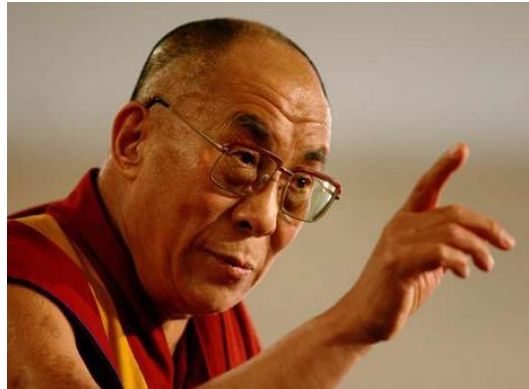




GLOBAL VOICES

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 Secondary 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: Canadian and World Studies, English, and Social Sciences and Humanities.

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. Prior Knowledge: The Dalai Lama (estimated time: 20 minutes)
 - a. In a discussion, assess students' prior knowledge of 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. Following the discussion, have students work in pairs and ask them to create a KWL chart about the Dalai Lama. In the "K" column students should fill in what they already know or think they know about the topic; in the "W" column they

should fill in what they want to know. Ask students to leave column “L” blank for now.

- c. After completing columns “K” and “W”, have pairs perform an investigation, answering the questions recorded in column “W” and identifying the accuracy of the information they previously recorded. Students will place all new information in the “L” column.
- d. Provide time for students to complete this task, then gather the class back together and compile their answers into one KWL chart for the class.

Thinking

1. Reading Comprehension: The Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of as they are reading the column.
 - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
 - c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
 - a. Ask each student to perform an OPVL on the Global Voice column.
 - i. Origin: what is the source of this column?
 - ii. Purpose: why was this column written?
 - iii. Value: what are the facts and statistics in this column that give it value?
 - iv. Limitations: what perspective is the column written from, does this cause limitations?
 - b. When this is complete, bring the class back together and discuss student answers.

Communication

1. Tibet Timeline (estimated time: 30 minutes)
 - a. Have students review the following timeline of Tibet on the BBC website: http://news.bbc.co.uk/2/hi/asia-pacific/country_profiles/6299565.stm
 - b. Working independently, have students go through the timeline and identify any significant events involving Tibet and China as well as any differing opinions between the Chinese government and Tibet.
 - c. Once students are familiar with the timeline, bring the class back together and discuss their findings.
 - d. Divide the class into small groups. Half of each group will represent the Chinese government while the other half will represent the point of view of the Dalai Lama and his supporters. Have the groups discuss their points of view and debate their respective sides.
 - e. When this discussion is complete, bring the class back together and reflect on the debates by asking the following suggested questions:
 - i. What are the motives of each side?

- ii. What are the benefits of declaring Tibet a sovereign nation? What are the drawbacks of denying Tibetan sovereignty?
- iii. Is a compromise on this issue possible?
- f. When this discussion is complete, ask students to record any new information in their KWL chart.

Application

1. Nobel Peace Prize (estimated time: continuous project)
 - 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 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. Ask students to list other winners of the Nobel Peace Prize, writing all suggestions on the board. A list of Laureates can also be found at the following link <http://nobelprizes.com/nobel/peace/>
 - d. Request that each student select a person from the list of winners and ask students to write a biography of the Nobel laureate. Students must answer the following questions in their research to be included in their biography:
 - i. Why did this person win the Nobel Prize?
 - ii. When did this person win?
 - iii. What was/is this person's background (upbringing and work in this field) and how did it affect his or her work and interests?
 - iv. How has this person influenced society?
 - v. What other information about this person should be included in his or her biography?
 - e. When students have completed their biographies, have them share their research with the class in either an oral presentation or by creating a visual presentation.

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:

BBC News Q&A: China and Tibet <http://news.bbc.co.uk/2/hi/7299221.stm>
Nobel Prize <http://nobelprize.org/>