



## Interactive Slide Lesson

<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. 3. Students will put Gandhi's core values into words through interactive role playing.
<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.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Summary of Tasks / Actions:

**-Interactive Slides:** “This strategy turns what is usually a passive, teacher-centered activity – lecturing – into a dynamic, participative experience. Students view, interpret and act out historic images that are projected onto a large screen in front of the classroom. As the discussion unfolds, the teacher writes notes on [chart paper or a white board] in the front of the room. Students simultaneously see an image and notes, helping them to learn and remember salient ideas.” –from *History Alive! Engaging All Learners in the Diverse Classroom*

### -The Lesson:

**-This lesson assumes that students have a basic understanding of Mohandas K. Gandhi and his role in the Indian Independence Movement. Students should have some knowledge of the concepts of non-violence and civil disobedience, as well as a basic understanding of the impacts of British colonialism in India.**

1. Prior to the lesson, set up the classroom with the following considerations in mind:
  - Make sure there is plenty of room between the SmartBoard and the first row of desks, as students will be role playing while using the slides you will project.
  - Have an easel/white board/chalk board set up at the front of the room, as you will be writing the key ideas students discover during the role play for all to see.
2. Prior to the lesson, select five or six Gandhi cards that will give students the most opportunity to role play and discuss. The following cards are suggested: Walking, Civility, Train Travels in India, 1931 Second Round Table Conference in London, Bravery, Disagreement with Colleagues, Will, Children, Service as a Medic, Vegetarianism, and Respect for One's Adversary. Once you have selected five or six images, scan them into a PowerPoint or Google Slides presentation. These images/slides will serve as primary sources by which students will learn more about Gandhi and his values.
3. To begin the lesson, tell students that they will be taking a deeper look into the life and value system of Gandhi by looking at primary source images. The lesson will be furthering their understanding of Gandhi and how he was able lead the Independence Movement in such an extraordinary way. This lesson will require students to analyze the images, as well as act out what might be happening.
4. Show the first slide in the presentation. For the purposes of this lesson plan, we will use the “Service as a Medic” card to begin. As the class what they see in the image. Call on students to share what they see aloud. Student responses might include, “I see men in uniform,” “They seem to be posing for a portrait,” “The men have a cross on their uniforms,” “There is a tent in the background,” etc.

5. After initial observations, ask students if they can find Gandhi in the image. He is in the second row (kneeling), third man from the right. Once Gandhi has been located, ask students what age he might be in the photo. After they make estimates, tell them that he is 30 years old in this image, which was taken in 1899. Continue asking students more probing questions, such as: Why would Gandhi be in uniform? What might his job be? Do you think that Gandhi volunteered for this job or was he required to? What emotions or feelings can you pull from this image and what evidence leads you to your ideas? Does this image of Gandhi contribute to or go against what we already know about Gandhi? Allow many students to share their answers for each question. It is important to hear differing opinions and interpretations of the image and to allow students to work as a group to come to a deeper meaning.

6. Once students have shared their answers and participated in a healthy discussion reveal that Gandhi created a group of 300 Indian volunteers to serve as medics during the Boer War in British controlled South Africa. Ask students why Gandhi would create such a group. What were his reasons? Why was he helping in such a way? Would participating in this way help the status of Indians in British controlled South Africa? Again, allow many students to voice their thoughts and opinions.

7. Inform students that Gandhi created the Indian Ambulance Corps not just help those who were injured, but also to show the British that Indians could serve equally to whites. Finally, ask students what impact his service as a medic may have had on Gandhi. How did this impact his life and future values? How might this link to Gandhi's value of non-violence? Allow several students to share their ideas.

8. Now, ask four or five students to come to the SmartBoard where the image is being projected. Tell them that they will be acting out what some of the men in the image might be saying. Students will have to improvise through the scene while keeping the information they learned in the discussion in their minds. At first, choose students who are comfortable in front of the class and willing to complete a role playing task. This will allow other students to see an example of how to role play while using a primary source image. Then, in future slides, encourage more reluctant students to come to the SmartBoard.

9. As students are completing the role playing improvisation, write down the important ideas on easel paper/white board/chalk board. Important ideas for this slide include establishing equality with the British, helping those in need, firmly developing the value of non-violence.

10. Repeat the same procedure for the remaining images you have chosen. It is important to start with basic "what do you see" questions and move into higher level thinking questions.

11. When all slides have been completed, ask students to complete a "ticket out the door" assignment. Ask students to write a summary of the values they learned about Gandhi today. Have them choose at least two values or ideas that were the most meaningful or surprising to them. Have students explain why the ideas are important to their understanding of Gandhi as the leader of Indian Independence. In addition, how might the ideas be used in the students' life today?

**Materials Needed:**

-Gandhi Cards, SmartBoard, Whiteboard or Chart Paper

**References:**

-Gandhi and Nonviolence Knowledge Cards

-*History Alive! Engaging All Learners in the Diverse Classroom*, Second Edition, 1999

**-Lesson Created by: Elizabeth McGary, 10/2019**