

About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 602

Book Summary

Mohandas Gandhi was a man of great leadership and courage. An advocate of nonviolence, even in the face of tremendous injustice, Gandhi spent his life working for equality and peace. This *Mahatma*, or “Great Soul,” served as an inspiration to other great leaders, such as Martin Luther King Jr. and Nelson Mandela. Students will be amazed by the strength and determination of a man who brought change to his country and the world.

Book and lesson are also available at Levels Q and U.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Elements of a biography
- Identify initial and final consonant *st*-blends
- Recognize types of sentences
- Identify synonyms and antonyms

Materials

Green text indicates resources are available on the website.

- Book—*Gandhi* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Thesauri
- World map
- Elements of a biography, sentence types, synonyms and antonyms worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: **conflict** (n.), **Hindu** (adj.), **inspired** (v.), **Muslims** (n.), **nonviolence** (n.), **protests** (n.)
 Enrichment: **respecting** (v.), **tax** (n.), **unfair** (adj.)

Before Reading

Build Background

- Write the word *conflict* on the board and ask volunteers to suggest a definition. Explain that a conflict is a disagreement between people or groups of people. Invite students to think of a time when they had a conflict with someone. Have students share their experiences and invite them to explain how the conflict was resolved.

- Show students the cover of the book and read the title aloud. Explain that this book is about a very important man named Mohandas Gandhi. Ask students what they know about Gandhi. Explain that Gandhi is one of the world's most famous leaders. Reinforce that Gandhi is well known because he solved conflicts without violence. He believed and practiced peaceful communication.
- Show students a map of the world. Locate your hometown on the map. Next, point out South Africa and India on the map. Explain to students that during his lifetime, Gandhi helped people in these parts of the world through nonviolent, or peaceful, actions.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and have them view the photographs of Gandhi. Have students discuss what they see in the photographs. Ask students why the photographs in the book might be in black and white rather than color. Invite students to look at the photographs throughout the book. Explain that many of these images show Gandhi in South Africa or India, the parts of the world where he worked to help people.
- Show students the title page. Discuss the information on the page (title of book and author's name).

Introduce the Reading Strategy: **Summarize**

- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to learn in each section.
- Have students preview the rest of the book, looking at photographs, captions, and other text features. Show students the glossary and explain or review its purpose.
- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in each section. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*.
- Create a chart on the board with the headings: *Who*, *What*, *When*, *Where*, and *Why*.
- **Think-aloud:** *As I read this book, I am going to stop every now and then to remind myself about the information I have read so far about Gandhi. Doing this helps me remember what I'm reading and makes me think about new information. I can use a chart like this one to help me keep track of the important details. When I finish reading the book, I will be able to tell, in my own words, some of the most important information from each section of the book.*

Introduce the Comprehension Skill: **Elements of a biography**

- Ask students to explain the difference between a *biography* and a *story* (*biography*: the story of a real person's life written by someone else; *story*: made up by the author, with characters who may or may not be real). Explain that this book is a biography. A biography includes information about the person's personality, accomplishments, and influence on the world.
- Write the words *Personality*, *Accomplishments*, and *Influence* in a three-row chart on the board. Discuss with students the meaning of each of these words (*personality*: the qualities that make each person unique; *accomplishments*: success achieved through practice or training; *influence*: an effect on someone or something).
- **Think-aloud:** *As I read through each section of this book, I am going to stop and think about what I have learned about Gandhi. As I read, I can organize the information about Gandhi into the categories: Personality, Accomplishments, and Influence. By categorizing the information in this way, I know I will understand more about him and the events of his life.*

Introduce the Vocabulary

- Write the following content vocabulary words on the board: *inspired*, *nonviolence*, and *protests*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what they are reading. Divide students into pairs and give each set of students a blank piece of paper. Have students divide the paper into three sections and label each section with one vocabulary word. Invite them to draw and write what they know about each word and create a definition using their own prior knowledge.
- Model how students can use a dictionary to find the meaning of a word. Have them locate the word *inspired* in the dictionary. Remind students to remove the suffix and to identify the root word before searching in the dictionary. Ask a volunteer to name the root word of *inspired*. Invite a volunteer to read the definition aloud.
- Show students the glossary on page 16. Have students locate the word *inspired* in the glossary. Point out that the dictionary has multiple definitions for the word *inspired*, depending on the usage. Have students compare the dictionary definition with the glossary definition, and ask them which dictionary definition is the most similar. Ask them to compare this definition with their prior knowledge of the word.
- Ask students to locate the word *inspired* on page 15 and read the sentence containing the word aloud. Repeat the exercise with the remaining vocabulary words. Have students compare and contrast the three sources: the dictionary, the glossary, and the text.

Set the Purpose

- Have students read to learn about Gandhi's personality, accomplishments, and influence on the world.

