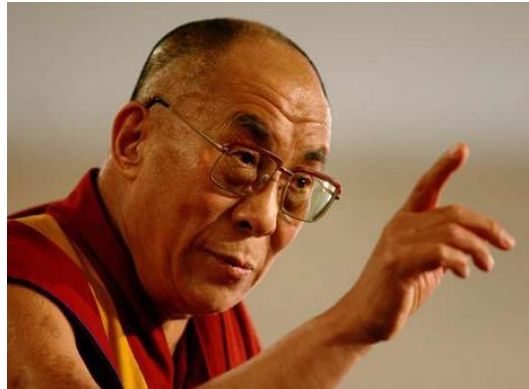




GLOBAL VOICES

Global Voices Information Sheet

The Dalai Lama



Biography

- Born July 6, 1935, His Holiness the 14th Dalai Lama, Tenzin Gyatso, is both the head of state and the spiritual leader of Tibet. He was recognized as the reincarnation of the 13th Dalai Lama at the age of 2.
- In 1950, at age 15, he assumed full political power after China invaded Tibet the previous year. In 1954, he traveled to Beijing for peace talks with Mao Zedong.
- In 1959, at age 24, after a failed national uprising, he was forced into exile. He has since been living in Dharamsala, located in northern India.
- The Dalai Lama's message centers on peace, non-violence, inter-religious understanding, universal responsibility and compassion.
- In 1989, His Holiness won the Nobel Peace Prize for his non-violent struggle for the liberation of Tibet. He has travelled to 62 countries, received numerous awards, honorary degrees and prizes. He is also the author of 72 books.

The Dalai Lamas

- The Dalai Lamas are believed to be manifestations of Avalokiteshvara or Chenrezig, the Bodhisattva of Compassion and patron saint of Tibet.
- The current Dalai Lama is the 14th in the line of reincarnations. The tradition has been around for more than 600 years with the first Dalai Lama born in 1391.

Key Terms

- **legacy** – something handed down or received from an ancestor or predecessor
- **prominence** – the quality of being important or well-known
- **reincarnation** – the belief that the soul, upon the death of the body, comes back to earth in another body or form
- **soft power** – the ability to achieve one's goals without force, especially by diplomacy, persuasion, etc.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Course Connections: The Arts, Language and Social Studies.

Materials

- Chart paper or blackboard
- Computers and internet
- Global Voices column

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. The Dalai Lama (estimated time: 15 minutes)
 - a. Begin the lesson with a discussion about the Dalai Lama by asking the following suggested questions:
 - i. Who is the Dalai Lama?
 - ii. Where is he from?
 - iii. Where does he live now?
 - iv. How does he live his life?
 - v. What does he represent to the Tibetan people?
 - b. Ask students to create a KWL chart about the Dalai Lama. In the “K” column students fill in what they already know or think they know about the topic; in the “W” column they fill in what they want to know; and in the “L” column they take notes indicating the new information they have learned.

- c. Provide a few minutes for students to complete this task and then compile their answers into one KWL chart for the class.

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary: legacy, altitude, oppression, culture, invade, spiritual leader, Tibet, Buddhism, reincarnation, successor.
 - c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone has a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure that they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. Divide the class into small groups and distribute chart paper to each group.
 - b. On the chart paper, ask each group to write the heading of the column in the center of the page.
 - c. Then, ask each group to write all the words that come to mind after reading the column around the center title, creating a word web.
 - d. When students have completed their word webs, ask them to answer the following questions in their groups:
 - i. What is the message of this column?
 - ii. Who created this message?
 - iii. What creative writing techniques are used to attract the readers' attention?
 - iv. How might other people understand this message differently than me?
 - v. What values, lifestyles and points of view are represented in this column? Which ones are left out?
 - vi. What statistics or facts are listed in the column?
 - vii. Why has this message been created?
 - viii. Do you agree with this message?
 - ix. What do you know? What are you unsure of? What would you like to know?
 - e. As a class, discuss the students' word webs as well as their answers to the above questions. Discuss why it is important to understand the source and potential bias of a resource offering news information.

Communication

1. Peace Haiku (estimated time: 30 minutes)
 - a. Tell students that they will be creating a haiku about peace.
 - b. Explain that a haiku is a poem of Japanese origin. It is a short poem of a keenly observed moment that pertains to nature or human nature.
 - c. A haiku is structured into 3 lines. Line 1, 2 and 3 have 5-7-5 syllables respectively. Explain that the poem does not have to rhyme.

- d. As a class, brainstorm words or phrases that are associated with “peace”. Write words on a chart paper for the class to see the results.
- e. Create a class haiku using the words from the list, modeling the process of arranging the words in sentences or phrases.
- f. Allow students an opportunity to create their own haiku about peace. Encourage students to get creative and use words and ideas not listed on the chart paper.
- g. After students have completed their peace poems, have them pass their poem to the left so that the person next to them can read their poem. Continue this process until everyone has read all of the poems.
- h. When this is complete, hold a discussion about peace using the following suggested questions:
 - i. What impact did these poems have on you?
 - ii. Do your classmates view peace in the same way as you?
 - iii. Who else would you like to share these poems with?
- i. Following this discussion, allow students to create a good copy of their poems, incorporating design.
- j. Finished products can be displayed around the classroom.

Application

1. The Nobel Peace Prize (estimated time: 20 minutes)
 - a. Hold a discussion around the Nobel Peace Prize by asking the following suggested questions:
 - i. What is the Nobel Peace Prize?
 - ii. How are the winners determined?
 - iii. Who nominates the nominees?
 - iv. What is the purpose of this award?
 - v. What does the winner of the Nobel Peace Prize receive?
 - vi. How often do nominations occur?
 - b. Explain to the students that the Dalai Lama (Tensin Gyatso) received the Nobel Peace Prize in 1989. As a class, discuss why the Dalai Lama was deserving of this prize.
 - c. Write the following excerpt from the Dalai Lama’s acceptance speech on the board: *“I pray for all of us, oppressor and friend, that together we succeed in building a better world through human understanding and love, and that in doing so we may reduce the pain and suffering of all sentient beings.”*
 - d. Ask students to respond to this statement in a written reflection, identifying its significance for Tibet and China, as well as how this statement relates to their personal life.

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Nobel Peace Prize winners - <http://nobelprizes.com/nobel/peace/>

BBC News Tibet Timeline - http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/6299565.stm