

# Faces™

## People of Peace

Eleanor Roosevelt once stated, “It isn’t enough to talk about peace. One must believe in it. And it isn’t enough to believe in it. One must work at it.” This month’s issue of FACES magazine explores individuals and groups that have promoted peace worldwide and examines various strategies for working towards a more altruistic society.

## CONVERSATION QUESTION

How does society affect change?

## TEACHING OBJECTIVES

- Students will learn about individuals and groups that have promoted peace.
- Students will learn how Malala Yousafzai became an activist for peace.
- Students will learn how the Nepal Seeds project is improving lives and communities.
- Students will compare historical and contemporary means of changing societies.
- Students will examine cause and effect relationships.
- Students will use a map to explore relationships between geographical locations.
- Students will conduct research on a historical figure.
- Students will participate in a philanthropic effort.
- Students will write a brief essay.



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

- **Profiles of Peace**  
Expository Nonfiction, ~1000L
- **Malala Yousafzai: Youngest Winner of the Nobel Peace Prize**  
Expository Nonfiction, ~1070L
- **Petals of Peace**  
Expository Nonfiction, ~920L

# Faces® Teacher Guide: January 2025

## Profiles of Peace

pp. 12–15, Expository Nonfiction

Peacemaking, as well as war, has been part of every society since the beginning of time. This article examines the methods and people who have strived to create a nonviolent and fair existence for all humankind.



## RESOURCES

Comparing Means of Change: Peace Out

## OBJECTIVES

- 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. 12) 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 groups of people, especially based on ethnicity, age, gender, or disability

## ENGAGE

**Conversation Question:** How does society affect change?

Ask students to name some notable leaders for peace throughout history (Mahatma Gandhi, Martin Luther King, Jr., Muhammad Ali, etc.). Generate a list on the board. Pose the following questions: *What do these leaders have in common? What characteristics and traits do they share? How did they contribute to the greater good of society? Why do you think that all of these leaders had people that were fighting against them?*

## INTRODUCE VOCABULARY

Introduce this as a **Jeopardy!**-style learning activity. Provide the class with only the definitions of the key vocabulary terms. Have them read and discuss. Inform students that they will revisit these definitions after reading and pose the proper question using words from the vocabulary-rich article. (What is **prejudice**? What is a **boycott**? What is **discrimination**?) Have them formulate 17 more answers needing questions, for a total of twenty, and share with other classes as a post reading activity.

## READ & DISCUSS

Pose the following questions to facilitate meaningful discussion.

1. What experience set Mahatma Gandhi on a path to fight against prejudice?
2. What was Gandhi trying to achieve and how did he go about it?
3. Explain the strategies that Martin Luther King, Jr. used to fight discrimination.
4. How did Bertha von Suttner make an impact as a peace activist?
5. Why did Muhammad Ali refuse to be inducted into the military?

## SKILL FOCUS: Compare Means of Change

**INSTRUCT:** Discuss the article and then distribute the *Peace Out* graphic organizer. Allow students to work in pairs to complete the chart and encourage them to analyze their findings. Circulate and interact with the pairs discussing various means of social change.

**ASSESS:** After reviewing the chart with the class, instruct students to complete the assignment in the THINK TANK independently. Collect to assess students' understanding of the topic.

## EXTEND

**Language Arts:** Review the names of the pioneers of peace cited in the article as well as in the introductory activity. Instruct students to conduct research on one of the historical figures mentioned (or another approved figure) and collect details about how this person worked to promote peace. Have students use the information gathered to write a mock letter from the perspective of the chosen individual to people today, explaining how they created positive social change and how future societies can continue their work.

## Peace Out

**Comparing Means of Change** In the chart below, record information from the article that depicts the 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 generated.

Time Period	Means of Creating Social Change
<p><i>India</i></p> <p>Late 1800s</p>	
<p><i>America</i></p> <p>Mid to Late 1900s</p>	
<p><i>Place:</i> _____</p> <p>Modern Day</p>	

**THINK TANK:** Use information from the chart above, as well as your own critical thinking skills to write a brief essay comparing historical and contemporary means of creating social change. Include specific examples and details.

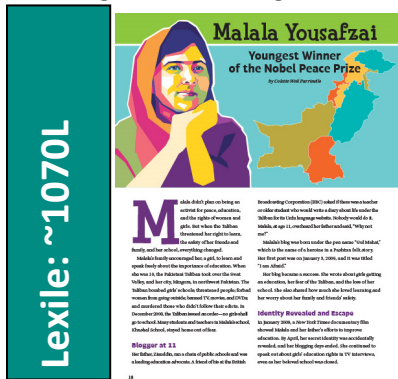
# Faces® Teacher Guide: January 2025

Malala Yousafzai:

Youngest Winner of the Nobel  
Peace Prize

pp. 18–21, Expository Nonfiction

Students will learn about the extraordinary young peace activist, Malala Yousafzai. This article creates a timeline of events from early 2008–2020s that detail Malala's brave actions and words and how they continue to affect change around the globe.



## RESOURCES

Cause and Effect: Magnificent Malala

## OBJECTIVES

- Students will learn how Malala Yousafzai became an activist for peace.
- Students will examine cause and effect relationships.
- Students will participate in a philanthropic effort.

