources on their own.⁸ You may distribute the list of articles given in the “Materials” section above, or load the following list on the class projector.

Sources for creating a definition for “rule of law”:

- *Speaking Their Peace* by Colette Rausch
- United Nations, “What Is the Rule of Law?”
- American Bar Association, “What is the Rule of Law?”
- Rachel Kleinfeld, “Competing Definitions of the Rule of Law: Implications for Practitioners” (Carnegie Endowment for International Peace, 2005)

Ideas for places to search for definitions of “rule of law” include online articles, printed materials, news or radio content, videos, academic journals, law school websites, blogs, Twitter. Encourage students to be creative!

[8 minutes]

As students are working ask the following questions to keep them focused and to reinvigorate groups’ discussion. Give students a five-minute warning for them to finalize their definitions on butcher paper to share with the class.

7. Language CCSS.ELA-Literacy.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Speaking & Listening CCSS.ELA-Literacy.SL.11- 12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

8. Speaking & Listening CCSS.ELA-Literacy.SL.11- 12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Tie in the *Dialogue vs. Debate* by prompting them to think about the following questions based on the reading they did from *Speaking Their Peace*. In small groups, have student discuss and answer the following questions, which should be written on the board:

“Rule of law” means different things to different people interviewed in *Speaking Their Peace*. Why do you think the definition changes from person to person?

How does the role a person played in a conflict impact his or her understanding of the term “rule of law”?⁹

In consulting reference materials, your students may find a wide range of technical, academic, and legal definitions from different sources.¹⁰ Ask the students to consider:

How do the more technical definitions/explanations compare to their own understanding of the phrase?

How are the technical definitions different from the *Speaking Their Peace* interviewees’ concept of ‘rule of law’?

[37 minutes]

9. History/Social Studies CCSS.ELA-Literacy.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

History/Social Studies CCSS.ELA-Literacy.RH.11-12.6

Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

History/Social Studies CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

History/Social Studies CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

10. History/Social Studies CCSS.ELA-Literacy.RH.11-12.7 AND Reading: Informational Text CCSS.ELA-Literacy.RI.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing HST CCSS.ELA-Literacy.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Call the class back together. Have each group share its findings with the class.¹¹
[10 minutes]

Close the discussion by explaining that “rule of law” has a technical definition used by the legal community, but is also informed by values, as evidenced by the variety of definitions given by each of the groups and those sources used in this exercise; academics, practitioners, policymakers, and the individuals interviewed in *Speaking Their Peace*.

Explain that in the final discussion session in their groups, students will create a multimedia project upload their class video, audio recording, art or music that describes of their definition of rule of law, like the USIP video *What Is Rule of Law?* Tell students that they may use their cell phones and other personal audio/visual materials in class to create their videos.

[5 minutes]

11. Speaking & Listening CCSS.ELA-Literacy.SL.11-12.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Speaking & Listening CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Speaking & Listening CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 here for specific expectations.)

SMALL GROUP MULTIMEDIA PROJECTS: PART 3

Objective: In small groups create a multimedia project based on their definition of “rule of law” to upload to the *Speaking Their Peace* website

Time allotted : 90 minutes

Start the discussion by telling students that today they will collaborate on a multimedia project and upload their class video, audio recording, art or music that describes of their definition of rule of law.¹² Pull up the website speakingtheirpeace.org and explain that the videos the groups create today will be uploaded on this website. This is a space where other students will upload their own videos or recordings, and is a space where they can connect with their peers about this topic. More information about *Speaking Their Peace* is available here for those who wish to continue exploring outside of class.

Have the class break in to their small groups from the previous discussion session. Instruct students to develop a script or storyboard for their video or other multimedia format that clearly presents their understanding of the term, “rule of law.”¹³ As students are creating their scripts, get them thinking about how they can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance their audience’s understanding of the reasoning and material that informs their definition of rule of law. Inspire them to make their presentations interesting.¹⁴

[20 minutes]

12. Speaking & Listening CCSS.ELA-Literacy.SL.11-12.1b

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

13. Writing HST CCSS.ELA-Literacy.WHST.11-12.1

Write arguments focused on discipline-specific content.