During Reading



Student Reading



Have students read pages 4 through 6. Model underlining important details to help summarize information and identify elements of a biography in the first two sections.

Think-aloud: *I made sure to stop reading after the second section of the book to summarize what I have read so far. First, I thought about the information that answered the questions who, what, when, where, and why. Then, in my mind, I organized the most important information into a few sentences. After reading page 4, I decided that this section was a brief overview of Gandhi's upbringing and how he came to live in South Africa. I learned that Gandhi was born in 1869 in India. I also learned that Gandhi was raised in a family that valued nonviolence and caring for one another. I now know that Gandhi went to school to become a lawyer and could not find a job in India so he moved to South Africa. I will underline these words and phrases in the text. In the next section, "South Africa," I learned that people who were not white were treated poorly. Gandhi thought this was unfair and worked to help Indians in South Africa. Gandhi led protests, and many Indians were hurt or put in jail. People around the world were surprised by this violence, and Gandhi became well known for his leadership. I will underline this information in the text.*


- Invite students to assist you in filling out this information in the chart on the board. Have them decide which facts go in various boxes of the chart. Point out that sometimes not all of the questions (who, what, where, when, and why) are answered in every section of the text. Create a summary with students on the basis of the information in the chart. (*Gandhi was born in India in 1869. He was born into a Hindu family who valued nonviolence. Gandhi went to school to become a lawyer and then moved to South Africa. In South Africa he worked for equality for Indian people. Gandhi told Indian people not to follow the unfair laws, and many people were hurt or put in jail. Gandhi lived in South Africa for twenty years and became well known for his peaceful leadership.*)

- Return to the Elements of a Biography chart and model how to record biographical details.
Think-aloud: After reading pages 5 and 6, I have learned some details about Gandhi's personality. Gandhi worked very hard to help other Indians. He did not give up even when he was hurt and put in jail. On the basis of this information, I can say that Gandhi was caring, determined, and courageous. I will write this on my chart under the heading Personality.
 - **Check for understanding:** Have students read to the end of page 11. When students have finished reading, have them work with a partner to identify the important information. (*Who: Mohandas Gandhi, the British government, and the people of India. What: Gandhi worked to free India from British rule through demonstrations and protests, marched across India with his followers to the sea to protest the British tax on salt, was arrested and put in jail. When: Gandhi returned to India in 1915. Where: India; the salt march ended in Dandi, India. Why: Gandhi wanted India to be free from British rule, he thought it was unfair that the Indian people had to pay for salt that was from Indian lands.*)
 - Have students work together on a separate piece of paper to create a summary of these sections.
 - Ask students to identify Gandhi's personality, accomplishments, and influence from the discussion and from the text. (*Personality: smart, brave, determined, loving. Accomplishments: led protests and demonstrations against the British government, led a march across India to the sea to protest the British salt tax. Influence: involved people all over India to stand up against the British government.*)
 - Introduce and explain the [elements-of-a-biography worksheet](#). Write this information in the chart on the board, and have students write the information on their worksheet. Discuss with students the text from the book that supports the information on the chart.
 - Discuss how Gandhi's personality might have influenced his accomplishments. Facilitate the discussion with questions such as: *How would you describe Gandhi's personality? What characteristics of his personality might have influenced him to do the things he did when he returned to India?*
-  Have students read the remainder of the book. Remind them to underline important details and to use the information learned to identify the elements of a biography (personality, accomplishments, influence on others).
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

-  Divide students into pairs. Assign each pair one of the remaining sections from the book. Remind them to underline information that answers the questions *who, what, where, when, and why* while reading. Have each group discuss the information they underlined in their section. Ask students to use the information to rehearse an oral summary of the section. When students have finished, have them share and discuss their summaries aloud.
- **Think-aloud:** *I know summarizing keeps me actively involved in what I'm reading and helps me remember what I've read. I know I will remember more about Gandhi because I summarized as I read the book.*

- **Independent practice:** Explain to students that one way to summarize is to give a brief overview of each section. Point out that a summary can also reflect the entire text. Challenge students to write a brief summary of the book *Gandhi* on a separate sheet of paper. Remind students that a summary includes only the most important details from the text. Have students work with a partner to share their summaries. If time allows, have students share their work with the class.

Reflect on the Comprehension Skill

- Discuss how Gandhi's work and actions improved the quality of life for people in India and how his passion for nonviolence influenced people and leaders all over the world.
- Have students return to the elements-of-a-biography worksheet. Invite them to include additional information about the personality, accomplishments, and influence of Gandhi from the last sections of the book. Discuss their responses aloud as a class.
- **Enduring understanding:** In this book, you read about a man who was willing to give up his life and spend years in prison for what he believed in. Now that you know this about Gandhi, do you think it is important to stand up for what you believe in, even if it means great personal sacrifice? Would you do what Gandhi did? Why or why not?