## KEY VOCABULARY

- **Taliban** (p. 18) a strict religious and political group that took control of Afghanistan in the 1990s
- **advocate** (p. 18) a person who argues for or supports a cause or policy
- **Sharia** (p. 19) Islamic law based on the teachings of the Quran

## ENGAGE

**Conversation Question:** How does society affect change?

Reveal the title of the article and activate prior knowledge by asking students what they know about the young activist, Malala Yousafzai. Inform them that in her homeland of Pakistan in early 2008, the Taliban forbade girls from going to school. Malala spoke out about a woman's right to an education and was physically injured as well as labeled a "symbol of the infidels and obscenity." Have students consider how the lives of women are different when they are unable to receive an education. Ask: *What long-term consequences might come from being denied an education?*

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Next, have students work in pairs to determine how the words are connected. Then present the title of the article and have them predict how these words will connect to the topic of the article. Invite students to share their thoughts and remind them to look for these words as they read the article. Have the students revisit their predictions after the reading.

## READ & DISCUSS

Have students read the article with a partner. Lead a class discussion based on the following prompts.

1. What actions by the Taliban led to Malala Yousafzai becoming an activist for peace, education, and the rights of women and girls?
2. Why did Malala and her family flee to a relative's mountain home?
3. What awards were Malala granted for her activism?
4. Why did the Taliban shoot Malala?
5. How did the world respond to Malala's shooting?

## SKILL FOCUS: Cause and Effect

**INSTRUCT:** Guide students to acknowledge that historical events in the world are often surrounded with causes and effects. Distribute the *Magnificent Malala* organizer and tell students that they will be recording the causes and effects of the events surrounding Malala Yousafzai's activism. Have them reread the article with a partner to underline passages that will be helpful for this purpose.

**ASSESS:** The students may work in pairs to complete the organizer. Review the answers and invite students to share their responses.

## EXTEND

**Philanthropy:** Following Malala's early life as an activist for women's rights in Pakistan, she continues to speak and work worldwide for a girl's right to an education and rights for all children. Her writings are easily found online, from her 2009 blog, to excerpts of her book, *I am Malala*. Share her words with your students. Then have students visit the Malala Fund (p. 21) website and discover ways in which they can support her cause. There are steps for creating a fundraiser, submitting stories, or simply just sharing knowledge about the topic with others.

## Magnificent Malala

**Cause and Effect** Consult the article and explain the causes of the events listed below, as well as the effects of the action.

Cause	Event	Effect
	The Taliban threatened Malala's right to learn, the safety of her friends and family, and her school.	
	A friend of Ziauddin Yousafzai asked if one of his students would write a diary about life under the Taliban for an Urdu language website.	
	In October 2012, Malala was shot in the head while riding the bus to school.	
	Malala was awarded the Nobel Peace Prize, making her the youngest person to ever receive the prize.	



# Faces® Teacher Guide: January 2025

## Petals of Peace

pp. 26–29, Expository Nonfiction

This photo-enhanced article takes readers to the remote village of Kafleni in Nepal. Students will learn about the landscape and the community, and how the Nepal Seeds project is helping to provide the children of the village with a better education.



## RESOURCES

Using Maps: Where in the World

## OBJECTIVES

- Students will learn how the Nepal Seeds project is improving communities and lives.
- Students will use a map to explore relationships between geographical locations.
- Students will write a brief essay.

## KEY VOCABULARY

- bestow** (p. 26) to give or present as a gift
- obstacles** (p. 26) things that impede progress or achievement
- sponsorship** (p. 28) money that is given, usually by an organization, to support a person or activity

## ENGAGE

**Conversation Question:** How does society affect change?

Introduce the title of the article, “Petals of Peace.” Tell students that during the many festivals held yearly in Nepal, students do not attend school. Have students help you generate a list of celebrations/holidays when students in the United States do not attend school. Then inform students that eldest children in Nepal often also miss school when they have to assist the family with daily farm chores. Ask: *How can humanitarian groups help more children around the world attend school?*

## INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

- What qualities would a teacher have to possess to be **bestowed** the title of “Teacher of the Year”? What would such a teacher expect from their students, and what actions would they take to help them succeed?
- Think of characters in books or movies who have had to overcome an **obstacle**. Discuss the obstacle and how, or if, it was overcome.
- Discuss teams or events that are **sponsored** by your school or town. How does the arrangement benefit both parties?

## READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

- Describe the village of Kafleni.
- What does the marigold flower symbolize to the Hindu people?
- How does the Nepal Seeds project empower rural communities and improve the quality of education?
- How are farming and farm chores carried out in Nepal?
- Why do American trekkers often visit Poonam’s village?

## SKILL FOCUS: Using Maps

**INSTRUCT:** Guide students to acknowledge the importance of cardinal directions (N, S, E, W) and city and capitol markings when trying to understand the location of various places on a map. Review map skills. Distribute the *Where in the World* worksheet. Students will be using the map and keys provided to complete the questions.

**ASSESS:** Instruct students to independently complete the worksheet, then review. Remediate in a small group, if necessary.

## EXTEND

**Social Studies:** The village of Kafleni does not have access to electricity, cellphones, or the internet. Ask: *As the Nepal Seeds project continues to empower rural communities, what changes do you think will be the most helpful for villagers?* Students should write a brief essay to answer the question, qualifying their answers with reasons and examples.

## Where in the World

**Using Maps** Use the map of Nepal, the key, and the compass rose to answer the questions.



**Part I:** Use the map of Nepal and the compass rose to provide the answers below. (N, S, W, E)

1. Rara National park is \_\_\_\_\_ of Royal Bardia National Park.
2. Mount Everest is \_\_\_\_\_ of Pokhara.
3. The Karnali River is \_\_\_\_\_ of the Annapurna Mountain Range.
4. Birganj is \_\_\_\_\_ of Lalitpur.

**Part II:** Answer the questions below using the keys and symbols on the map.

5. What is the capitol of Nepal? \_\_\_\_\_
6. What is the most northern National Park in Nepal? \_\_\_\_\_
7. List a city that is in the low lying area of Nepal. \_\_\_\_\_
8. Which river flows on the western most border of Nepal and into India? \_\_\_\_\_