Writing HST CCSS.ELA-Literacy.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Writing HST CCSS.ELA-Literacy.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

14. Speaking & Listening CCSS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Once the groups have finalized their scripts, allow students 50 minutes to produce their multimedia projects. A suggested timeframe to accomplish this task in the time allotted is to spend 30 minutes recording the content of the project, 15 minutes editing the content; and 5 minutes adding finishing touches.

[50 minutes]

As students finish their videos, have them upload their projects to www.speakingtheir-peace.org.¹⁵ Once all the videos are uploaded, view them as a class.

[20 minutes]

15. Writing HST CCSS.ELA-Literacy.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

OPTIONAL FIGURES OF SPEECH WORKSHEET

Figures of Speech in *Speaking Their Peace*

In the book, *Speaking Their Peace*, some people use figures of speech to tell his or her story, and what “rule of law” means to them. As you read *Speaking Their Peace*, keep track of the figures of speech you find. In each instance, identify the type of figure of speech used, write the phrase, interpret the literal meaning of the phrase, explain how the usage contributes to the text, and record the page number. Please keep track of the figures of speech you find using this format:

Type of figure of speech used: _____

Write the phrase that uses this figure of speech: _____

What does the speaker actually mean by this phrase? How does the usage of this phrase contribute to the message of the book? _____

Page number and speaker: _____

List of Figures of Speech

The following figures of speech are found in *Speaking Their Peace*. Included here is the definition of the each figure of speech and (in italics) an example.

- Alliteration: The repetition of an initial consonant sound. *Sarah's seven sisters slept soundly.*
- Antithesis: The juxtaposition of contrasting ideas in balanced phrases. *Patience is bitter, but it has a sweet fruit.*
- Euphemism: The substitution of an inoffensive term for one considered offensively explicit. *Your cousin is a big-boned [fat].*
- Irony: The use of words to convey the opposite of their literal meaning. A statement or situation where the meaning is contradicted by the appearance or presentation of the idea. *The name of Britain's biggest dog was "Tiny."*
- Metaphor: An implied comparison between two unlike things that actually have something important in common. *Hope shines—a pebble in the gloom.*
- Onomatopoeia: The use of words that imitate the sounds associated with the objects or actions they refer to. *The frog croaks, the bird whistles.*
- Paradox: A statement that appears to contradict itself. *The beginning of the end.*
- Personification: A figure of speech in which an inanimate object or abstraction is endowed with human qualities or abilities. *The flowers danced in the gentle breeze.*
- Pun: A play on words, sometimes on different senses of the same word and sometimes on the similar sense or sound of different words. *Time flies like an arrow. Fruit flies like a banana.*
- Simile: A stated comparison (usually formed with "like" or "as") between two fundamentally dissimilar things that have certain qualities in common. *The water well was as dry as a bone.*
- Understatement: A figure of speech in which a writer or speaker deliberately makes a situation seem less important or serious than it is. *"It rained a bit more than usual" while describing an area being flooded after heavy rainfall.*

INTERVIEWS IN *SPEAKING THEIR PEACE* THAT ASK THE INTERVIEWEE TO SAY WHAT “RULE OF LAW” MEANS TO THEM

Warfighters:

- Ubeda (Nicaragua)
- Montenegro (Nicaragua)
- Bibek (Nepal)
- Ahmed (Libya)
- Tola (Kosovo)
- Hasani (Kosovo)
- Chamorro (Nicaragua)
- Mora (Peru)

Mothers, Wives, and Widows:

- Sabrita (Nepal)
- Miroci (Kosovo)
- Hoxha (Kosovo)
- Sherpa (Nepal)
- Ahmed (Iraq)
- Sackey (Liberia)
- Villaran (Peru)

Children and Youth

- Shurdhanni (Kosovo)
- Chaudhary (Nepal)
- Ore (Peru)
- M.T. (Iraq)
- Haseena (Afghanistan)
- Perez (Nicaragua)

Government Officials:

- Karki (Nepal)
- Raja (Yemen)
- Rana (Nepal)
- Kuyon (Liberia)
- Popozi (Kosovo)
- Fornos (Nicaragua)
- Miranda (Peru)

Religious Leaders:

- Covadonga (Peru)
- Atiah (Yemen)
- Guruma (Nepal)
- Mon (Burma)
- Paye (Liberia)

Professionals

- Oo (Burma)

Workers and Small Business Owners

- Shari's (Libya)
- Ali (Yemen)
- Lama (Nepal)

Internationals

- Marshall (Canada)