

FACES®

PEOPLE OF PEACE

Discover how people from around the world have worked to promote peace and security for others. Learn why people unite to promote peace and which groups of people have benefited from their efforts.

CONVERSATION QUESTION

How do individuals and groups create social change?

TEACHING OBJECTIVES

- Students will learn about individuals and groups that have promoted peace
- Students will compare historical and contemporary means of changing societies
- Students will explain how cultural patterns influence the daily lives of people
- Students will explain how civic virtues affect how people address issues and problems in civil society
- Students will conduct research on a historical figure
- Students will write a poem
- Students will engage in collaborative discussion



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Pioneers of Peace**
Expository Nonfiction, ~1150L
- **Malala Yousafzai: Youngest Winner of the Nobel Prize**
Expository Nonfiction, ~1050L
- **Up with People: Stand for Peace**
Expository Nonfiction, ~1050L

Pioneers of Peace

pp. 12–15, Expository Nonfiction

Learn how important persons such as Ghandi, Martin Luther King, Jr., and Mohammad Ali have worked to promote peace in their societies.



RESOURCES

- Comparing Means of Creating Social Change

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about individuals and groups that have promoted peace
- Students will compare historical and contemporary means of changing societies
- Students will conduct research on a historical figure

KEY VOCABULARY

- **prejudice (p. 13)** preconceived opinion that is not based on reason or actual experience
- **boycotts (p. 13)** acts of withdrawing from commercial or social relations as a form of protest
- **discrimination (p. 13)** the unjust and unequal treatment of different categories of people based on race, age, or sex

ENGAGE

Conversation Question: How do individuals and groups create social change?

Ask students to think about the meaning of the word “peace.” Have them share their ideas with the class. Then ask them to share examples of individuals who have worked to promote peace in any society, historical or contemporary.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to use the words from the vocabulary list to complete them.

- _____ against people based on their race led to the denial of equal opportunities for specific groups of people.
- Some people held _____ to protest the level of _____ in society.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What was Gandhi trying to achieve and how did he go about it?
- What methods did Martin Luther King, Jr. use to fight discrimination?
- On what grounds did Mohammad Ali protest the draft?

SKILL FOCUS: Compare

INSTRUCT: Pass out copies of the *Comparing Means of Creating Social Change* organizer. Guide students as they identify and record various means of creating social change outlined in the article.

ASSESS: Have students work in pairs to write a one-paragraph summary describing how one of the individuals mentioned in the article worked to promote peace and thereby create social change. Invite pairs to read their summaries to the class.

EXTEND

English Language Arts Ask students to conduct research on one of the historical figures mentioned in the article to find more details about how this person worked to promote peace. Then have students write a letter from the perspective of this individual to people today, explaining how he created positive social change.

Comparing Means of Creating Social Change

In the chart below, record information from “Pioneers of Peace” on ways that individuals brought about social change during different time periods. Then choose one issue related to social change today and describe how this change is being brought about.

Time Period	Means of Creating Social Change
<p>Late-1800s in India</p>	
<p>Mid- and Late-1900s in America</p>	
<p>Today</p>	

Write a paragraph to compare historical and contemporary means of creating social change.

Malala Yousafzai: Youngest Winner of the Nobel Prize

pp. 16–19, Expository Nonfiction

Discover how Malala Yousafzai bravely stood against cultural practices that forbid women to earn an education.



Lexile Score: ~1050

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about individuals and groups that have promoted peace
- Students will explain how cultural patterns influence the daily lives of people
- Students will write a poem

KEY VOCABULARY

- **Taliban (p. 16)** a strict religious and political group that took control of Afghanistan in the 1990s
- **advocate (p. 16)** a person who argues for or supports a cause or policy
- **Sharia (p. 17)** Islamic law based on the teachings of the Koran

ENGAGE

Conversation Question: How do individuals and groups create social change?

Ask students to think about what it might be like *not* to have the opportunity to go to school. What long-term consequences might come from being denied an education?

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What cultural practices affect educational opportunities for women in Afghanistan?
- Why did Malala want to expand opportunities for women in her country?
- How did Malala help to create social change in her country and in other countries around the world?

SKILL FOCUS: Explain Cultural Patterns

INSTRUCT: Explain to students that cultural patterns include human and physical characteristics, beliefs, and values that are reflected in cultural practices. Ask students to describe the cultural patterns of Afghanistan that they read about in the article. Then have students work in pairs to discuss and record their answers to the Read & Discuss questions.

ASSESS: Have students work independently to reflect on Malala's achievements and identify the characteristics, beliefs, or values (i.e., cultural patterns) they believe are reflected in her efforts.

EXTEND

Art Ask students to write a short poem describing Malala's fight to earn the right to an education for girls in Afghanistan and beyond.

Up with People: Stand for Peace

pp. 32–35, Expository Nonfiction

Learn how one group of people inspires youth around the world to engage with their own communities.

Lexile Score: ~1050



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will learn about individuals and groups that have promoted peace
- Students will explain how civic virtues affect how people address issues and problems in civil society
- Students will engage in collaborative discussion

KEY VOCABULARY

- **community action (p. 32)** action undertaken by members of a community for that community's own improvement
- **optimism (p. 32)** hopefulness and confidence about the future or the successful outcome of something
- **connected (p. 32)** linked through feelings and emotions

ENGAGE

Conversation Question: How do individuals and groups create social change?

Ask students to brainstorm ways to inspire people to take action in their local communities to support peace. What ways might be effective at inspiring people? Who would students seek to influence? Why?

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to use all three words in a single sentence. Invite students to share their sentences. Finally, tell students to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why do you think the cast of Up with People is international?
- How does Up with People try to inspire people to build stronger communities?
- Civic virtues are standards of righteous behavior in relationship to a citizen's involvement in society. What are some examples of civic virtues that Up with People promotes?

SKILL FOCUS: Explain Motivations

INSTRUCT: Repeat the definition of civic virtues given in the Read & Discuss section. Then inform students that people are often motivated to change the society around them based on civic virtues.

ASSESS: Arrange students in pairs. Have each pair reread the article and locate at least two civic virtues that Up with People has focused on in their work. Tell students they may have to use context clues to draw inferences about civic virtues.

EXTEND

English Language Arts Ask students to imagine themselves as members of Up with People. Then have students work in small groups to write the lyrics to a song that they believe would inspire young people to become positively engaged in their community. Have each group read or sing their lyrics for the class.