

Gandhi & Non-Violent Protest

Unit: Civics: Rights and Responsibilities

Theme: Non-Violent Protest

Topic: Gandhi

Level: ESL 7-9/ ABE/ASE

Objectives: To analyze the principles of non-violent protest; To investigate Gandhi’s influence on Martin Luther King, Jr. and Cesar Chavez

Length of Session: 2-4 hours (This depends on the elements of the lesson incorporated.)

EFF Standards: Read Critically; Reflect and Evaluate; Use Technology; Cooperate with Others

Language Arts Standards: R4-Use a variety of reading strategies to construct, examine and extend the meaning of diverse materials; R7-Identify

structure; R10-Critically evaluate from a variety of sources; W5-Write for a real situation;

NAEP Objectives: Identify, describe, explain and analyze information and arguments

SCANS/ EFF Common Activities	INTO	MATERIALS
SCANS-Creative Thinking	Read quotes written by Gandhi. Have students discuss in a large group his messages. Possible Quotes: “No culture can live, if it attempts to be exclusive.” “You must be the change you wish to be in the world.”	<ul style="list-style-type: none"> • Text on Gandhi • Reading Worksheet • Vocabulary Log • <i>Martin Sheen’s Story</i>
	THROUGH	EVALUATION
SCANS-Problem Solving	<p>PRESENTATION</p> <p>Share the importance of non-violent protest in both the Civil Rights Movement and the Farm Worker’s Movement in California.</p> <p>GUIDED PRACTICE</p> <p>Pre-Reading (5 minutes)</p> <ul style="list-style-type: none"> • Have students individually work on Anticipation Guide. <p>Reading (20-30 minutes)</p> <p>During the reading, stop and “talk” through the reading process. (Asking questions, commenting, making predictions, and making conclusions).</p>	<p>Teacher can use the vocabulary lists to create a class vocabulary list with the high frequency words indicated by the students.</p> <p>The student’s reports and answer sheets (outline, vocabulary words, etc.)</p>

<p>EFF: Work as a team; SCANS-Research & Technology competencies</p>	<ul style="list-style-type: none"> • Have the students follow along as teacher reads out loud. • After the reading, answer any questions they might have. • Give students time to write their words in their vocabulary journals. <p>Post Reading (45 minutes) Group students into four.</p> <ul style="list-style-type: none"> • Have them work together to outline and analyze the text. <p>Web Quest (60 minutes) Students can work in groups, pairs or individually to search the net.</p>	
BEYOND		
<p>EFF: Gather, analyze and use information</p>	<p>CLOSURE Give time in class so that students share their W's worksheet. Students can share what they learned through their research. Make multiple copies of the 5W's for the other students for independent study.</p> <p>APPLICATION Keep an eye of opportunities to share current non-violent protest.</p>	<p>I learned statements</p> <p>Extra Work: Reading: Martin Sheen's writing. Have students read it individually and have small group discussions. Extra Credit: Have students research online Martin Sheen's role models. Hero Poems can be created. (Look at TRM for model)</p>

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