Build Skills

Phonics: Initial and final consonant *st*-blend

- Write the words *stay* and *west* on the board and say them aloud with students.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which two letters represent the /st/ sound at the beginning of the word *stay* and at the end of *west*.
- Have students practice writing the consonant *st*-blend on a separate sheet of paper while saying the /st/ sound.
- Write the following words that begin or end with the consonant *st*-blend on the board, leaving off the initial or final blend: *stopped*, *coast*, *stand*, *fast*, *most*, *still*, *rest*, *stack*. Say each word, one at a time, and have volunteers come to the board and add the consonant *st*-blend.



Check for understanding: Invite students to work with a partner to reread page 8. Have students circle the word with the initial consonant *st*-blend (*stay*) and underline the words with the final consonant *st*-blend (*against*, *protest*).

- **Independent practice:** Have students reread the book and circle all words with the initial consonant *st*-blend and underline the words with final consonant *st*-blend.

Grammar and Mechanics: Sentence Types

- Explain to students that there are different types of sentences that they will encounter when they read and as they write. One type of sentence is called a *combined sentence*. A combined sentence contains two sentences with a similar subject or predicate. Write the following sentences on the board: *Gandhi went to London. Gandhi became a lawyer.* Ask students to identify the subject of each sentence (or what the sentence is about). Underline the subjects. Review or explain that two simple sentences that share the same subject can be combined into one sentence by using the conjunction *and*. Ask students how to rewrite the sentences on the board. (*Gandhi went to school in London and became a lawyer.*)
- Write the following sentences on the board: *Gandhi walked to the sea. His followers walked to the sea.* Ask students to identify the predicate (or what the subject is, says, or does) in each sentence. Underline each predicate. Review or explain that two simple sentences that share the same predicate can be combined into one sentence by using the conjunction *and* to create a combined sentence. Ask students how to rewrite the sentences on the board. (*Gandhi and his followers walked to the sea.*)

- **Check for understanding:** Write the following sentences on the board. Have students use paper and a pencil to copy and combine the sentences.
Gandhi stayed in South Africa for twenty years. He worked for better treatment of Indians.
Gandhi marched against the salt tax. Many Indian people marched against the salt tax.
- **Independent practice:** Introduce, explain, and have students complete the [sentence types worksheet](#). If time allows, discuss their answers aloud.

Word Work: **Synonyms and antonyms**

- Write the word *large* on the board. Ask students to suggest a word that means almost the same thing (*huge*). Review or explain that a word that means the same or almost the same as another word is called a *synonym*. Ask students to suggest a word that means the opposite of *large* (*tiny*). Review or explain that a word that means the opposite of another word is called an *antonym*.
- Have students turn to page 4 and locate the second sentence on the page. Read the sentence aloud and record it on the board: *Many Hindus believe in nonviolence and caring for and respecting others.* Circle the word *caring*. Ask students to suggest a word that means the same or almost the same as *caring* (*kind, thoughtful*). Ask students to suggest a word that means the opposite of *caring* (*unkind, mean*).
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to find the word *small* and have them name the synonyms listed. If the thesaurus lists antonyms, have them find the antonyms for *small*. If needed, provide additional practice using the thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the [synonyms-and-antonyms worksheet](#). If time allows, discuss answers aloud after they are finished.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how a reader asks questions and then reflects on the answers while reading.

Extend the Reading

Personal Narrative Writing Connection

Invite students to write a personal narrative about a time when they resolved a conflict with a nonviolent solution. Have students brainstorm in groups to share their stories. Next, have students record the most important details of their experience on a sheet of paper. Ask students to include the problem, the obstacles to solving the problem, and how the problem was peacefully resolved. Once students have completed the brainstorming process have them complete the personal narrative using complete sentences and correct punctuation. If time allows, have students share their writing with the class.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide each student with copies of *Nelson Mandela* and *Martin Luther King Jr.* from [ReadingA-Z.com](https://www.readinga-z.com). Have students work in pairs to read each book. Explain to students that they will be working with a partner to compare and contrast one of these famous leaders with Mohandas Gandhi. Invite each group to choose either Nelson Mandela or Martin Luther King Jr. Next, review with students how to create a basic Venn diagram to compare and contrast information. Provide students with a blank piece of paper to create a Venn diagram. Have students brainstorm to arrive at similarities and differences among the leaders and record this information on the diagram. Finally, have students summarize their findings in a brief report. If time allows, have students share their response with the class.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to comprehend the text
- correctly identify elements of a biography in the text and on a worksheet
- accurately identify initial and final consonant *st*-blends in the text and during discussion
- correctly identify sentence types in the text, during discussion, and on a worksheet
- consistently identify and correctly use synonyms and antonyms in the text, during discussion, and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)