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Peacemakers Around the World

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Subject: Peacemakers around the World

Grade Level: 2nd – 3rd

Time frame: Approximately 12 days/ Two Weeks

Subject Matter: Cross-curriculum- Art, Science, Social Studies, and Language Arts

TEACHER INFORMATION:

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Rationale:

The principle of this unit plan is to introduce students to peacemakers around the world and recognize their contributions to our world. It will be addressed through making peace in our culture, nature, community, school, and family. In addition, students will be learning about the following peacemakers: Rigoberta Menchu, Martin Luther King Jr., Mahatma Gandhi, Cesar E. Chavez, Nelson Mandela, Mother Theresa, Princess Diana, Dorothy Day, and Sadako Sasaki. This Unit will aid students to understand and expand their knowledge about peacemakers around the world and how to make peace within our community, culture, school, family, and nature. We will be utilizing children's literature books, the library of congress website, and other informative websites.

Teaching students about peace will allow them to understand the need to make peace in our world. Students will learn the importance of making peace and how everyone in society plays a role in peacemaking.

Having students learn about and how to make peace will stir them to make peace in their own world. In addition, students will be able to generate their own personal perspective about what peace means and represents to them.

Goals:

Major Goals:

Students will learn to have a broad idea of peace.

Students will develop a sense of what peace means to them.

Students will be recognize diverse peacemakers.

Students will understand how each global peacemaker made a difference in our society.

Students will depict what peace means and represents to them in their community, culture, school, family, and nature.

Students will capture ideal moments, objects, people, and/or nature images utilizing technology (photography), such images should have a representation of peace.

Students will develop ideas and ways to make peace.

As a final product students and teacher will create an art wall exhibiting students' photography art project.

Curriculum Standards (ISBE):

3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).

3.C.2b Produce and format compositions for specified audiences using available technology.

- 16.B.1a (US) Identify key individuals and events in the development of the local community (e.g., Founders days, names of parks, streets, public buildings).
- 16.B.1 (W) Explain the contributions of individuals and groups who are featured in biographies, legends, folklore and traditions.
- 16.B.1b (US) Explain why individuals, groups, issues and events are celebrated with local, state or national holidays or days of recognition (e.g., Lincoln's Birthday, Martin Luther King's Birthday, Pulaski Day, Fourth of July, Memorial Day, Labor Day, Veterans' Day, Thanksgiving).
- 12.B.1a Describe and compare characteristics of living things in relationship to their environments.
- 13.B.1d Identify and describe ways that science and technology affect people's everyday lives (e.g., transportation, medicine, agriculture, sanitation, communication occupations).
- 13.B.1e Demonstrate ways to reduce, reuse and recycle materials.

Content Outline:

- I. Introduction
 - a. What is peace?
 - b. Overview of project
 - c. Taking pictures
 - d. Expectations of Pictures
 - e. Teacher picture examples

Lytle, George, Japanese Garden (Broadmoor) [between 1920 and 1930]. Colorado Springs, Colorado. [http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+00135024\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00135024))) [HC3077]

Hile, Jennifer. The Hidden World of the Asmat. Western, New Guinea <http://www.nationalgeographic.com/channel/photogallery/asmata/photo2.html>

Stenzel, Maria. Off Kaikoura [1997]. New Zealand. <http://www.nationalgeographic.com>

- II. Cameras
 - a. Technological usage
 - b. Taking pictures
 - c. Distribution of cameras

- III. Nature Theme
 - a. Introduce Cesar E. Chavez
 - b. Museum/Botanic Garden
 - c. Introduce Rigoberta Menchu

- IV. Community Theme
 - a. Introduce Dorothy Day and Martin L. King Jr. Trikosko S. Marion, Martin Luther King Jr. 1964 March 26 Capitol, Washington, D.C [http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field\(NUMBER+@band\(ppmsc+01269\)\)](http://lcweb2.loc.gov/cgi-bin/query/i?pp/ils:@field(NUMBER+@band(ppmsc+01269)))
:displayType=1:m856sd=ppmsc:m856sf=01269 [LC-U9-11696]
 - b. Community contributions of peacemakers

- c. Peace in our community
 - d. How students identify themselves with such peacemakers?
 - e. Oral Histories
- V. School Theme
- a. Sadako Sasaki
 - b. Outcomes of War
 - c. A thousand cranes art project
 - d. Mahatma Gandhi
 - e. Gandhi's legacy
- VI. Cultural Theme
- a. Nelson Mandela
 - b. Nelson's contributions in Africa and abroad
 - c. Apartheid System
- VII. Family Theme
- a. Mother Theresa and Princess Diana
 - b. How these peace makers made a difference?
 - c. Compare and contrast Mother Theresa and Princess Diana
- VIII. Final Project
- a. Cameras
 - b. Develop film
 - c. Pictures and written captions
 - d. Student Work-Wall of pictures (Art project)

Lesson I - Introduction

Lesson I:

Introduction to Photography Project

Time: 30 min.

