

## Key Question

How did Gandhi demonstrate the power and limits of civil disobedience to bring about change?

## Vocabulary

### Academic vocabulary

- *beliefs (n.), example (n.), influence (n.), register (v.), unite (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

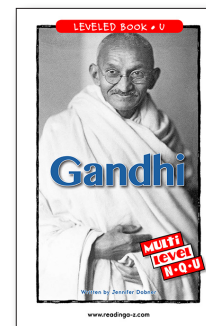
### Story words

- *discriminated (v.), inspire (v.), nonviolence (n.), political (adj.), protest (n.), unjust (adj.)*

### Enrichment words

- *compromise (v.), Hindu (adj.), Muslims (n.), sentenced (v.), struggled (v.), tax (n.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Gandhi*.



## Ask and answer questions

Have students turn to the table of contents and review the headings listed. Have small groups write one question they have about the book. Write the questions on the board. At the end of the reading, ask students to tell which questions were answered, citing evidence in the book that supports their answers.

## Text features: Analyze sidebars

Have students review the graphs and sidebars on the following pages: 6, 10, 11, 14. Ask them to summarize the information presented and to explain why the author included them (to give information about Gandhi's personal life and the conditions under which he and other Indians lived to help readers understand the reasons for his actions).

## Graphic organizer: Elements of a biography

Write the words *Accomplishments*, *Influence*, and *Personality* in a three-column chart on the board. Discuss the meaning of each of these words. Have students read pages 4–5. Discuss elements of Gandhi's accomplishments, influence, and personality from the information in the section. Discuss how Gandhi's personality might have influenced his accomplishments. Have students complete the lesson [graphic organizer](#).

## Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *Why did Gandhi insist on sitting in the first-class section of the train in South Africa, even after he was told he could not sit there?* (level 2)
- *Why do you think Gandhi chose a path of nonviolent resistance through satyagraha?* (level 3)
- *During the Salt March, Gandhi knew that his actions would cause him to be arrested. Why did Gandhi continue the march anyway?* (level 3)
- *Why might the British have delayed talks of Indian independence during World War II?* (level 3)

## Response to reading

Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** Paste the text below, list information from the book that reflects Gandhi's personality, accomplishments, and influence on others.

PERSONALITY	ACCOMPLISHMENTS	INFLUENCE