

Lesson Plan/ Learning Plan Grade: XII	
Topic :	Mahatma Gandhi and the Nationalist Movement
Concept (If Applicable)	Gandhian Nationalism
Mapping of skills/competencies/attitudes:	
<u>Competencies:</u> Critical Thinking (reasons effectively, makes judgements and decisions, uses systems thinking) Communication (communicates clearly, uses and manages information) Collaboration (collaborates with others) Creativity (Generates ideas) Citizenship	<u>Life Skills:</u> • Critical thinking and problem-solving • Appreciation of different lifestyles • Collaboration • Effective oral communication <u>Core values:</u> • Curiosity • Respect for all
<u>Assessment of skills and values:</u> Opinion of peer group and people around, Grading by facilitator for projects , Survey sheet, Collection and interpretation of data, Observing the spontaneous action of learners in and outside school, Writing reviews, paraphrasing	
Lesson Plan Duration:	5 Days (50 minutes each)
Learning Engagements for Active Learning:	Debate, Discussion, Think Pair Share, Picture Study, PPTs, Group Discussions, creating graphic organisers, Brainstorming
Questioning Technique/s to be Used:	Intermittent questions, Probing Questions, open ended questions
Learning objectives: By the end of the topic, the learners will be able to:	

- Familiarize the learner with significant elements of the Nationalist Movement and the nature of Gandhian leadership.
- Discuss how Gandhi was perceived by different groups.
- Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.
- Evaluate the effectiveness of Mahatma Gandhi's non-violent campaign to achieve Indian National Independence from the British Empire.

Connecting Prior Knowledge

Day 1 : Learning Engagement 1– (Brainstorming)

- *Is satyagraha, or non-violence, the best form of revolutionary activism.*
- *What does it take to be a long lasting revolutionary.*
- *Why did Mohandas Gandhi believe satyagraha was a necessary and effective force to free India from British rule?*
- *How were Indians being treated by the British under colonialism?*

Resources Required:

NCERT history book, Colored A4 sheets, chart paper, Smart Boards, Textbook

DPSG Spiral, DPSG Study Material

<https://study.com/academy/lesson/mohandas-gandhi-beliefs-accomplishments-assassination.html>

Implementation of lesson plan - Stage 1

Day 1: Learning Engagement 2- Hands on activity, experiment

1) Write on the board: “1930, India. How to make Salt” . Say to the class: “I want you to imagine that it is the year 1930, and we are in India. During this time, 1930, salt was very important for Indian cooking. So lets learn about salt. Salt is very important to everyone in India, weather rich, or poor, Muslim or Hindu, everyone uses salt. Does anyone know how salt is made?... (have students guess). Today I am going to show you how to make salt in India. But first, remind me, what year is it? That’s right 1930. And where are we? India! For this activity I need a volunteer...” (Make this following activity seem like a cooking show on the food network/ pre-heat the water so that is at a warm to begin with).

a. Ask for a volunteer in class to come to the front of the class to help you.

b. Explain how important salt is for society in India. The majority of India is vegetarian, because they believe it is wrong to kill other life and eat its flesh. So spices are very important to Indian food. Many poor Indians made their own salt for free because they didn’t have money to pay for it. Its really easy to make salt.

c. Give directions to the volunteer and LET THE VOLUNTEER MAKE THE SALT (this is important for the simulation).

i. First, you take sand from the beach and boil it in water. Have student pour a cup of beach sand (or sand with table salt added in) into a clear bowl of boiling water. (make sure the water has been boiling before the lesson has started.)

ii. Second, After the sand has boiled for a 1 or 2 minutes pour the water into a second pan, making sure not to spill any sand into the water. Let the water boil. Tell students that after the water fully evaporates the salt in the water will crystallize.

iii. Have a bowl of large crystallized salt (purchased at the store), ready since there isn’t really time to wait for the water to finish boiling. Have the volunteer grind up some of the salt crystals into small particles. (you can skip this last step if you cant find the salt crystals). Ask if anyone wants to taste the salt, let them taste it if they want.

2) As the student volunteer is still standing in front of the class.

3) How to make salt... You take sand from the beach and boil it in water, then you remove the sand and let the salty water evaporate into salt. Do this in class by bringing a hot plate, a glass plate, sand that is pre-mixed with table salt.

4) To the Volunteer, I’m sorry to tell you there’s a something terrible wrong with your salt! (students are perplexed). Did you know it is illegal to make your own salt in India during 1930. Yes, in 1930 Indians could not make their own salt.

- a. Discussion: Why do you think it was Illegal to make salt in India? (1-2 minutes)
- b. Post the following Document on an overhead projector: The Salt Tax Law.
- c. Turn to your student volunteer and say, “I’m sorry, you’ve been caught making salt and now you’ll have to go to prison”. Lead the student to the far corner in the room to sit in “prison”.

5) Discussion:

- a. What do you think is wrong with the Salt Tax?
- b. How does the salt tax affect the English? (FACT: Every year the English government earned about £800,000,000 in profit, and a whopping £25,000,00 of those profits were from revenue salt. The English made huge profits from this monopoly and tax.)
- c. How does the salt tax affect Indians? (FACT: Many Indians were very poor and the only food they had to eat was bread and salt, high priced and heavily taxed salt was a difficult burden on poor Indians. This tax is not just an offence against poor Indians, it was a law that humiliated all Indian rich a poor).
- d. What do you think Indians can do to help defend themselves from unfair laws and treatment like the Salt Tax law? (Ideas...)

This will be an AHAA moment for them.

