



## Discrepant Event Inquiry Tasks using the Gandhi Cards

<b>Content Connections:</b>	Social Studies, Character Education, Nonviolence Education
<b>Level:</b>	Grades 9-12
<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objectives:</b>	1. Students will learn history associated with the life of Mohandas K. Gandhi and his nonviolent independence movement. 2. Students will learn examples of Gandhi's core values and beliefs.
<b>Literacy Standards:</b>	Common Core English Language Arts Anchor Standards:  CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

### Summary of Tasks / Actions:

**-Discrepant Event Inquiry is an exciting way to get students to interact with an image piece-by-piece. Social Studies Educator Glenn Wiebe describes this activity as a way to “present your kids with a puzzling, paradoxical, or discrepant event or story. Students ask questions, pose hypotheses, analyze and synthesize information, and draw tentative conclusions while attempting to find an answer to the inquiry.”**

#### **-Lesson Preparation:**

1. Choose an image from the Gandhi Card Pack. For this task, the following cards are suggested: “Respect for One’s Adversary,” “Civility,” “Gandhi in Prison,” “1931 Second Round Table Conference in London,” “Gandhi in London,” and “Service as a Medic.” The visuals provided on these cards provide some cognitive dissonance and will allow for great discussion. However, this activity could be done with all of the cards in the pack.

2. Scan the image and place it into a series of five or six PowerPoint slides.

3. Crop each image, except for the final slide, so that only a little portion of it is shown. The first slide will show a small portion of the image. The second slide will show material from the first slide plus an additional section of the image. The third slide adds another portion of the image, and the remaining slides include even more of piece of the picture. The final slide presents the image in its entirety. **(see attached example PowerPoint)**

4. Additional images can be scanned if necessary. A typical class could include three or four of the images presented in this way.

#### **-The Lesson:**

1. Break students up into small groups of three to four students.

2. Tell students that they will be shown an image. It is the group’s task to determine (a) what is going on in the image and (b) what the event might mean.

3. Reveal the first piece of the image you have chosen. In their small groups, have students analyze what they see. Give them a few minutes to discuss and then have a representative from each group share the ideas of the group with the entire class. Students should be able to hypothesize about the image in this portion of the activity. Ask students to explain their thinking with detail from the image and their knowledge of history. Repeat the process until the entire image is revealed.

4. Once the entire image is revealed, ask the groups to analyze what is happening in the photo. What Gandhian values might be shown in this image? Give the groups several minutes to discuss and then allow them to share with the entire group.

5. After each group has shared their thoughts about the entire image, bring in the historical context from the back of the Gandhi Card. Hand out a copy of the back of the Gandhi Card to each group or to each student. Within their small groups, have one student read the quote aloud and another student read the historical context aloud.
6. Ask students to discuss what values of Gandhi are displayed in the image and on the back of the Gandhi card. How do the groups feel about the values and the image? Are the values in line with what they know about Gandhi? Why or why not? What do these values teach us about Gandhi and the struggle for independence? Give them a few minutes to discuss and then have a representative from each group share the ideas of the group with the entire class.
7. You may choose to repeat this process with additional images in order for student to learn more historical background about Gandhi, as well as his core values.
8. To close the lesson, have students complete a summative activity in order to synthesize what they have learned about Gandhi. Students can show their understanding in a variety of ways:
  - Ask students to write two paragraphs about the values they learned today. Students should address the following questions in their writing: (a) What did you learn about Gandhi today? What are some examples of his values and how were these shown in a historical context? (b) How can you use the core values of Gandhi in your current life? Explain.
  - Ask students to complete a journal entry that answers the question on the back of the Gandhi card/cards. Students can include personal examples and feelings in their journal entry.
  - Have students work in groups of three or four to create a small skit in which they display one of Gandhi's core values in a scenario that is in line with their own life experience. Students can perform the skit at the end of the class or during the following class period.
  - Allow students to depict the values and/or history they learned today in an artistic format. Students can create a "Gandhi character collage" that includes an image of Gandhi, as well as other small hand drawn symbols (at least four) that represent his views. Students can also include several key phrases and quotes (at least four) to describe Gandhi's ideas. Students may use a variety of colors to create their work.

**Materials / Equipment:**

-Gandhi Cards, PowerPoint, SmartBoard, Paper, Pen

**References:**

-Gandhi and Nonviolence Knowledge Cards

-*101 Most Powerful Strategies to Enhance Social Studies Instruction*, Glenn Wiebe and the Institute for Educational Development

**-Lesson Created by: Elizabeth McGary, 7/2019**

# Sample PowerPoint using the “Respect for One’s Adversary” card