Grade: 2nd Grade

Subject/s: Language Arts and Technology

Materials:

Disposable cameras (one for each student), pictures provided by the teacher of peace representations, overhead, transparencies, and markers.

Goals:

- Students will learn to have a broad idea of peace.
- Students will use the disposable camera to capture ideal moments, objects, people, and/or nature images utilizing photography to provide a representation of peace.

Objectives:

- Students will learn to take well focused and depicted angle pictures.
- Students will write about what peace means to them.

Activity I:

- Presentation of cameras.
- Explain camera features.
- Tell them what is expected from the project.
- Take pictures of what peace represents in their community, school, culture, nature, and family.

Activity II:

- Discussion of peace.
- Ask students' to identify peacemakers' that they are familiar with and share with class.

Lesson II - Nature

<http://www.reviewcentre.com/reviews17817.html>

Lesson II:

Peace in Nature

Time: 3-4 class periods

Grade: 2nd

Subject/s: Social Studies, Science, and Art

Materials: Literature books, paint, construction paper 40inch x 40 inch.

Activity I:

- Introduce Cesar E. Chavez
- Read Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull
- Book discussion

Key Points:

- Discuss how Chavez made peace without violence.
- What kind of peace did Chavez fight for?
- How did Chavez made a difference in our world and/or society?

Activity II:

- Visit the Nature Museum and/or Botanic Gardens.
- Take pictures of peace in nature.

- Explore nature's beauty.

Key Points:

- Students' and teacher will discuss, how did they encountered peace in nature.
- What were the most peaceful events, natural resources, and/or objects during the field trip.
- Stir and aid students to have more concrete understanding of peace.

Activity III

- Introduce Rigoberta Menchu.
- Central American peacemaker.
- Indigenous rights advocate.
- Nobel Prize Winner, 1992.
- Select reading excerpts from I, Rigoberta Menchu: An Indian Woman in Guatemala, by Rigoberta Menchu.

Key Points:

- Indian woman, how did Rigoberta Menchu become regarded as a peace figure to human rights, especially those of indigenous people.
- Mayan culture and its contributions to society.
- Discuss social and cultural issues and its importance in making peace.
- Begin making a big peace sign utilizing crayola paint and students' hands to imprint them on construction paper (40inch x 40inch). The constructions paper has to have a light pencil outline of the peace so that students can imprint their hands along the outline.

Lesson III - School

Rhoads, Harry M. Japanese Pond/Garden [between 1920 and 1940?] Denver, Colorado.

[http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field\(NUMBER+@band\(codhawp+00186844\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/hawp:@field(NUMBER+@band(codhawp+00186844)))

Lesson III

School Theme

Time: 2-3 class periods

Grade: 2nd

Subject: Social Studies, Language Arts, Social Studies and Art.

Materials: Literature books, paper for paper cranes, pencils, construction paper, Sadako's film, and internet LOC website.

Activity I:

- Introduce students to Sadako Sasaki.
- Create a literature circle.
- Read Sadako and a Thousand Paper Cranes.
- Students' will watch Sadako and A Thousand Paper Cranes film.

Key Points:

- After reading Sadako and A Thousand Paper Cranes, students' and teacher will discuss how conflict affects the world.
- When did Sadako begin making peace?
- What do the thousand paper cranes represent?
- Students will begin making paper cranes that can be sent to Hiroshima, Japan and/or Seattle, Washington.
- Students will be writing, how did Sadako's story made an impact in their life?

Activity II:

- Introduce Mahatma Gandhi.
- Read literature books, Child of Fear to Man of Freedom and Gandhi.
- Understand Gandhi through his legacy of peace.
- Gandhi and his educational wisdom.

Key Points:

- How did Gandhi transform himself from a child of fear to a man of freedom?
- On a construction paper with color pencils/crayons, students' will draw their ideal image of what Gandhi is and will be as a peacemaker. The picture should have a descriptive caption of peace.