

2007 Nobel Peace Prize  
**NewsDepth** October 18, 2007  
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[www.pbs.org/newshour/images/noble\\_medals.jpg](http://www.pbs.org/newshour/images/noble_medals.jpg)

### **Overview:**

The Intergovernmental Panel on Climate Change and Former U.S. Vice President Al Gore, have been awarded this year's Nobel Peace Prize. Alfred Nobel, the founder of the award, indicated that the honor should go to "someone who has conferred the greatest benefit on mankind." The 2007 winners were chosen for their efforts to educate the world about climate change and for laying out the measures needed to counteract such change. At this year's ceremony, which will be held in December in Oslo, Norway, each recipient will be awarded a medal, a personal diploma and a prize amount. We will concentrate our activities and lessons on the background of the award, its founder, and its significance.

### **Subject Matter:**

American and World History, Language Arts

### **Classroom Activities:**

Grade Level 3-5

#### 1. Discussion of "Peace"

- So what is peace, and how would you define it?
- What does it look like, feel like, sound like?
- What or who is capable of peace? (a pet, a friend, a class, your brother or sister, a class, a city?)
- Together, come up with a class definition of peace.

Following this discussion, use any of the following activities to further their understanding of peace. Each activity takes 15-20 minutes.

#### **Activity 1: "Peace is a Group Effort"**

Here is an activity that shows the teamwork effort that is involved in making peace happen:

##### **Magic Shoes**

**Participants:** 10-15

**Equipment:** Something to make 2 lines

**Directions:** Set the boundary lines about four feet apart. Have the team stand behind one boundary line, facing the other line. Tell them all of the directions.

The entire team must get from one boundary to the other boundary. In between the boundaries is a pit. The only way to get across is by using the invisible magic shoes (any pair of shoes). All players must end up on the other side.

**Rules:**

1. Everyone may wear the shoes one time going one way.
2. Shoes may not be tossed back to the other side.
3. Once you have worn the shoes you may not wear them again.
4. Both shoes must be worn by the same person.

Let everyone work as a team to figure out a solution. **If there is extra time**, let them line up behind the same boundary line, but this time everyone stand next to each other, and the goal is to walk across to the other line with the side of your foot touching the side of each of your neighbor's foot - nobody across the whole line may lose contact with their neighbors!

What made this activity work/not work?

How is this related to peace?

## **Activity 2: Blind Men and the Elephant**

Handout #1

## **Activity 3: Peace Chain**

Peace Chain: Have each student create their own definition of peace as part of a "Peace Chain."

- Students write their own meaning of peace, copy it on to hands printed on different colored paper.
- Cut out hands and make a peace chain in the room by joining the hands together. As students are joining the links in the chain they can individually read their definitions.

2. Discover information about Alfred Nobel and his role in determining who should be awarded a prize for his/her/their efforts to promote peace.

[http://nobelprize.org/alfred\\_nobel/biographical/articles/life-work/gradeschool.html](http://nobelprize.org/alfred_nobel/biographical/articles/life-work/gradeschool.html)

This is a page entitled : **Alfred Nobel's Life and Work - for Gradeschoolers.**

The life and work is presented with simple language and colorful graphics.

3. Pay a visit to the [Nobel e-Museum](http://nobelprize.org), the official web site of the Nobel Foundation which administers and manages the assets for the awarding of the Nobel Prizes. When the page opens you will see a list of the 2007 Laureates (winners) in each of the six categories. <http://nobelprize.org/index.html>

### **Online Lesson Plans:**

Grade levels 7-8

#### **1. The Nobel Prize**

<http://www.cincinnati.com/nie/archive/12-11-01/> In this online lesson you will learn about the men who were awarded Nobel Prizes, about the men and women who have been awarded prizes in the past, and about founder Alfred Nobel.

#### **2. Teach Peace**

[http://www.nobelpeacelaureates.org/teach\\_peace.html](http://www.nobelpeacelaureates.org/teach_peace.html) The materials consist of an introduction to the lesson plans for teachers, an introduction to the Nobel Peace Prize, lessons about each of the 22 American winners, and an assessment activity.

#### **3. Global Peace and Local Legacies**

<http://www.learningtogive.org/lessons/unit152/lesson1.html> This lesson introduces the students to Alfred Nobel and his legacy, the Nobel Peace Prize. Students will learn about the paradox between *intent* and *purpose* as related to Alfred Nobel, review the criteria used to award the Nobel Peace Prize and reflect on how they would like to be remembered in time.

### **Additional Resources:**

<http://content.scholastic.com/browse/article.jsp?id=3745914>

Behind the scenes of An Inconvenient Truth - a young student's interview with the producer of the Al Gore academy award winning video.

<http://www.theapple.com/news/articles/1453-gore-awarded-nobel-peace-prize>

Website where teachers meet and learn. Article entitled "Gore Awarded Nobel Peace Prize"

[http://nobelprize.org/nobel\\_prizes/peace/laureates/2007/](http://nobelprize.org/nobel_prizes/peace/laureates/2007/)

Nobel Peace Prize's home site

<http://www.williampennhouse.org/Teachers-of-Peace/lesson-plans.php>

resource for Blind Man poem and games

### **Multimedia Resources:**

[http://nobelprize.org/educational\\_games/](http://nobelprize.org/educational_games/)

Online games for you and your students

<http://www.youtube.com/thenobelprize>

Nobel Prize's branded channel on you tube

(Excellent resource for videos showing the awarding of this year's prizes)

## Blind Man and the Elephant by John Saxe

It was six men of Indostan  
To learning much inclined,  
Who went to see the Elephant  
(Though all of them were  
blind),  
That each by observation  
Might satisfy his mind  
The First approached the  
Elephant,  
And happening to fall  
Against his broad and sturdy  
side,  
At once began to bawl:  
"God bless me! but the  
Elephant  
Is very like a wall!"  
The Second, feeling of the tusk,  
Cried, "Ho! what have we  
here  
So very round and smooth and  
sharp?  
To me 'tis mighty clear  
This wonder of an Elephant  
Is very like a spear!"  
The Third approached the  
animal,  
And happening to take  
The squirming trunk within his  
hands,  
Thus boldly up and spake:  
"I see," quoth he, "the Elephant  
Is very like a snake!"  
The Fourth reached out an  
eager hand,  
And felt about the knee.  
"What most this wondrous  
beast is like  
Is mighty plain," quoth he;  
" 'Tis clear enough the Elephant  
Is very like a tree!"  
The Fifth, who chanced to

## Handout #1

touch the ear,  
Said: "E'en the blindest man  
Can tell what this resembles  
most;  
Deny the fact who can  
This marvel of an Elephant  
Is very like a fan!"  
The Sixth no sooner had begun  
About the beast to grope,  
Than, seizing on the swinging  
tail  
That fell within his scope,  
"I see," quoth he, "the Elephant  
Is very like a rope!"  
And so these men of Indostan  
Disputed loud and long,  
Each in his own opinion  
Exceeding stiff and strong,  
Though each was partly in the  
right,  
And all were in the wrong!

### Questions for Discussion:

What can we take from this story that can tell us something about peace?

Is there a certain way of working together that promotes peace?

What do you think the men needed to do in order to avoid conflict in this story?

Are there other examples in the world where you think people should be using those techniques?

