Lesson 24 Teacher's Guide

Mahatma Gandhi

by Natalie Kusz

Fountas-Pinnell Level Z

Narrative Nonfiction

Selection Summary

Gandhi became a great leader, developing a system of non-violent protests to fight against prejudice and other injustices. He led India to independence and is honored as a "Great Soul" by Indians and other people from around the world.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative nonfiction, biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative organized in ten chapters</td>
</tr>
<tr>
<td>Content</td>
<td>Apartheid in South Africa</td>
</tr>
<tr>
<td></td>
<td>Civil disobedience as a peaceful means for change</td>
</tr>
<tr>
<td></td>
<td>India's struggle for independence from British rule</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Respect for different cultures</td>
</tr>
<tr>
<td></td>
<td>Violence begets more violence; nonviolent resistance is the key to spurring change.</td>
</tr>
<tr>
<td></td>
<td>Self-sufficiency is one way to stop depending on outsiders who impose unjust laws.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Comprehensible historical background</td>
</tr>
<tr>
<td></td>
<td>Sidebars offer insight into parallel struggles for freedom by three other activists</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Simple, compound, and complex sentences</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Words related to discrimination, such as apartheid, curfews</td>
</tr>
<tr>
<td>Words</td>
<td>Challenging multisyllable words, such as apartheid, satyagraha, Mahatma</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Color map, color photograph, and historical black and white photographs, all with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Sixteen pages of text with photographs on many pages</td>
</tr>
<tr>
<td></td>
<td>Table of contents, map, sidebars, and a chart</td>
</tr>
</tbody>
</table>

Mahatma Gandhi by Natalie Kusz

Build Background
Help students use their knowledge about racial prejudice and civil disobedience to visualize the text. Build interest by asking a question such as the following: What are some ways that people have sought to fight against racial prejudice? Why is civil disobedience an effective way for ordinary citizens to protest? Read the title and author and talk about the cover photograph. Note the ten chapter heads. Tell students that this selection is narrative nonfiction and a biography so it will give factual information about Mahatma Gandhi.

Introduce the Text
Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Page 3: Explain that this selection is about Mohandas Gandhi, who grew up to be a great leader in the fight against prejudice. Direct students to the second chapter heading: “Gandhi's Early Life.” Suggested language: Look at the photograph of Gandhi as a young man. What is your impression of the young man as he is pictured? What kind of clothes is he wearing?

Page 4: Explain that apartheid was a system of racial segregation in South Africa. Gandhi kept reminding his followers not to resort to violence because he felt it would lead to more violence. He urged people to practice civil disobedience instead. Ask: What kinds of civil disobedience have been used to protest racial segregation in the United States?

Page 6: Explain that satyagraha is a system of nonviolent protests. Read the first of the eight rules. Do you think it would be hard to follow this rule always? Why? Now turn back to the beginning of the book and read to find out how Gandhi used civil disobedience to change unfair rules and laws.

Expand Your Vocabulary

apartheid – a system of racial segregation that focuses on public places, p. 4
civil disobedience – refusal to obey civil laws to induce change by use of passive resistance, p. 4
curfews – regulations requiring people to leave the streets at a given hour, p. 10
ashram – a secluded residence of a religious community and its guru, p. 9
partition – the division of a country into two or more states or countries, p. 17
Read

Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy ✓target strategy✓ as they read. Tell them to ask questions before, after, and as they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the selection.

Suggested language: Why do you think it took so many years for Gandhi to bring about change? Do you think his methods of nonviolence were effective?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gandhi protested racist rules in South Africa using civil disobedience.</td>
<td>• Nonviolence is the acceptable way to instigate change.</td>
<td>• Historic photographs offer additional insight into the text.</td>
</tr>
<tr>
<td>• In India, Gandhi and his followers peacefully fought against British rule.</td>
<td>• People need to respect those who are different from them.</td>
<td>• Sidebars describe other leaders in the struggle for civil rights who used civil disobedience.</td>
</tr>
<tr>
<td>• Gandhi worked to help Muslims and Hindus of the new countries—Pakistan and India—to get along.</td>
<td>• One man can have an extraordinary influence on an entire nation and on the generations that come after him.</td>
<td>• The author includes a chart detailing the eight rules of discipline in Satyagraha.</td>
</tr>
</tbody>
</table>


Choices for Further Support

• Fluency Invite students to choose a passage from the text and demonstrate phased fluent reading. Remind them to properly pronounce foreign words and to vary tone, pitch, and volume to attract and hold their audience’s attention.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Remind students that learning common prefixes found in words and seeing how the word is used in the selection can help them discern the meaning of the new word. For example, the prefix non- means “absence” and the prefix dis- means “removal.” Words used in the selection with these prefixes include nonviolent, non-white, disobedience and disrespectful.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 24.9.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Author’s Purpose Remind students that they can use text details to identify the author’s viewpoint and reasons for writing. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below.