Day 2: Learning Engagement 3- Role Play

PREPARE FOR THE SIMULATION of the Indian National Congress.

“Our class is now going re-enact a meeting of the Indian National Congress in 1930. The Indian National Congress was made up of Indians from diverse ethnic, religious, and language groups throughout India, and it was led by Mahatma Gandhi. The goal of the Indian National Congress is to make India free and independent from England. Today our class is going re-enact a meeting of the Indian National Congress. During this meeting we are going to try figure out a way to get rid of the Salt Tax law, and hopefully find a way to make India free.”

Divide the class into 6 student teams. Hand out the “Character Role Sheet for the Indian National Congress.” Tell students that for our class simulation they will no longer be themselves, instead, they become a new character: one which I will assign to them.

Students will think and speak from their character's point of view. Before assigning Character roles to the teams read through each of the roles and beliefs with the class, making sure students understand the roles.

Assign Character Roles to each of the teams. Post the following question: "You are members of the Indian National Congress. Describe from your character's point of view what the Indian National Congress should do to fight against the England's Salt Tax and other humiliating laws like it? Explain your answer in 1 or more paragraphs. *Keep in mind Gandhi's ideas about non-violent methods of "Satyagraha", as well as other methods that revolutionaries have used.

Teams will need to arrive at a consensus about the answer to this solution. REMINDER: tell students to remember they must think, speak, and write from their assigned characters point of view, NOT their own personal points of views. a. Recommended Strategy: Think, Write, Pair, Group Share. For 3 minutes, students silently write their answer to the question. Then for another 2-3 minutes students share their answers with a partner. Then, the entire team discusses their answers. The teams must come to an agreement about their answer. (Since the previous lesson students were already exposed to Satyagraha methods, since prior in the year they have studied other violent revolutionaries, students should have more than enough information to develop a thoughtful answer.) b. HOMEWORK: Each student must write a speech addressing the Indian National Congress. They must explain from their characters point of view, what they believe the Indian National Congress should do to fight against the Salt tax and other offensive laws like it, and why.

Day 3: Learning Engagement 4- Video Based Discussion

Show the film: "A Force More Powerful: The Salt March" a. At this point students are always curious about what really happened. This film will describe Gandhi's actions and strategy. Only show the first half of this film, stopping it at the part where Gandhi is imprisoned for his act of defiance. Stop here without giving away what happens next. b. As students watch the film they will be answering the following questions: i. What did Mahatma Gandhi do to fight against the England's Salt Tax? ii. What did Gandhi hope to accomplish through this? iii.

Explain why Gandhi's fighting method is non-violent, and explain how Gandhi thinks this method will work. iv. Is Gandhi's non-violent method successful or not? Explain. c. Hold a class discussion on the topic. 4) Optional Homework: Handout the Wikipedia article on the Salt march. Tell students to read the article and then use it to finish answering the above movie questions. At the close of the film have students answer the following questions: Answer each in 4 or more sentences each. These answers are to be graded as the final assessment. a. In what ways did Mahatma Gandhi and his followers show fearlessness? b. Why was the Salt March eventually successful/ c. Why do you think Gandhi and his followers continued to be non-violent, despite being severely attack, tortured and killed? d. Does the Salt March prove that Satyagraha (non-violence activism) works? Why or why not?

Day 4: Learning Engagement 5- KWL

Distribute copies of the KWL charts. Tell students that today's lesson is about Mohandas Gandhi. Ask students to team up with a partner to jot down anything and everything that they know or have heard about Gandhi in the 'K - Know' column of the chart. Have students share responses with the class.

Ask students to record at least three questions that they would like to know about Gandhi. They will jot these down in the 'W - Want to Learn' column of the chart. Have students share responses with the class.

Day 5: Learning Engagement 6- Video Based discussion and debate

Explain that they are going to watch a video that will hopefully answer their questions about Gandhi. Project the video Mohandas Gandhi: Beliefs, Accomplishments and Assassination.

Play the video and stop and 0:43. Tell them to record at least one new thing they learned about Gandhi in the 'L - What I've Learned' column.

Ask the students the following questions:

The video states that Gandhi influenced Martin Luther King, Jr. How did he influence him? **Who else do you think he may have influenced?

Have you ever seen a Gandhi quote somewhere? What did it say?

Watch the next section of the video stopping at 2:07. Ask students to record at least one new thing they learned about Gandhi in the 'L' column.

Ask the students the following questions:

Compare and contrast your childhood with Mohandas Gandhi. How were they similar? How were they different?

How would you describe Mohandas Gandhi's early life?

Play the remainder of the video.

Ask students to record at least one new thing they learned about Gandhi in the 'L' column.

Ask the students the following questions:

Why was there a conflict between the Hindus and Muslims?

Proceeding further

Day 1: Learning Engagement 2- Discussion

Student led discussion.

Day 5: Learning Engagement 6- Discussion

Students will research on the given topics and present in the class.

Learning Logs

Notebooks, charts, graphic organisers, PPTs, Spirals

Lesson Plan: Stage 2

Formatives/Unit test

Notebook assignments

Presentation

Timeline

Teacher Interventions

The teacher will intervene meaningfully by:

- Asking relevant probing questions driving learners towards the desired outcome.

	• PCC/ extra class • Observations
Extending the Lesson Further	Read any two autobiographies of nationalist leaders. Look at the different ways in which the authors represent their own life and times, and interpret the national movement. See how their views differ. Write an account based on your studies.
Summative Assessment	
3 UNIT TESTS	30+35+35 Marks each
HALF YEARLY EXAMINATION	80 Marks
PRACTICAL	20 Marks