



Think-Pair-Share Tasks using the Gandhi Cards

Content Connections:	Social Studies, Character Education, Nonviolence Education
Level:	Grades 6-8
Lesson Duration:	45 minutes
Lesson Objectives:	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.
Literacy Standards:	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:

-Think-Pair-Share is a collaborative learning activity that asks students to work together to answer questions and/or solve problems. First, each student will think about a topic on their own. Then, students will share their thoughts with a partner and engage in meaningful conversation about the topic. Lastly, students will share what they have learned with the entire class. This form of learning can help to “build confidence, encourage greater participation, and results in more thoughtful discussion.” (www.teachertoolkit.com)

-The Lesson:

1. Prior to the lesson, arrange the desks or tables in a way that is conducive to partner interaction. Also, lay all of the Gandhi Cards out on a table with the images facing up. All images should be visible on the table, as students will be selecting cards later in the class period.
2. When students come in the room, have them sit with a partner. Partnerships can be prearranged by the teacher, assigned randomly, or students can choose who they work with.
3. Ask each student to get out a scrap piece of paper and a writing utensil. On the paper, tell students to individually write down anything that comes to mind when they hear the name Mohandas Gandhi. Give each student approximately two minutes to write down their thoughts.
4. After the two minutes, ask students to share what they wrote down with their partner. Allow an additional two minutes for partners to discuss their ideas and prior knowledge. Tell the class that all partner groups will share what was discussed with the entire group.
5. Call on each partner group to share what they discussed with the entire class. Write down the key words and ideas the students share on the SmartBoard/Chalkboard/Whiteboard.
6. Once all ideas have been shared, tell students they are going to be learning more specific details about Gandhi's life and beliefs from images and short passages. Ask each student to come up to the table where the Gandhi Cards have been arranged. Have each student select one Gandhi Card from the table. Tell them to select an image that captures their eye or seems interesting to them. Have students return to their seats and place the Gandhi Card with the image side up on the desk. Ask them NOT to look at the back or read the paragraph at this point.
7. Give students one minute to look at the image they chose. Ask them to determine what might be happening in the image and what the image might say about Gandhi's beliefs. Students should be able to use specific evidence from the image to support their thoughts.

8. With their partner, students should be given three or four minutes to discuss what they think is going on in the image and what the image might indicate about Gandhi's life and beliefs. Partners should be encouraged to look at each other's Gandhi Card and brainstorm further ideas.

9. Now, ask students to turn the Gandhi Cards over. Students can now read the value, quote, and paragraph found on the back. Give them several minutes to read the back and learn about Gandhi's life and the beliefs that guided him.

10. In their partner groups, have students discuss what they learned about Gandhi. Were their initial ideas about the image correct? Did they learn anything new or something that furthered their knowledge? Have them discuss these questions. Allow five minutes for discussion.

11. To formalize what they have learned and relate it to their own lives, have partners fill out the chart that is found at the end of this lesson plan. Student should work together to fill out all portions of the chart. Allow each group approximately ten to fifteen minutes to complete their chart.

12. To end the lesson, have each partner group share what they have learned with the rest of the class. Write down all of the beliefs and values they learned on the SmartBoard/Chalkboard/Whiteboard. Lessons in subsequent classes can make use of the ideas found on the list.

Materials / Equipment:

-Gandhi Cards, SmartBoard/Chalkboard/Whiteboard, Chart, Paper, Pen

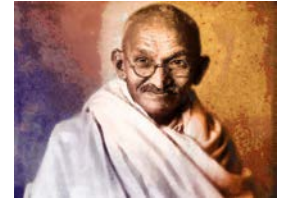
References:

-Gandhi and Nonviolence Knowledge Cards

-Lesson Created by: Elizabeth McGary, 8/2019



Understanding Gandhi's Life and Beliefs



List the Belief found on the Gandhi Card	How did Gandhi use this belief in his life? Why was this belief important to him?	How might you use this belief in your life? How would it be helpful for you and those around you?