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Lesson Plan by: Cliff Hannon

Lesson: Gandhi and Indian Independence

Length: 1 period

Age or Grade Intended: 10th Grade/World History and Civilization

Academic Standard(s):

WH.8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies, and describe the reconfiguration of the African continent. (Government)

Performance Objectives:

The students will be assessed on their ability to identify the role that Gandhi played in the creation of an independent Indian state with an end of the class mini-assessment with 75% accuracy.

Assessment:

After a lesson that focuses on Gandhi's role in the independence movement of India, especially focusing on his nonviolent techniques, students will answer a brief assessment. The assessment will be a 5 question exit quiz. Students will show mastery with an accuracy percentage of 75%.

Advanced Preparation by Teacher:

1. Textbook readings
2. Gandhi Non-violence speech (<http://www.youtube.com/watch?v=e3tjIiWIkAQ>)
3. Nonviolence situations
4. Pre and post assessment

Procedure:

Introduction/Motivation: After giving the pre-assessment, students will be asked to discuss two questions in their groups (Gardner-Interpersonal).

1. What feelings do you have about the 4th of July and American Revolution? (Blooms-Analysis)
2. Who do we have to thank for our independence? (Blooms-Analysis)

Allow the students around 5 minutes to think about and discuss these questions. Then have groups volunteer to answer these questions and write responses on the board. Today we're going to look at the independence movement in India. While we study this section use the emotions you feel towards America's War for Independence and our 4th of July to better make a connection to Indians during this time period.

Step-by-Step Plan:

1. Begin by showing a picture of Mohandas Gandhi on the Smartboard. Ask the students if they know who this man is? (Blooms-Knowledge). If they know who Gandhi is, ask if they know why he's important? (Blooms-Knowledge)

2. Have the students turn to 865 in their book and follow along as the teacher reads beginning on the bottom of page starting with “Gandhi came from...”
3. Ask for a volunteer to read the first paragraph from the section titled “Gandhi’s Ideas”
4. Ask a second student to read the second paragraph from that same section.
5. Watch the YouTube clip from the movie *Gandhi*. Ask a student to summarize how Gandhi would want respond to conflict (Blooms-Comprehension) (Gardner-Existentialistic)
6. Then have volunteer students take turns reading the different paragraphs in the section “Gandhi Takes a Stand: The Salt March”
7. The students are now going to work within their groups to come up with reactions to conflict situations in their own lives using the nonviolence teachings of Gandhi (Blooms-Synthesis). Give each group a situation to respond to. Have one member record a quick narrative describing how the group would react to the situation. (Gardner-Interpersonal, Linguistic)
8. After giving the class 10 to 15 minutes to complete the activity, ask for volunteer groups to share their situation and following response. The person presenting should not be the person who recorded.

Closure: Close the class by having the students complete the post-assessment and have them turn it in to the tray. Turn the class over to Mr. Robbins to wrap up the class.

Adaptations/Enrichment:

Learning disabilities – Read through the questions on the pre and post-assessment before having the students attempt to complete it. Keep distractions to a minimum and be sure to make yourself available to answer any questions.

Self-Reflection:

How did the students respond to the previous knowledge questions at the beginning of the lesson?

Did students make connections between the 4th of July and an Indian independence movement?

How did students respond to the video clip?

Were the needs of the students with learning disabilities met?

How can this lesson be improved for next time?

Nonviolence response scenarios

Group 1: Someone from out of nowhere pushes you from behind while walking down a crowded hall. Create a response to the conflict using Gandhi's nonviolence techniques while also not ignoring the situation.

Group 2: While you are in line for lunch a group of students ignores where you are standing and deliberately cuts you. Create a response to the conflict using Gandhi's nonviolence techniques while also not ignoring the situation.

Group 3: You are standing at your locker when someone bumps your locker door. The locker door swings shut pinching your finger in the hinges. Create a response to the conflict using Gandhi's nonviolence techniques while also not ignoring the situation.

Group 4: While in the library someone reaches for a book on a high shelf while you are crouched looking through the books at the bottom of the shelf. The book falls and hits you in the head. Create a response to the conflict using Gandhi's nonviolence techniques while also not ignoring the situation.

Group 5: One the way to school you spill grape juice down the front of your shirt. You don't have a spare shirt in your locker and group of students in the grade above are now mocking you for the giant purple stain in the middle of your shirt. Create a response to the conflict using Gandhi's nonviolence techniques while also not ignoring the situation.