

Lesson Plan Template

- I. Overview: Brief description of the lesson and its purposes, i.e., a rationale.**

Students will investigate the methods used by Nobel Peace Prize winners to affect change and compare and contrast those methods to those used by other citizens.
- II. Subject Area: (geography, history, civics, non-violence movement, conflict resolution, literature)**

Civics and Government
- III. Grade level:**

10-12
- IV. State Content Standards/Benchmarks Addressed (or Common Curriculum Goals):**

Common Curriculum Goal: Describe participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).
Benchmark CIM: Understand the roles of citizens as informed, responsible participants in the political process.
Eligible Content: Opportunities for participation in the political process.
- V. Objective(s):**
 - A. The student will recognize the accomplishments of Nobel Peace Prize winners.
 - B. The student will compare and contrast different methods of active citizenship.
- VI. Materials:**
 - A. Biographical information on Martin Luther King, Jr., Nelson Mandela, Mother Theresa, Dalai Lama.
 - B. Access to other resources that discuss the lives and actions of those listed above.
 - C. Overhead transparency/PowerPoint slide/wall chart listing the responsibilities of citizens as stated in the CCG.
- VII. Presentation Steps: How will the lesson be presented?**
 - A. Introduce students to individuals that have won the Nobel Peace Prize, discussing what they know and don't know about the individuals.
 - B. Have students read/research the accomplishments of these individuals. Students may work in groups to gather information.

- C. Students share research information, either in groups or with the entire class.
- D. In groups or as a class, students identify the responsibilities of citizens met by the Nobel Prize winners.
- E. Discussion/Writing Assignment: Did the prize-winners just meet their responsibilities, or did they exceed them? If so, how?

VIII. Assessment:

- A. Pre-test/initial discussion: what do the students know about the Nobel Prize winners?
- B. Discussion/Writing Assignment: Can students identify the responsibilities met or exceeded by the individuals?

IX. Adaptations:

- A. Students might view films, documentaries to gain information on the individual prize-winners.
- B. Students might use cooperative learning techniques to gather and process information.

X. Extensions:

- A. Introduce concept of "civil disobedience." Are citizens that use this technique meeting their responsibilities?
- B. Many of the listed prize-winners practice the ideas of Gandhi. What are the characteristics of his beliefs and how did the prize-winners put his beliefs into action?