Think Aloud
The text explains why Gandhi was known as “Mahatma,” or “Great Soul.” In addition, it describes how Gandhi and his ideas influenced other civil rights leaders. These details support the author’s purpose to inform the reader.

Practice the Skill
Encourage students to identify other details in the book that support the author’s purpose to inform the reader.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• How does the author organize the information on page 6 of the book?
• The first paragraph on page 10 is mainly about

• What is the meaning of partition on page 17?
English Language Development

Critical Thinking

Reading Support Pair advanced and intermediate readers to read the story softly, or have students listen to the audio or online recordings. Remind students that this selection is about a great civil rights leader.

Cognates The text includes many cognates. Point out the English words and their Spanish equivalents: violence (violencia), courage (coraje), and march (marcha).

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Eary Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> What does the title “Mahatma” mean?</td>
<td><strong>Speaker 1:</strong> What did the spinning wheel symbolize for Gandhi?</td>
<td><strong>Speaker 1:</strong> How did Gandhi’s struggle parallel that of Nelson Mandela?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> “Great Soul”</td>
<td><strong>Speaker 2:</strong> It was a symbol of a return to self-sufficiency and independence from the British.</td>
<td><strong>Speaker 2:</strong> Both leaders mobilized their people to protest against apartheid and discrimination and to encourage racial equality.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Where did Gandhi move to practice law?</td>
<td><strong>Speaker 1:</strong> Why did Gandhi take salt from the Arabian Sea?</td>
<td><strong>Speaker 2:</strong></td>
</tr>
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<td><strong>Speaker 2:</strong> South Africa</td>
<td><strong>Speaker 2:</strong> He was protesting a new British law taxing Indians for salt.</td>
<td></td>
</tr>
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<td><strong>Speaker 1:</strong> What farm did Gandhi build?</td>
<td><strong>Speaker 1:</strong> What did the spinning wheel symbolize for Gandhi?</td>
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</table>

Critical Thinking

Read and answer the questions. Possible responses shown.

1. **Think within the text** What was Tolstoy Farm?
   - It was a farm where people could escape racism.

2. **Think within the text** How did Gandhi die?
   - Gandhi was shot by a man who disagreed with his beliefs.

3. **Think beyond the text** Why do you think the author writes about Gandhi’s peaceful civil disobedience and how it was effective in South Africa and India?
   - Sometimes when people peacefully protest an injustice, others admire their courage and are more persuaded by their cause than if they had been violent. The author feels that this is important.

4. **Think about the text** What characteristics did Gandhi possess that helped him make a difference in the community?
   - Gandhi was passionate and committed. He was also educated and knew how to unite people behind a single cause.

5. **Making Connections** Other social leaders have worked to bring about change peacefully. Name at least one of these persons and describe his or her cause and methods. Was the person effective at achieving change? Why or why not?
   - Write your answer in your Reader’s Notebook.

Responding

Author’s Purpose: What was Natalie Kozic’s purpose in writing Mahatma Gandhi? Copy the chart below. Summarize the author’s purpose in the bottom box. List details that support her viewpoint in the top boxes.

| Purpose | ? | ? |

Text to Text Using this book as a source, write the introduction to a research report on Mahatma Gandhi. Be sure to include the most important ideas about Gandhi in your introduction.

Name __________________ Date __________

Lesson 24: Mahatma Gandhi

Grade 6
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Lesson 24: Mahatma Gandhi

Critical Thinking

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**Mahatma Gandhi**

**Thinking Beyond the Text**

Think about the questions below. Then write your answer in two or three paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 10, we read that Gandhi told the people to fight with peace or not at all. What did Gandhi mean by fighting with peace? Was this an effective strategy for Gandhi? Do you think it is an effective strategy today? Use text details and your own knowledge to support your response.

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Critical Thinking

Read and answer the questions.

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2. Think within the text  How did Gandhi die?

3. Think beyond the text  Why do you think the author writes about Gandhi's peaceful civil disobedience and how it was effective in South Africa and India?

4. Think about the text  What characteristics did Gandhi possess that helped him make a difference in the community?

Making Connections  Other social leaders have worked to bring about change peacefully. Name at least one of these persons and describe his or her cause and methods. Was the person effective at achieving change? Why or why not?

Write your answer in your Reader's Notebook.
### Mahatma Gandhi • LEVEL Z

#### Lesson 24

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Gandhi wrote a letter to the British government. He said that while it was wrong to charge <em>any</em> Indian for salt that was free from the ocean, the law was especially hard on poor people. He said that in nine days his ashram would begin breaking the salt laws unless the salt tax was stopped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Gandhi and his followers waited for a response, but none came. They even waited an extra day, just to be sure. Finally, on March 12, 1930, Gandhi and 76 others began a 240-mile walk to the sea.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Comments:

#### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{93} \right) \times 100\%
\]

#### Total Self-Corrections

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>◊</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>◊</td>
<td>1</td>
</tr>
</tbody>
</table>

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8 Lesson 24: Mahatma Gandhi

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